

APPENDICES

I. School Models Overview	A
Expeditionary Learning model Overview	
International Baccalaureate (IB) Diploma Programme Overview	
II. Executive Resumes	B
Sussex Academy of Arts & Sciences	
Sussex Preparatory Academy	
III. Memoranda of Understanding	C
Science Coalition	
Social Studies	
IV. Curriculum Documents	
High Level Scope and Sequence Matrix	D
English Language Arts.....	E
Curriculum Maps, Grades 9-12	
Units of Instruction	
Mathematics	F
Curriculum Maps, Grades 9-12	
Units of Instruction	
Physical Education & Health.....	G
PE Curriculum Map, Grades 9 & 10	
Health Curriculum Map, Grade 9	
PE Units of Instruction	
Health Units of Instruction	
World Language.....	H
Spanish I & II Curriculum Maps	
Units of Instruction	
Visual Arts	I
Curriculum Map for Visual Art	
Units of Instruction	
Performing Arts	J
Curriculum Map for Performing Arts	
Units of Instruction	
High School Course Description Handbook	K

V. Operational and Supplemental Documents

Board Policy Manual	L
Budget and Revenue	M
Narrative, Worksheets, Revenue Estimates, Funding Summary, Charter Billing, Site Option Comparison and Quotes	
Contracts and Leases.....	N
Employee Handbook.....	O
Feasibility Study	P
Fundraising	Q
Fundraising Plan Sussex Preparatory Academy, Incorporated 501(c)3	
Insurance	R
Letters of Support	S
Marketing Plan.....	T
Performance Agreement.....	U
Technology Plan	V
Student Code of Conduct.....	W
Student Handbook.....	X



EXPEDITIONARY
LEARNING

An Overview of Expeditionary Learning

“This is how kids want to learn.”¹

Expeditionary Learning (EL) is a national network of schools who serve students in pre-K through grade 12 in all settings – urban, rural, and suburban. Since their start in 1992, they have grown from a small group of ten schools into a diverse network of more than 150 schools. EL partners with school districts and charter boards to open new schools and transform existing schools.

EL is a comprehensive K-12 educational design that emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching Common Core and Delaware’s Prioritized Standards. Learning expeditions – long-term investigations of important real world questions and subjects - include individual and group projects, field studies, and performances and presentations of student work. All instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and community service.²

The EL model is an academic application of Outward Bound, an organization which values compassion, integrity, excellence, inclusion and diversity while seeking to develop character, leadership, and service in students as they learn through experiences which involve challenge and adventure in a supportive environment. As such, EL schools are designed to teach students the principles of self-discovery, having wonderful ideas, responsibility for learning, empathy and caring, success and failure, collaboration and competition, diversity and inclusion, the natural world, solitude and reflection, and service and compassion.

The following Core Practices of EL articulate how to translate the Design Principals into instructional practice.

Core Practices	What It Looks Like in the School Design
Curriculum	EL’s approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.
Instruction	EL classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.
Culture and Character	EL schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.
Assessment	EL leaders, teachers, and students embrace the power of student-engaged assessment practices to focus students on reaching standards-based learning targets and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from high-stakes tests.
Leadership	EL school leaders build professional learning communities that focus sharply on student achievement and continuous improvement, use data wisely, and boldly shape school structures to best meet student needs. Leaders celebrate joy in learning and build a school-wide culture of trust and collaboration. Leadership in EL schools goes beyond a single person or team – it is a role and expectation for all.

Expeditionary Learning schools inspire the motivation to learn, engage teachers and students in new levels of focus and effort, and transform schools into places where students and adults become leaders of their own learning. The Expeditionary Learning model challenges students with high-level tasks and active roles in the classroom. Through the Expeditionary Learning school design students will discover the adventure and the joy of learning.

¹ Arne Duncan, US Secretary of Education when visiting an Expeditionary Learning school in Portland, ME.

² <http://www.elschools.org/design/index.html>



The pedagogical principles and methodologies of the International Baccalaureate Diploma Programme (IBDYP) continue to develop the core values of the Expeditionary Learning philosophy, while presenting students with a vigorous set of academic expectations. A Sussex Academy of the Arts and Sciences (SAAS) student, who successfully participates in the full IB Diploma Programme, will earn, in addition to their SAAS diploma, the IBDYP diploma. The IBDYP is a college preparatory curriculum, with courses occurring during the 11th and 12 grades.

The IB student Learner Profile is the heart of the IBDYP model. All teachers are expected to articulate the profile characteristics through teaching methodologies that promote student-centered, inquiry-based learning strategies. These Learner Profile characteristics are: Inquirers, Knowledgeable, Thinkers, Communicators, principled, Open-minded, Caring, Risk-takers, Balanced, Reflective. Students are taught and assessed using authentic instruments in each discipline. They are trained in the specific tools of each academic discipline: to be historians, linguists (both in their native and a second world language), experimental scientists, mathematicians and artists. IBDYP students are required: to participate in Service Learning, Creative and Action focused activities as part of their educational growth; design and execute an Extended Essay, which is a 4000 word individual research project on a topic of their choice; and take the Theory of Knowledge course, which exposes students to the connectivity between the academic disciplines, the Ways of Knowing (reason, emotion, etc.) that individual's use and the specific Knowledge Issues that each academic discipline uses to define reality.

As stated in its Mission Statement, *“the International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”*

David C. Shapley Jr., P.E.

Profile

A registered Professional Engineer with over 20 years experience with an electric utility including:

- Design and operation of electric distribution/transmission (13kv – 138kv)
- Operation of Substations (25kv – 138kv)
- Supervision of union and professional employees
- Management of multiple substation/transmission projects
- Implementation of major systems (SCADA, Load Management, Electronic Staking sheets)
- Knowledgeable in multiple computer systems
- Development & Implementation of interconnection agreements and rates
- Interaction with Public Service Commission
- System planning and Implementation
- Supervises and coordinates storm trouble.

Summary of Qualifications

January, 2005 – Present Delaware Electric Cooperative
Manager or Engineering – Engineering & Operations

February, 2001 – December, 2004 Delaware Electric Cooperative
Field Engineering Supervisor – Engineering & Operations

August, 1993 – February, 2001 Delaware Electric Cooperative
Operations Engineer – Engineering & Operations

Dec, 1992 – August, 1993 Potomac Electric Power Company
Project Engineering – T&D Engineering

May, 1989 – Dec, 1992 Potomac Electric Power Company
Standards Engineer – T&D Engineering

Education

September, 1985 – May, 1989 Widener University, Chester PA
Bachelor Science Electrical Engineering

October, 1998
Engineering Intern

October, 2002
Professional Engineer - Delaware

**Professional
experience**

January, 2005 - Present

Manager of Engineering

- Managed performance of 1 exempt and 10 union employees
- Developed interconnection rates and agreements
- Interfaced with regulatory officials.
- Develop and monitor the capital budget for projects with the organization
- Responsible for developing Annual Work Plans that exceeds 10 million dollars a year.
- Responsible for developing 2 – 3 year Construction Work Plans that exceeds 20 million dollars.
- Responsible for developing 10 year Long Range Work plan that exceeds \$100 million
- Provides daily customer services within Kent and Sussex counties.
- Provide engineering, construction and service support for projects.
- Monitors performance against process and business metrics.
- Develops action plans to ensure achievement of goals in monitoring the financial results of construction, operation, and maintenance.
- Created new job descriptions and new job positions. Responsible for recruiting, interviewing and hiring of these positions.
- Chairs – T&D Committee
- After Hours Dispatcher supervisor.

February, 2001 – December, 2004

Field Engineering Supervisor

- Supervises eight (8) union employees. Responsible for all engineering jobs.
- Maintaining a courteous and cooperative relationship with members while meeting member's deadlines.
- Responsible for developing Annual Work Plans that exceeds 10 million dollars a year.
- Responsible for developing 2 – 3 year Construction Work Plans that exceeds 20 million dollars.
- Responsible for developing 10 year Long Range Work plan that exceeds \$100 million
- Liaison between Rural Utilities Service (RUS) and Delaware Electric Cooperative (DEC) for work plans.
- Responsible for coordination of system.
- Responsible for maintaining and running Windmil – Distribution Analysis Software
- Created new job descriptions and new job positions.
- Generated company policies
- Responsible for writing transformer/regulator specifications.

- Implemented an electronic staking sheet program – StakeOut
- Re-engineered staking sheet process for better work flow and cost savings
- Lead the process to create new engineering units to incorporate automatic updating of Continuing Property Records
- After Hours Dispatcher.
- Chairs the T&D Committee
- Cooperating with local, county and state highway department's relative with building or relocating facilities.

August, 1993 – February, 2001

Engineering – System Control

- Manage the development/operation of the Load Management and SCADA systems
- Completed a Voltage Reduction Study – potential savings of \$120,000 per month
- Completed a Fault Current Analysis for Angola using Windmil.
- Project Coordinator for the following Substations/Metering Points.
 - Angola – total cost 2 million dollars.
 - Bayard 4th circuit addition
 - Bayard Transformer replacement.
 - Zoar
- Assisted in various aspects of other station projects.
- Managed the purchase and replacement of the Load Management and SCADA systems – total cost ½ million dollars.
- Responsible for writing transformer/regulator specifications.
- Re-designed anchoring requirement
- Delaware's engineering representative in the VMD Associations 220 mHz radio project.
- After Hours Dispatcher.
- Recomputed Station LTC/Regulator Settings – reduced operations by more than 1/3rd

Dec, 1992 – August, 1993

Potomac Electric Power Company

Project Engineering – T&D Engineering

- Engineered overhead projects up to 69 kV
- Engineered URD projects
- Supervised union employees
- Engineering representative for Computer Aided Drafting Task Force

May, 1989 – Dec, 1992

Potomac Electric Power Company

Standards Engineer – T&D Engineering

- Approved all overhead & street light equipment
- Responsible for writing transformer, regulator and other equipment specifications
- Worked with construction on implementing new field practices
- Revised and issued standard drawings
- Engineering representative for Methods Improvement Committee
- Distribution Automation Task Force Member
- Created Engineering Assemblies/Compatible Units
- Developed program to compute regulator settings.
- Redesigned the sag/tension charts.

**Additional
professional
activities**

ANSI C136 Street Light Committee

Southeastern Electric Exchange (SEE)

Chairman – SEE Guidelines Subcommittee

**Professional
memberships**

IEEE member

**Community
involvement**

Board Member (2003 – 2006) – Seaford Swimming Association

President of Seaford Swimming Association Board (2004- 2006)

Board Member (2006 – 2010) – Vice President - Bridgeville Chase Homeowners Assoc.

Board Member (2006 – present) – Sussex Academy of Arts and Sciences

Elected to Governors Task Force for Charter Schools (June 2007 – 2009)

President – Sussex Academy of Arts and Sciences (2010-present)

Executive Committee Member – Sussex Preparatory Academy (2011 – present)

Dean A. Swingle
801 Park Drive
Seaford, DE 19973
(302) 628-1380

Education: Salisbury State University
Salisbury, MD 21801
B.S. Accounting
May 1990

Professional:
Certified Public Accountant, State of Delaware
Member of Delaware Society of Certified Public Accountants
Member of American Institute of Certified Public Accountants

Employment:
Nanticoke Health Services, Inc.
Seaford, DE 19973
Director, Finance

2003 - Present	Responsible for various financial and accounting information for a five entity health care organization. Analyze and produce reports for internal departments and outside agencies. Coordinate financial reporting with independent auditors. Work with committees, physicians and other groups regarding various health and financial issues.

Delaware Technical and Community College
Owens Campus
Georgetown, DE 19947
Adjunct Faculty

2004 – Present	Plan, organize and instruct Accounting I. Advise and assist students in the successful completion of the course.

Messick, Ruff & Co., LLP
Seaford, DE 19973
Public Accountant

1992 – 2003 Responsible for preparing and reviewing federal, state and local tax returns, applications and reports, for individuals and businesses. Prepared, compiled and reviewed financial statements for corporations, partnerships and sole proprietorships. Advised businesses and individuals regarding tax income, accounting, fringe benefits and general financial planning. Knowledgeable in accounting and business software.

Robert M. Hoyt & Company
Millsboro, DE 19966
Public Accountant

1990 – 1992 Prepared federal, state and local tax returns for individuals and businesses. Prepared, compiled and reviewed financial statements for corporations, partnerships and sole proprietorships. Preparation of weekly payroll and processed individual and corporate income tax returns.

Extracurricular Activities:

Sussex Academy of Arts & Sciences, Board Member, 2010 - Present
Nanticoke Rotary Club, 1995 - Present, President 2001 - 2002
Nanticoke Little League, Board Member, Treasurer and Coach, 2004 - 2010
St. John's UM Church, Finance Committee, 2004 - 2007 and 2009 - 2010
Nanticoke Youth Soccer, Coach, 2002 - 2009
American Heart Association, Sussex County Division Board Member, 1994 - 2002, President 1999 - 2001

References: Available upon request

MARC A.R. COOKE

4204 Caitlin's Way • Millsboro, DE 19966 • marcooke@blaze8.com

Home: (302) 934-9514 • Cell: (302) 682-1820

SEEKING SECONDARY ENGLISH TEACHING POSITION

Self-directed, enthusiastic educator with a passionate commitment to student development and the learning experience. Skilled in the design of challenging, enriching, and innovative activities that address the diverse interests and needs of students. Possess outstanding communication skills; present information in a variety of ways, emphasizing relevance of class material to the world beyond the classroom. Active team member who effectively collaborates with all levels of staff members and establishes quality relationships with students.

Experience in:

- Curriculum Design and Development
 - Differentiated Instruction
 - Reviewing/Using Data to inform Instruction
 - Student Motivation
 - Student-Centered Learning
 - Student Assessment
 - Technology Integration
 - Delaware State Standards
-

EDUCATION & CERTIFICATION

Bachelor of Arts, Majors: English & German – Washington College, Chestertown, MD (1985)

Master of Education, Major: Educational, School & Counseling Psychology – University of Missouri, Columbia, MO (2006)

All coursework completed for an Ed.D. in Educational Leadership – University of Delaware, Newark

Standard Certificate: Teacher of Language Arts 9-12 (Issue 04/05/2004)

Continuing License (Valid 09/01/2010 – 08/31/2015)

Maryland Advanced Professional Certificate (renewal pending)

TEACHING EXPERIENCE

- July 2004-Present
8th grade reading teacher
Sussex Academy of Arts and Sciences
Georgetown, DE
 - May 1995-January 2004
ESOL Trainer – Adult Education
Linguarama Sprachinstitut, Frankfurt, Germany
 - August 1989-May 1995
ESOL Trainer – Adult Education
Industrie Sprachen Dienst, GmbH, Stuttgart, Germany
 - September 1985-June 1989
English (Grades 11 & 12) and German (Grades 9-12)
Mt. St. Joseph High School, Baltimore, MD 21229
-

PROFESSIONAL DEVELOPMENT

- December 2010 Benchmarking (DCAS – ELA Grade 8)
 - August 2010 Standard Setting (DCAS – ELA Grade 8)
 - 2006-2009 DSTP Item Review Committee Grade 7
 - 2005-2009 Benchmarking (DSTP – ELA Grade 8)
 - July 2005 Committee to Review Cut Scores (DSTP – ELA Grade 8)
 - Spring 2005 Grade Level Expectations Committee (ELA Grade 8)
 - Summer 2004 Delaware School Leadership Health Institute
-

CONFERENCE PRESENTATIONS

- March 2011 Festival of Words (University of Delaware, Newark)
 - March 2010 Festival of Words (University of Delaware, Newark)
 - March 2009 Festival of Words (University of Delaware, Newark)
-

PROFESSIONAL ORGANIZATIONS

Diamond State Reading Association • National Council of Teachers of English • Golden Key
International Honour Society

COMMUNITY SERVICE/LEADERSHIP

Board of Directors Sussex Academy of Arts & Sciences • Puppy Raiser for Guiding Eyes for the Blind
(2 service dogs) • President of Lighthouse Village Homeowners Association: Millsboro, DE

REFERENCES

Dr. Patricia Oliphant
Executive Director Sussex Academy of Arts & Sciences
21777 Sussex Pines Rd.
Georgetown, DE 19947
poliphant@saas.k12.de.us
(302) 856-3636

Dr. Peter Lamb
32563 West Riga Drive
Ocean View, DE 19970-3167
(302) 537-2728

Mrs. Karen Willey
Teacher at Sussex Academy of Arts & Sciences
21777 Sussex Pines Rd.
Georgetown, DE 19947
kwilley@saas.k12.de.us
(302) 856-3636

Mrs. Kelley DeLeon
22326 Gravel Hill Road
Georgetown, DE 19947
lanetrace@aol.com
(302) 745-9410

Paul Eckrich

26858 Johnson Road, • Georgetown, DE 19947 • (302) 856-2186 • dsp605@fast.net

EDUCATION

- **Master of Science (M.S.)** Human Resource Management, Wilmington College, May 1991.
- **Bachelor of Arts (B.A.)** Economics, University of Delaware, December 1982.
- **Associate of Arts (A.A.)** Liberal Arts, Wesley College, September 1980.

PROFESSIONAL EDUCATION

- Graduate 95th Administrative Officers Course, Southern Police Institute, University of Louisville, May 1996.
- Graduate Police Executive Development Institute, Penn State University, September 1994.

PROFESSIONAL EXPERIENCE

City Manager, Lewes DE (June 2008 – Present). Oversee day to day operations of beach resort community with a population of approximately 3,000 residents. Direct supervision of police department, streets department and administrative departments.

Field Operations Officer Kent/Sussex Counties (Major, 2006 – 2008). Responsibilities include the oversight and supervision of the Delaware State Police personnel and Troops in Kent and Sussex counties; consisting of approximately 270 officers and 4 facilities.

Administrative Officer/Budget (Major, 2003 – 2006). Oversee and manage administrative operations and facility management for the Delaware State Police. Responsible for the preparation and management of a \$100 million dollar budget, with long and short term planning, purchasing, and supply for all divisions.

- Direct the Transportation Section with responsibility for managing fleet purchasing, maintenance and repair operations, bid generation, and purchasing negotiations.
- Direct Purchasing and Supply Section with responsibility for procurement and contract management for the division of State Police.
- Direct State Bureau of Identification with responsibility for data management and storage for the state's fingerprinting and record keeping operations. Regulate and license private investigators and security guards.
- Direct Building and Maintenance Section with responsibility for eight sites and a Headquarters complex. Direct and manage a \$500,000 dollar Minor Capital Improvement budget for these sites.

- Direct Planning and Research Section responsible for researching law enforcement issues to recommend and implement financially and operationally feasible departmental improvements.
- Management representative for union contract negotiations for salary and benefit issues.

Troop Commander – Troop 4, Georgetown (2001 – 2003)

- Captain/Commander of the largest troop in Sussex County comprised of 70 + uniform officers and 4 civilian employees. Managed and deployed patrol officers, criminal investigators and civilian support personnel to meet the needs of the division and the citizens it served.

Lieutenant – various assignments (1996 – 2001)

- While serving in this rank I held the following positions; Deputy Troop Commander Troop 7, Lewes, Deputy Troop Commander Troop 5, Bridgeville and Administrative Staff Support, Headquarters, Dover. Responsibilities included; preparing and submitting Delaware State Police annual budget - Monitoring internal cost center's budgets throughout the year - Purchasing, assignment and maintenance of vehicles within the fleet.

Sergeant – various assignments (1994 – 1996)

- Assigned to the Planning and Research Division of the Delaware State Police July 1995 through December 1996. Established yearly goals and objectives - Administered federal grants totaling in excess of 1 million dollars - New project evaluations as to the projected accomplishments and cost-effectiveness. Patrol sergeant July 1994. Supervised 4 officers on a patrol shift - Coordinated scheduling, conducted personnel evaluations, and provided officers with needed training.

Criminal Investigator – Troop 4, Georgetown (1989 – 1994)

- Appointed to the Criminal Investigations Unit - Youth Aid Division - Coordinated Trooper Youth Week and Explorer's Post.

Patrol Officer – Troop 7, Lewes (1986 – 1989)

- Primarily responsible for responding to emergency complaints/incidents.
- Began employment with the Delaware State Police September 1985.

COMMUNITY INTERESTS

- Sussex Academy of Arts & Sciences School Board Member (2007 – Present)
- Indian River School Board Finance Committee Member (2006 – 2007)
- Georgetown Little League coach, Junior League
- Woodland Ferry Beagle Club, Treasurer for a 60 member non-profit dog enthusiast organization (2000 – present).
- Board of Directors - Delaware State Police Federal Credit Union - January 1994 - 1996.
- Board of Directors - Camp Barnes, Inc.

- Past member International Association of Chiefs of Police
- Past member Delaware Police Chiefs Counsel
- Past member State Aid to Local Law Enforcement Committee
- Past member Special Law Enforcement Assistance Fund Committee
- Troop representative to the Delaware State Police Trooper's Association.
Member of the contract negotiation team June 1994.
- Member Delaware State Retired Trooper's Association
- Member Eagle's Nest Fellowship Church

Personal

- Married to Debra Ann, May 1991. Three children, Michael (18), Katherine (16), and Jennifer (12).

NANCY M. GIDEON M.D.

27485 Hitching Post Court

Harbeson, Delaware 19951

Home: (302) 329-9097

Work: (302) 645-8212

SPECIALTY: Pediatrics, Board Certified October 1998, Recertification 2005

LICENSURE: State of Delaware

WORK HISTORY:

Beacon Medical Group

Rehoboth, Delaware

June 2008 to present

Pediatric & Adolescent Center

Lewes, Delaware

January 2002 to June 2008

Lewes Pediatrics - Beebe Physician Network

Lewes, Delaware

August 1998 to December 2001

RESIDENCY:

Eastern Virginia Medical School

Children's Hospital of the King's Daughters

Norfolk, Virginia

July 1995 to June 1998

EDUCATION:

Hahnemann University School of Medicine

Philadelphia, Pennsylvania

M.D. - August 1991 to June 1995

University of Maryland College of Life Sciences

College Park, Maryland

B.S. in General Biological Sciences with Microbiology emphasis -

August 1989 to May 1991

Rutgers University Cook College

New Brunswick, New Jersey

August 1988 to May 1989

HONORS & AWARDS:

Medical School:

Student Affairs Award, 1995
Community Service Award, 1994
Community Service Scholarship, 1993
Student Summer Research Scholarship, 1992

Undergraduate:

Cook General Honors Program, 1988-89
Cook Scholar Award, 1988-89
Tri-Beta Biological Honor Society
Dean's List for Three Semesters

RESEARCH PAPERS & PRESENTATIONS:

Sarcoidosis Mortality in the United States, 1979-1991: An Analysis of Multiple-Cause Mortality Data, *American Journal of Medicine*, April 1996, Nancy M. Gideon, David M. Mannino

AMSA National Convention, San Francisco, California - March 1995
"Medical Institutions Maximizing Resources While Producing Better Physicians"

Hahnemann Medical Student Research Day - April 1993
"A Healthy Me - Drugs in the Context of Total Health"

AMSA National Convention, Miami, Florida - March 1993
"A Healthy Me - Drugs in the Context of Total Health"

High School Teachers Summer Research Program at Hahnemann - July 1992
"Substance Use in School Children"

COMMUNITY & VOLUNTEER ACTIVITIES:

Board Member of Sussex Academy of Arts and Sciences
Summer 2010 - present
Chair of the Youth Education Committee for Seaside Jewish Community
Spring 2003 - present
Board Member of Sussex Academy of Arts and Sciences Foundation
Fall 2001 – Spring 2010
Founding Board Member of Sussex Academy of Arts and Sciences
Summer 1999 – Fall 2001
Medical Director of Cape Henlopen High School Wellness Center
Summer 1998 - present
National ASAP/CATCH Coordinator for the American Medical Student Association
Spring 1994 - Spring 1995

Co-director of Adolescent Substance Abuse Prevention Project

Spring 1992 - Spring 1993

Co-author of Healthy Me Program

Summer 1992

Co-author of CHANGES Program

Summer 1992

Director and co-founder of Health Education Personalized Program

Fall 1992 - Spring 1995

Volunteer for Homeless Clinic Project

Fall 1991 - Summer 1992

Editor of the MEDIC (medical school yearbook)

Spring 1994 - Summer 1995

MEMBERSHIP: American Academy of Pediatrics, Delaware Chapter of AAP

HOBBIES: Gardening, Traveling, Spending time with family

Curriculum Vitae

Name: Delbert J. Kwan, MD, FACS

Address: **Office:**
34431 King Street Row
Old Towne Office Park
Lewes, DE 19958

810 Seabury Avenue
Milford, DE 19963

Home:
36032 Tarpon Drive
Lewes, DE 19958

Telephone: **Office:** 302-645-2666
302-422-5569

Fax: 302-645-6448
302-422-5718

Home: 302-645-9351

e.mail: lskny @ comcast.net

Date of Birth: July 6, 1963

Place of Birth: Hong Kong

Citizenship: U.S.A.

Residency:

1989-1990

**Intern in Surgery
St. Luke's -Roosevelt Hospital Center
Columbia College of Physicians and
Surgeons
New York, NY**

1990-1991

**Junior Assistant Resident in Surgery
St. Luke's-Roosevelt Hospital Center
Columbia College of Physicians and
Surgeons
New York, NY**

1991-1995

**Resident in Urology
St. Luke's-Roosevelt Hospital Center
Columbia College of Physicians and
Surgeons
New York, NY**

Fellowship:

1995-1996

**Fellow in Voiding Dysfunction, Female
Urology and Pelvic Reconstruction
University of Washington Medical
Center
Seattle, WA**

Grant:

1995-1996

**Spinal Cord Injury Grant
Seattle VA Hospital Center
Seattle, WA**

Family:

Married to Lisa J. Sexton-Kwan

**Daughters: Alexandra W. Kwan
Mia G. Kwan
Isabella L. Kwan**

Son: David J. Kwan

Medical License:

**1993
1996**

**New York 191-743
Delaware C10004875**

Education:

1978-1981

**Newtown High School
Queens, NY**

1981-1985

**B.A., Columbia College,
Columbia University
New York, NY**

1985-1989

**M.D., Mount Sinai School of
Medicine
New York, NY**

Board Status:

**Diplomat, American Board of
Urology**

Appointment:

**Acting Instructor
Department of Urology
University of Washington Medical
Center
Seattle, WA**

Organization:

**American Urological Association
American College of Surgeons
Medical Society of Delaware**

Notice:

**Top Doctor – Urology
Delaware Today Magazine
October, 2003
October, 2005
October, 2010
October, 2011**

Elizabeth H. McMahon
402 Oak Lane
Milton, DE 19968

Cell: (302) 228-1892
Home: (302) 684-1768

Summary Strong interpersonal skills coupled with thorough knowledge of Human Resources and benefit functions.

Experience

**1993 to Present Human Resources Generalist/Benefits Manager
Townsend, Inc. (Currently owned by Omtron USA LLC)**

- Develops and maintains planning calendars, schedules and action lists for all Company benefit plans.
- Responsible for all legal benefit document and communications to include plan documents, employee communications, enrollment materials/processes and benefit meetings as needed.
- Serves as primary contact with vendors for all company benefit plans, communicates resolution of complaint back to employees.
- Recruits for salaried positions, interviews, checks references; coordinates relocation when necessary. Completes orientation for new hires.
- Counsels corporate employees on performance related and personnel issues.
- Ensures proper record keeping including I-9 forms, employee personnel files, and other employment records.
- Prepares and maintains Human Resources Policies and Procedure Manual.
- Creates and maintains job descriptions for employees
- Responsible for distributing press releases and speaking with news organizations
- Reviews pension estimates, communicates with employees and retirees regarding benefits.
- Supervises two direct reports and three indirect reports

1992 to 1993 Administrative Assistant to President of Townsend, Inc.

- Typed correspondence, prepared travel arrangements for President as well as continued support to Vice President of Human Resources and three Complex Human Resources Managers
- Provided administrative service to Corporate Benefits Manager
-

1988 to 1992 Human Resources/Corporate Benefits Coordinator – Townsend, Inc.

- Prepared monthly billing statements for five benefit plans
- Conducted benefit orientation for salaried new hires
- Counseled retiring employees regarding pension benefits
- Distributed Summary Plan Descriptions and insurance information
- Provided administrative support to VP of Human Resources

1983 to 1988 **Motorola Communications – Dover, DE and Landover, MD**
 Regional Sales Secretary/Executive Secretary

- Coordinated training, typed statistical reports for regional managers, consolidated month-end sales reports
- Provided administrative service to 10 Regional Sales Managers, two Vice Presidents, and one Marketing Representative
- Resolved customer complaints, scheduled appointments for sales representatives

Education Wesley College, Dover DE – Associate Degree/Business
 PHR (Professional, Human Resources) since December 2004

Professional 2011 Board Member – Delmarva SHRM (Marketing/Communications)
Associations 2008-2010 Board Member – Delmarva SHRM (Secretary)
 2010-2011 Board Member – Milton Little League
 2011-2012 Appointed Board Member Sussex Academy of Arts & Sciences
 Notary Public
 SHRM Member

Software Programs: Word, Excel, Power Point

Jill K Menendez
4 Blue Heron Drive
Georgetown, Delaware 19947
(302) 854-9747

SUMMARY: Twenty Five years of diverse experience in corporate banking and small business management. Specific experience includes:

- Financial Analysis and Management
- Commercial Loan Underwriting
- Credit Risk Assessment
- Portfolio Review and Management
- Business Development
- QuickBooks Accounting

PROFESSIONAL

EXPERIENCE: Coastal Foot and Ankle, LLC. (2001 – present)

Finance Manager

- Management of all financial aspects of the medical practice.
- Use of QuickBooks accounting software to manage accounts receivable, payables, cash flow and payroll.

Mellon Bank, Pittsburgh, PA (1997 – 2000)

Underwriter – Middle Market Commercial Division

- Performed analysis and risk assessment of corporate borrowers with annual revenues between \$50 million and \$500 million.
- Ensured compliance with Bank's credit risk management strategy and credit policy.
- Conducted in-depth review of balance sheets, income statements, tax returns, business plans, projections and cash flow.
- Evaluated collateral adequacy, industry risk, purpose and viability of business.
- Performed financial and repayment analysis with focus on cash flow, liquidity and leverage.

Bank of Maryland, Towson, MD (1992 – 1997)

Vice President – Commercial and Real Estate Lending

- Developed and managed a \$30 million dollar commercial loan portfolio.
- Negotiated and structured loan terms and conditions.
- Presented loan requests to Senior Loan Committee and Board of Directors.

Maryland National Bank, Baltimore, MD (1987 – 1992)

Credit Review Examiner – Corporate Credit Review (1991 -1992)

- Evaluated Bank's asset quality and loan portfolio risk to ensure sufficient reserve coverage and compliance with policy.
- Analyzed corporate borrower's financial position, credit worthiness and technical weaknesses.
- Determined proper loan classifications and adequacy of Bank's internal risk rating process.
- Recommended policy and procedure improvements as identified.

Corporate Credit Training Division (1990)

- Completed Commercial Bank sponsored four month accelerated Omega Management Training Program.

Financial Liaison Officer – Special Assets Division (1989 – 1990)

- Coordinated the preparation of a \$12mm capital and expense budget and projection plan.
- Developed and maintained salary plan for 75 employees.

Auditor – Secured Commercial Lending Division (1988 -1989)

- Performed accounts receivable and inventory audits on commercial bank customers.
- Verified strength of collateral, accuracy of books and records and documented findings.

Account Representative – Retail Finance Division (1987)

- Resolved quality service related issues.
- Researched inquiries and designed follow-up documentation.

Citibank, Maryland N.A., (1986 – 1987)

New Accounts Representative – Community Banking Division

- Sold and promoted diversified financial products.

EDUCATION: Hartwick College, Oneonta, NY; B.A. in Business Management - 1986

Anna Moshier

31168 Edgewood Drive
Lewes, DE 19958
(302) 245-4345
agmoshier@verizon.net

Employment History

Program Coordinator

2009 - Present Osher Lifelong Learning Institute at the University of DE, Lewes, DE

- Liaison between Osher Lifelong Learning and the University of Delaware Division of Professional and Continuing Studies
- Oversee duties of the Senior Secretary
- Coordinate daily operations of Osher Lifelong Learning Institute in Lewes
- Raise funds and manage budget for 500 members age 50 and older
- Program support for 65 volunteers

Teacher

2004 - 2008 Bethel Christian School, Lewes, DE

- Created and implemented lesson plans for children ages two and three
- Enhanced children's creativity through singing and playing
- Co-developed and implemented the schools largest annual fundraiser, Bethel Christian School Fun Fair, raising more than \$15,000 over 5 years
- Provided a safe environment while being First Aid and CPR certified
- Met state child care licensing requirements

Director of Christian Education

2005-2008 Bethel United Methodist Church, Lewes, DE

- Organized ten Sunday School classes for children of all ages
- Recruited, trained, and supervised a volunteer staff of 50 teachers
- Chose and implemented curriculum each year
- Coordinated attendance and recognition of children and staff
- Planned a \$12,000 budget to meet the needs of everyone involved in Sunday School
- Communicated with congregation, staff, and children
- Served as a member of the Administrative Council Board and the Bethel Christian School Board

Owner/Operator

2001-2004 Anna Moshier Child Care, Lewes, DE

- Provided child care for children ages infant to five
- Designed age-based curriculum and activities for children
- Coordinated all aspects of the business including management and budgeting
- Licensed by the State of Delaware
- Organized schedules to meet the needs of the parents

Education

1986-1990 Temple University, Philadelphia, PA

- Bachelor of Science in Recreation and Leisure Studies
- Graduated Cum Laude

Activities

- Co-Service Unit Manager, Outdoor Program Coordinator, Family Partnership Coordinator, Assistant Troop Leader, Girls Scouts of USA
- Staff/Parish Relations Committee Member, Bethel UMC
- Volunteer and Member, Henlopen Soccer Club
- Executive Board Member, Sussex Academy of Arts and Sciences
- Grant Writing

CURRICULUM VITAE

James E. Spellman, Jr., M.D., FACS, FSSO

Address: James E. Spellman, Jr. MD LLC
18947 John J. Williams Highway, Suite 205
Rehoboth Beach, DE 19971

Telephone: (302)-644-0964

FAX: (302)-644-0968

Family: Wife: Deborah Ann Rice-Spellman, R.N.
Children: Wyatt, Sam, Emma, Graham

Education:

1978 West Chester State College
West Chester, Pennsylvania
B.S. Chemistry - Biology
Summa Cum Laude

1984 Thomas Jefferson University
Philadelphia, Pennsylvania
M.D.

Internship and General Surgery Residency
1984-89 Stamford Hospital
Stamford, Connecticut 06804

1989-92 Surgical Oncology Fellow, Department of Surgery
University of Chicago, Chicago, IL

Employment:

1978-79 West Chester State College
West Chester, Pennsylvania
Teaching Assistant - Microbiology and Anatomy

1979-80 Cappel Laboratories
Cochranville, Pennsylvania
Laboratory Technician

Roswell Park Cancer Institute
Department of Surgical Oncology and
Department of Molecular Medicine (1992-1996)
Buffalo, New York 14263
Attending Staff

Delaware Bay Surgical
Lewes DE
Attending Surgeon {1996-2002}

James Spellman MD LLC
Lewes DE {2002-2007}

Attending Surgeon
Beebe Physician Network Inc
Lewes DE {2007- }

Academic Appointments:

Clinical Instructor of Surgery, 1989
New York Medical College

Assistant Professor of Surgery, 1992
State University of New York at Buffalo

Board Certification:

Board Certification General Surgery, June 1990
Recertification General Surgery, October 1999
Recertification General Surgery, December 3, 2009

Other Certification:

Advanced Trauma Life Support, 1988
Advanced Cardiac Life Support, 1983, 1996

Licensure:
Delaware

Societies:

Member - American College of Surgeons
Member - The Society of Surgical Oncology

Member - American Society of Clinical Oncology

Member - American Society of Breast Surgeons

Committees:

Utilization Review
Roswell Park Cancer Institute
1992-1993

Elections and Bylaws Committee SUNY
Roswell Park Cancer Institute
1993

Pharmacy Committee
Roswell Park Cancer Institute
1994

Antibiotic Subcommittee
Roswell Park Cancer Institute
1994

SUNY Buffalo Residents Science Review Course
Roswell Park Cancer Institute
1993

Medical Records Committee
Roswell Park Cancer Institute
1994

Executive Committee
Roswell Park Cancer Institute
1995

Cost Containment Subcommittee
Roswell Park Cancer Institute
1995

Cancer Committee Beebe Medical Center 1996- present
Chairman 1998-2002
Secretary-Treasurer Beebe Medical Staff 2002- 2004
Chairman Institutional Review Board 2003-present
Board Member Delaware Advisory Council on Cancer 2003-

Advisor Delaware Biomedical Research Infrastructure Network 2003-
Chairman Data Committee Delaware Cancer Consortium 2008-
Physician Liaison Cancer Program Development Beebe Medical Center/Christiana Care
Hospital
Member Board of Directors/Trustees Delaware Symphony
Member Board of Directors Beebe Physician Network Inc
Chief Surgery Beebe Medical Center 2004-
Director Surgical Oncology Beebe Medical Center 2006-
Director Wound Care /Diabetes Center Beebe Medical Center 2007-
State Chairman Commission on Cancer 2009-
Honors and Awards:

Graduated summa cum laude, 1978
Alpha Lambda Delta Honor Society, 1978
Hobart Amory Hare Medical Honor Society, 1982
Golden Apple Teaching Award, Dept Surgical Oncology, Roswell Park Cancer Institute,
1995
Wall of Honor Unionville-Chadds Ford High School 2010

INTERESTS:

Violin (classical lessons from ages 6-15), Guitar, Scuba Diving (advanced certification
plus nitrox certification), cycling, skiing, climbing, camping

GRANT SUPPORT:

Core Grant Developmental Fund #CA16056 \$6000
Lymphokine mRNA Expression in Breast Carcinoma and Soft Tissue Sarcoma - 1996

Teaching Activities:

Coordinator - Fellowship Journal Club/STM Service 1992-1996.
Coordinator - STM Multidisciplinary Conference 1992-1996.

Research: _____

NIH Research Grant with Cardeza Foundation of the Department of Hematology at
Thomas Jefferson University, "Ristocetin Co-Factor Receptors on Platelets" Summer
1982.Sandor Shapiro, M.D. project advisor.

Clonal Interactions and Growth Factor Expression in Squamous Cell Carcinomas -
University of Chicago, 1991/Roswell Park Cancer Institute, 1992. Ralph R.

Weichselbaum, M.D., project advisor, Chicago. Molly Kulesz-Martin PhD, project advisor, RPCI.

Alternatively Spliced P53 expression in human tumors - Roswell Park Cancer Institute, 1993 - 1994. Molly Kulesz-Martin PhD, project advisor.

Cytokine Patterns in Tumor Infiltrating Lymphocytes and MHC Class II Antigen Expression in Human Tumors - Roswell Park Cancer Institute, 1994- Thomas Tomasi MD PhD preceptor.

Technetium-99m Sestamibi Uptake in Melanoma and Soft-Tissue Sarcoma - Roswell Park Cancer Institute, 1993-1995. D. L. Klippenstein, S. P. Bakshi, M. A. VanSlyke and P. C. Stomper Co- Investigators.

Technetium-99m Sestamibi Uptake in Soft-Tissue Sarcoma: Kinetics and Clinical Correlation with MR Imaging and PGP Content. Roswell Park Cancer Institute, 1995-. D. Klippenstein, H. Nabi, and Y. Rustum Co- Investigators.

Publications:

Spellman J, Rogers JF, Kazarian KK: Typhlitis in Acute Leukemia, Connecticut Medicine 51(9):565-567, 1987.

Spellman J, Michelassi F: Low Anterior Resection with Coloanal Anastomosis for Rectal Carcinoma. Postgraduate General Surgery 3(2):67-70, 1991.

Spellman J: Therapy of Metastatic Melanoma with Monoclonal Antibody. New Perspectives in Cancer Diagnosis and Management 1(3):71-73, 1993.

Spellman JE: Optimizing Local Control in Soft Tissue Sarcoma of the Extremity. Oncology 8(7):32-37, 1994

Spellman JE, Driscoll D, Velez A, Karakousis C: Thick cutaneous melanoma of the trunk and extremities: An Institutional review. Surg Oncol 3:335-343, 1994.

Sticca RP, Spellman J, Perez-Mesa C, Karakousis CP: Advanced neurofibromatosis of the lower extremity requiring hemipelvectomy. Surg Rounds 18(9):367-372, 1995

Spellman J, Kulesz-Martin M, Blumenson L, Beckett MA, Weichselbaum R: Clonal interactions in a human squamous cell carcinoma. Journal of Surgical Research 58:165-174, 1995.

Horowitz J, Spellman JE, Driscoll DL, Velez AF, Karakousis CP: Sarcomas of the large and small bowel: An Institutional review. Journal American College of Surgeons 180: 465-471, 1995.

Spellman JE, Driscoll DL, Huben RP: Primary renal sarcoma. The American Surgeon 61: 456-459, 1995.

Velez AF, Penetrante RB, Spellman JE, Orozco A, Karakousis CP: Malignant melanoma of the gallbladder: Report of a case and review of the literature. The American Surgeon 61: 1095-1098, 1995.

Apffelstaedt JP, Driscoll DL, Spellman JE, Velez AF, Gibbs JF, Karakousis CP: Complications and outcome of external hemipelvectomy in the management of pelvic tumors. Annals of Surgical Oncology. 3: 304-309, 1996.

Karakousis CP, Velez AF, Spellman JE, Scarozza J: The technique of sentinel node biopsy. The Europ J of Surg Oncol. 22: 271-275, 1996.

North JH, Spellman JE: The role of sentinel lymph node biopsy in the management of malignant melanoma. Oncology. 10:1237-1246,1996.

North JH, Spellman JE, Velez A, Driscoll D, Kraybill WG, Petrelli NJ: Advanced squamous cell carcinoma of the skin of the trunk and extremity: Analysis of prognostic factors. J of Surg Oncol. 64: 212-217, 1997.

Loree TR, Mullins AP, Spellman JE, North JH, Hicks WL: Head and neck mucosal melanoma: A 32-year review at roswell park cancer institute. Ear Nose Throat J. Vol 78: 372-375, 1999.

Spellman JE, Zhang PJ, Gollnick SO, Tomasi TB: Cytokine production by soft tissue sarcomas: Implications for immunosuppression within the tumor bed. Surgical Oncology. 5: 237-244, 1996.

Esquivel J, Sticca R, Sugarbaker P, Levine E,.....Spellman J,.....:Cytoreductive Surgery and Hyperthermic Intraperitoneal Chemotherapy in the Management of Peritoneal Surface Malignancies of Colonic Origin: A Consensus Statement. Annals of Surgical Oncology. 14: 128-133, 2007.

Dickson-Witmer D, Ptrelle N, Witmer DR, ...Spellman,J, Smith D: A Statewide Community Cancer Center Videoconferencing Program: Ann Surg Onc 2008 Nov; 15(11): 3058-64.

Helm CW, ...Spellman JE, ...: Hyperthermic intraperitoneal chemotherapy in ovarian cancer: first report of the Hyper-O registry. Int J Gynecol Cancer. 2010, Jan 20(1): 61-69.

Book Chapters:

Levine, E. G., Brooks, J. S. J., Spellman, J. E. and Velagapudi S.: Genitourinary Sarcomas. In: Principles and Practice of Genitourinary Oncology. Edited by D. Raghavan, H. I. Scher, S. A. Leibel and P. Lange. J. B. Lippincott Company (in press).

Spellman, J. E.: Counter-point to Chapter 13. Follow-up of the Patient with Soft Tissue Sarcoma. In: Cancer Patient Follow-up Surveillance Strategies After Primary Treatment of Cancer. Edited by F. E. Johnson and K. S. Virgo. Mosby Year Book (in press).

Spellman, J. E.: Counter-point to Chapter 14. Follow-up of the Patient with Cutaneous Melanoma. In: Cancer Patient Follow-up Surveillance Strategies After Primary Treatment of Cancer. Edited by F. E. Johnson and K. S. Virgo. Mosby Year Book (in press).

Abstracts:

Spellman JE, Beckett MA, Weichselbaum RR: Clone to Clone Interactions in a Human Squamous Cell Carcinoma. Proc Soc Surg Oncol, Los Angeles, March 18-21, 1993, pp. 23.

Spellman JE, Driscoll D, Velez A, Karakousis C: Thick cutaneous melanoma of the trunk and extremities: An institutional review. Proc Soc Surg Oncol, Houston, March 17-20, 1994, pp. 59.

Apffelstaedt J, Karakousis C, Gibbs J, Spellman J, Velez A, Driscoll D: Complications and outcome of external hemipelvectomy in the management of pelvic tumors. Proc Soc Surg Oncol, Boston, March 23-26, 1995, pp. 66.

Klippenstein DL, Spellman JE, Bakshi SP, VanSlyke MA, Stomper PC: Technetium-99m Sestamibi Uptake in Melanoma and Soft-Tissue Sarcoma. Proc Am Roetgen Ray Soc, Washington, DC, April 30-May 5, 1995.

Spellman JE, Driscoll DL, Huben RP: Primary Renal Sarcoma. Proc Am Soc Clin Oncol, Los Angeles, May 20-23, 1995, pp. 544.

Spellman JE, Gollnick S, Repasky E, Tomasi T: Lymphokine mRNA Expression By Soft Tissue Sarcomas And Breast Carcinomas. Proc Soc Surg Oncol, Atlanta, March, 1996, pp.47.

Holbrook R, Spellman JE, Velez A, Driscoll D. Karakousis C: Intermediate Thickness Cutaneous Melanoma. Proc Soc Surg Oncol, Atlanta, March, 1996, pp.53.

Karakousis C, Velez A, Spellman J, Kontzoglou K: Sentinel Node Biopsy In Malignant Melanoma. Proc Soc Surg Oncol, Atlanta, March, 1996, pp.54.

Mullins AP, Loree TR, Spellman J: Head and Neck Mucosal Melanoma: A 32-Year Review at Roswell Park Cancer Institute (RPCI). N Y Head and Neck Society, New York, May 1996, pp.

N.J.Petrelli, S.S.Grubbs, J.E.Spellman,et al, A Statewide Evaluation of Adjuvant Chemotherapy for Stage III Colon Cancer. Abstract # 73338. American Society of Clinical Oncology, 2011.

Presentations:

Esophageal Carcinoma: A 5-Year Review of Treatment and Resultant Quality of Life
Connecticut Society of Board Surgeons
December 1987

Phenochromocytoma
Grand Rounds presentation
Stamford, CT
1989

Portal Hypertension
Grand Rounds presentation
Stamford, CT
1989

AIDS and the Surgeon: What Should our Level of Involvement Be?
Grand Rounds presentation
Stamford, CT
1989

Malignant Melanoma
Surgical Oncology Fellowship Group
University of Chicago, Chicago, IL
1990

Hepatobiliary Malignancies
Surgical Oncology Fellowship Group

University of Chicago, Chicago, IL
1990

Retroperitoneal Sarcoma
Tumor Board Conference
University of Chicago, Chicago, IL
September 1990

Malignant Phenochromocytoma
Tumor Board Conference
University of Chicago, Chicago, IL
September 1990

Malignant Melanoma
Tumor Board Conference
University of Chicago, Chicago, IL
May 1991

Melanoma
Surgical Oncology Core Curriculum Lecture Series
Roswell Park Cancer Institute
February 10, 1993

Growth Factors and Their Oncogenes
Grand Rounds Lectureship
Department of Surgery, SUNYAB
Roswell Park Cancer Institute
March 13, 1993

Malignant Melanoma
Lake Chataqua, New York
August, 1993

Surgical Treatment of Malignant Melanoma
Surgical Grand Rounds
Roswell Park Cancer Institute
Jan. 1994

Current Therapy of Soft Tissue Sarcoma
Surgical Grand Rounds
Mercy Hospital, Buffalo, NY
December, 1994

Regional Disease in Malignant Melanoma
Surgical Grand Rounds

Roswell Park Cancer Institute
April, 1995

Treatment of Primary Melanoma and Elective Lymph Node Dissection
Roswell Park Cancer Symposium - Malignant Melanoma
May, 1995

Surgical Perspectives in Cutaneous Malignant Melanoma
Orange County Surgical Society
Orange County California
January 23, 1996

Multiple Lectures on Sentinel Lymph Node Biopsy/Melanoma
in Delaware 1996-Present

Scientific Exhibits:

Primary Extremity Adult Soft Tissue Sarcomas
Karakousis CP, Velez A, Spellman JE Jr, Walsh D (Paper Session)
80th Annual Clinical Congress of American College of Surgeons October 9-14, 1994,
Chicago, IL

Treatment of Sarcomas in Patients with Neurofibromatosis
Velez AF, Karakousis CP, Spellman JE Jr. (Poster Presentation)
80th Annual Clinical Congress of American College of Surgeons October 9-14, 1994,
Chicago, IL

Sarcomas of the Large and Small Bowel: An Institutional Review
Horowitz J, Spellman JE, Driscoll DL, Velez AF, Karakousis CP. (Poster Presentation)
80th Annual Clinical Congress of American College of Surgeons October 9-14, 1994,
Chicago, IL

Lymphokine mRNA Expression By Soft Tissue Sarcomas And Breast Carcinomas.
Spellman JE, Gollnick S, Repasky E, Tomasi T. (Poster Presentation) 49th Cancer
Symposium Soc Surg Oncol, March 21-24, 1996, Atlanta,GA.

Intermediate Thickness Cutaneous Melanoma. Holbrook R, Spellman JE, Velez A,
Driscoll D. Karakousis C. (Poster Presentation) 49th Cancer Symposium Soc Surg
Oncol, March 21-24, 1996, Atlanta, GA.

Sentinel Node Biopsy in Malignant Melanoma. Karakousis C, Velez A, Spellman J, Kontzoglou K. (Poster Presentation) 49th Cancer Symposium Soc Surg Oncol, March 21-24, 1996, Atlanta, GA

LISA ZECHIEL

121 Jefferson Avenue

Lewes, DE 11958

Cell 703-507-5010

lisa.zechiel@gmail.com

lisa@washingtongreengrocer.com

EMPLOYMENT

WASHINGTON'S GREEN GROCER

OWNER/PRESIDENT 1994 – PRESENT

lisa@washingtongreengrocer.com

www.washingtongreengrocer.com

- Started the business from an idea and developed and implemented every aspect of its growth.
- This home delivery business now has over 10,000 customers in the Washington, DC Metro area.
- Expanding to the Baltimore Metro area in January 2012.

BRIAN K. WHITE
32878 Ocean Reach Drive | Lewes | Delaware 19958
Phone | 302.339.3973 E-mail | brian@white-llc.com

Highly-qualified professional with more than 23 years of business management, sales and marketing, and communication strategy experience. Results-focused and effectual leader with a proven ability to manage complex projects, reverse negative trends, and consistently deliver results.

PROFESSIONAL EXPERIENCE

BW&A Government Relations | Lewes | DE
President & Owner

September 2007 - Present

Founded the government relations consulting firm to service companies with a need to do business at the state and federal levels. With a focus on the Delaware state legislature, executive branch, and delegation to the U.S. Congress, the firm has effectively enabled its clients to participate in the legislative processes affecting their operations. Integrated services include strategy, government relations, and public affairs. Proven track record for passing legislation, opposing legislation, and negotiating acceptable compromises. Select current and former clients include the Delaware Department of Agriculture, Delaware League of Local Governments, Delaware Solar Energy Coalition, and Ocean Atlantic Companies.

Luminant Worldwide Corporation | Houston | TX
Principal & Downstream Energy Vertical Leader

January 1999 – August 2003

Co-managed \$23 million domestic energy vertical for Luminant, a publicly traded professional services firm. Provided energy subject matter expertise for more than 500 person workforce dispersed across five regional offices. Led integrated sales teams of business strategy, information technology, and creative professionals to deliver energy management solutions to top-tier energy companies. Led a strategic initiative that transformed the Company from a commodity-based professional services firm to an industry-based solutions firm.

Western Gas Resources | Chicago | IL
Midwest Regional Sales Director

October 1997 – December 1998

Recruited by Western Gas Resources, a \$1.4 billion natural gas production, gathering and marketing company headquartered in Denver, Colorado, to open the company's Midwest regional office for natural gas sales in Chicago. Recruited and managed a sales force of seven sales representatives and two customer support personnel. Achieved 120% of the Company's goal delivering more than \$9 million in revenue. Reduced operational cost \$175,000 by consolidating customer support from three regions into a central support center.

American Energy Management Inc. | Chicago | IL
Sales Manager

November 1994 – September 1997

Recruited to restructure an under-performing sales department for American Energy, a wholly owned subsidiary of Madison Gas and Electric, Madison, Wisconsin, a \$436 million utility. Managed a national sales force of 10 sales representatives and four customer support personnel. Introduced sales process improvements that reduced overhead by more than \$225,000. Restructured contracts on key corporate accounts increasing account revenue by 60%.

White & Associates | Erie | PA
President & Owner

September 1989 – October 1994

Founded the advertising agency to serve the medical services industry. Clients included diagnostic imaging facilities, hospitals, and private practice physicians. Managed collaborative teams of copywriters, photographers, media planners, and production specialists for print, radio, and television to deliver advertising campaigns with measurable results. Responsible for all aspects of the business.

EDUCATION

West Virginia University | Morgantown | WV
Bachelor of Arts, Liberal Arts - 1989

Joseph M. Schell

Joseph Schell is retired but still enjoys investing in real estate projects and in the public markets. In 2002, he retired from a 29 year career in investment banking during which he served as Chairman of Global Technology Investment Banking for Merrill Lynch & Co (2000-2002), Co-Head of Investment Banking and Partner of Montgomery Securities in San Francisco (1985-1999) and Vice President and Director of Kidder, Peabody, & Co. in New York City (1973-1985)

Mr. Schell is active in the not-for-profit community as a former Trustee of the Tatnall School in Wilmington, DE, the Chairman of Tatnall's endowment committee, a board member of the Delaware Community Foundation and a member of its Executive Committee and continues his involvement with the Hualalai Ohana Foundation, which he co-founded 10 years ago.

Mr. Schell grew up in Wilmington, DE and graduated from the Tatnall School in 1964, Amherst College in 1968 and the Harvard Business School in 1973. He and his wife of 40 years, Debbie, reside in Lewes, DE. They have three grown children and seven wonderful grandchildren.

Patricia S. Oliphant
26796 Governor Stockley Road
Georgetown, Delaware 19947

Educational Background

Doctorate of Education	University of Maryland	Curriculum and Instruction	1986
Master of Education	Salisbury State College	Education and English	1977
Bachelor of Arts	Salisbury State College	English	1967
Diploma	Charles E. Ellis School	College Preparatory	1963

Educational Experience

Executive Director Sussex Academy of Arts & Sciences	Direct and supervise daily operations of 325-pupil middle school with thirty member faculty and staff. Provide leadership in planning curriculum, instruction, and scheduling. Emphasize and monitor student academic achievement. Monitor and analyze school and student data. Emphasize school culture and student decorum. Manage student code of conduct. Discharge responsibilities for selection, orientation, retention, and dismissal of professional and non-professional staff. Evaluate performance. Lead and meet with school leadership teams. Develop and implement shared school performance goals. Promote school-parent relations. Conduct and facilitate staff development. Implement, monitor and recommend school changes. Developed and administered school budgets. Developed school schedule.
Professional Development Coach Delaware Professional Development Center	Provided professional development services and training to requesting schools. Professional development services included such topics as data analysis, using the 6+1 Writing traits model, creating reading prompts for assessment, and training the adult learner in professional development. Center funded by MBNA with the Delaware State Education Association (DSEA).
High School Principal Woodbridge High School	Directed and supervised daily operations of four hundred pupil high school with fifty-five member faculty and staff. Supervised instructional program and faculty performance. Monitored extra-curricular program. Developed and maintained school budget. Devised master schedule for instructional program. Monitored student academic performance. Developed and implemented school five-year plan. Recruited and recommended job candidates. Implemented student recognition program. Developed school calendar. Devised school promotional materials. Wrote monthly newsletters, course handbook, faculty handbook. Evaluated programs, faculty, and staff. Conducted staff development workshops. Managed student code of conduct and school-wide discipline. Established and conferred with parental and student advisory groups. Monitored and recommended school plant changes.

Director of Curriculum
Indian River School District

Directed all curriculum and instructional reviews inclusive of writing curriculum, selecting materials, and providing staff development for 6,800 pupil district. Supervised and evaluated professional and classified personnel. Served as Internal Facilitator for district's Strategic Planning initiative which involved over two hundred staff and community persons. Initiated and chaired Task Force groups for middle school and high school restructuring. Served as public relations chairperson in successful referendum efforts for major capital improvement program. Developed district calendar and promotional materials. Developed administrators' staff development workshops. Developed and maintained curriculum budget.

Instructor
University of Delaware

Taught two undergraduate courses, *Historical Foundations of Education and Cultural Diversity, Schooling, and Teaching*.

Supervisor of Federal Programs
Indian River School District

Developed and supervised financial management of all federal programs with \$2 million budget. Supervised gifted/talented and Chapter I programs. Devised and implemented curriculum in English (K-12), reading, and gifted/talented. Provided staff development for various programs. Evaluated programs and projects. Conferred with program advisory committees.

Coordinator of Adult Education
Indian River School District

Supervised adult and community education programs with 1,000 person participation. Supervised district summer school for seven district buildings. Recruited and interviewed applicants. Tripled community participation in community education program. Prepared promotional materials. Supervised and implemented district gifted/talented program.

English Teacher
Indian River High School

Taught English for grades 9 – 12. Taught journalism and initiated literary magazine as part of student experiences. Acted as class advisor and journalism advisor for yearbook, newspaper, and literary magazine. Served as English department chairperson.

English Teacher
Millsboro High School

Taught English for grades 7 – 10. Served as cheerleading advisor.

Certifications Previously Held

Secondary Principal
Director of Curriculum
Assistant Superintendent/School Business
Administrative Assistant
School Business Manager
Supervisor of English
Teacher of Adult Education
Teacher of English
Teacher of Secondary French

Professional Organizations and Committees

Vision 2015 School Member
 Delaware Foundation for Science and Mathematics Education
 Task Force on Professional Development
 English Language Arts Performance Standards Statewide Committee
 Governance and Accountability Subcommittee of the Education Improvement Commission
 English Language Arts Frameworks Commission
 Strategic Planning Certified Internal Facilitator
 Delaware Association of School Administrators, Past President of Curriculum and Instruction
 National Association of Secondary School Principals
 American Association of School Administrators
 Association for Supervision and Curriculum Development
 Phi Delta Kappa

School and Community Involvement

Millsboro Little League, Inc.	Past Board of Directors, Secretary
Sussex Wrestling Boosters	Past Public Relations Chairperson
Indian River Education Association	Past Chairperson of Professional Negotiations and Secretary
East Millsboro, PTA	Past President and Program Chairperson
American Heart Association	Past Community Chairperson
American Cancer Society	Fundraising Volunteer
Grace United Methodist Church	Past Administrative Board
	Past Bible School Director
St. Marks' Episcopal Church	Altar Guild

C12-81(21)



Delaware Science Coalition Memorandum of Agreement

The Sussex Academy of Arts and Science agrees to abide by
(LEA Name)

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

Signed:

Marian Wolak
Marian Wolak, Director
Curriculum, Instruction & Professional Development

9-14-11
Date

Linda B. Rogers
Linda Rogers, Associate Secretary
Teaching & Learning Branch

9/20/11
Date

Karen Field Rogers
Karen Field Rogers, Associate Secretary
Financial Reform & Resource Management

9/30/11
Date

Lillian M. Lowery
Lillian Lowery, Secretary
Delaware Department of Education

10/3/2011
Date

Patricia A. Oliphant
Patricia Oliphant, Ed.D., Director of Curriculum & Instruction
Sussex Academy of Arts & Science

10/14/11
Date

MEMORANDUM OF UNDERSTANDING THE SOCIAL STUDIES COALITION OF DELAWARE

PURPOSE OF THIS MEMO

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

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

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

MISSION

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

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

GUIDING PRINCIPLES

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

GOVERNANCE OF THE COALITION

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

The purpose of the Board is to:

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

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

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

Signatures of Agreement – 2011 - 2012

Rebecca N. Reed 11/17/11
SSCD Date

Patricia A. Chapman 11/21/11
Superintendent – S.D./Charter Date

*Sussex Academy of Arts and Sciences
(Georgetown)*

Science	Social Studies	ELA	Math	Visual Arts	Music
Ninth – Fall Expedition Powering the 21st Century – will give students the knowledge base and advocacy skills to make a lasting contribution to their county. Students will examine climate change and energy sources along with reducing the carbon footprints of Sussex county. Guiding Questions: • How will global climate change impact our future? • How are we going to power cities in the 21st century? • What are sustainable choices I can make? • What are sustainable choices Sussex County can make? Culminating Activities: • Students will research and document information related to reducing the carbon footprint and then present their findings to county officials in charge of environmental studies. • Students will work collaboratively to produce a final draft of narratives and illustrations and photography to publish the Greenprint magazine. The magazine will consist of articles related to energy efficient solutions to reduce our carbon footprint.					
Energy: Through the investigation of the unit on energy students will addresses both mechanical and radiant energy with respect to transfer and transformation. Students will use an integrated investigative approach to explore the mechanisms and effects of this transfer and transformation both conceptually and quantitatively,	Project Citizen: Public Policy This unit, which is aligned to Civics Standard Four, requires students to demonstrate and use effective citizenship skills. The high school benchmarks require students to work with government programs and agencies, plus understand the process of working within a political party, a commission engaged in examining public	Case One: Global Climate Change Students will research the interactions of the different earth systems to understand how the earth responds to change. Case Two: Energy Sources Students will research the energy sources that humans use and form debate teams to discuss the pros and cons of each energy source. Case Three: Carbon	Students will translate quantitative and technical information into tables, charts and graphs. Students will also have to consider costs and pricing as it relates to alternative options.	Students will document laboratory observations through 2-D and 3-D artwork. Students will compile necessary documentation and present the information to the selected county official in the form of a pamphlet, brochure, tri-fold and or power point. Students will work collaboratively to produce a final draft of narratives and	Students will compose, arrange and produce the music to accompany their Greenprint magazine presentation.

Science	Social Studies	ELA	Math	Visual Arts	Music
supporting the Law of Conservation of Energy. Students will research various types of energy sources and document which ones will be more effective at reducing the amount of energy consumed. They will then use their findings to create an argument for alternative energy sources that can be implemented within their school/community. Earth Systems: Within the expedition, students will investigate the Earth's geosphere and learn that it is composed of layers of rocks which have separated due to density and temperature differences and classified chemically into a crust (which includes continental	policy, or a citizens' group. Project Citizen, organized by the Center for Civic Education, is an ideal format for students to explore relevant community problems and then use skills developed throughout this unit to attempt to influence future public policy and solve an identified problem. Regional Planning: Students will understand and discuss Planning Alternative Energy Projects, which will assist students in answering the how will we power cities in the 21st century. Students will also discuss how consumers and producers confront the condition of scarcity by making choices that involve opportunity and costs. They will	Footprints and Sustainability Students will compile summary information collected from energy usage labs at home and at school. After all research is completed, students will form committees to create drafts for each section. Each student will write a draft for their section and combine ideas using peer critiques. The Greenprint, will be the final compilation of their alternative energy recommendations. Students will present their findings to the appropriate county officials.		illustrations and photography to publish the Greenprint magazine. Students will begin by walking across a piece of white paper on the floor to see the patterns created by the soles of their shoes. They will discuss the different patterns in terms of the elements and principles of design. They will then trace around the sole of their shoe to create an outline in which to create and design their own original sole to be used in a linoleum block print. Once the design has been transferred to the linoleum, students will carve out the negative space, the space that will remain the color of the printing paper, and leave the raised shapes so that they will print	

Science	Social Studies	ELA	Math	Visual Arts	Music
and oceanic rock), a hot, convecting mantle, and a dense metallic core. Students will participate in various lab exercises to better understand the principals related to Earth's geosphere. For example, students will boil eggs, crack them, and then use lit candles to see the separation and formation of the shells. Once students have documented their findings, they will cut the eggs in half in order to see the thickness of the shell itself. This will be followed by carefully peeling the shell away from the egg, placing the broken pieces in water to simulate Earth's plates. www.interactiveteacher.com/downloads/Notes-I-Techonics.pdf	also discuss how government responds to perceived social needs by providing public goods and services. Students will also describe major revenue and expenditure categories and their 4respective proportions of local, state and federal budgets. Students will participate in activities to better understand the concepts presented. The students provided with paper cups and will be given a limited amount of a drinkable product. The students should realize that there is not enough for everyone to have an equal amount and then must create a plan in which there is enough for all. They will then share their findings and relate the activity to			in the color of the ink. Because of the multiple images created in the printing process students can produce many footprints. These can be cut out and displayed throughout the entire school as a reminder of the sustainability issues associated with one's carbon footprint. In addition, using knowledge and information based on studies regarding climate change and energy sources, each student will write about sustainable choices he/she can make.	

Science	Social Studies	ELA	Math	Visual Arts	Music
	resources perceived as limited in their community.				
Ninth – Intensives Science – Living by Chemistry Social Studies – Humans Modify the Environment, Responsibility of Citizenship					
Ninth – Spring Expedition Car Safety – A compelling study of car crashes which will create a respect in students for the dangers of driving in their personal lives. Guiding Questions: • What forces are involved in collisions? What causes these forces to occur? What happens as a result of these forces? • Why do I need to wear a seatbeat? What style of seatbelt protects me best? • Why are some cars safer than other cars? How do scientists determine safety in cars? • How many deaths/ injuries per year are the result of car accidents? What percentages of these involve teens? What percentages of these involve minorities? • How can science help me become a safer driver? Culminating Activities: • Students will create a Public Service Announcement (PSA) that will be shared with students and community members via posters, banners, brochures and videos. • Students will work with the local radio and television stations to air their PSA.					
Students will pose questions and form hypothesis based on personal observations, scientific articles and knowledge. They will also read, interpret and examine the credibility and validity of scientific	Students can account for societal factors such as age, gender race, socioeconomic status and geography. Students will research the number of teen related car accidents within a particular radius and create a	Students reflect upon personal accounts of those involved in crashes or surviving family members of those killed in crashes. Students will compile these facts in to a Public Service Announcements (PSA)	Students will construct and use tables and graphs. They will work collaboratively to analyze data from their teacher created safety and collisions survey. Students are also given enlightening facts statistics about	Students will create videos, posters and/or brochures for their PSA's. Students will use modeling techniques to create accurate models for mimicking various types of car crashes.	Students will compose, arrange and produce music to accompany their PSA advertisement.

Science	Social Studies	ELA	Math	Visual Arts	Music
claims in different sources of information, such as articles, advertisements or other forms of media. Students will properly use instruments, equipment and materials including set-up and calibration. Students will research how effective seat belts are in car crashes. The information obtained will be integrated into the PSA designed by the students.	visual presentation to be used in one aspect of their PSA.	and also a letters aimed at teen drivers about the need to employ safe driving practices.	automobile accidents. They charged to analyze the data looking at age, gender, race, socioeconomic status, location and causes of the accidents. Use of appropriate metric and standard units for mass. Students will also interpret and apply Newton's laws of motion, distinguish between static and kinetic friction and describe their effects on the motion of objects.	Students will design a banner or flag as a memorial to a teenager killed in a car accident. The information that will be included in the banner will be based on a fictional story written by the student. It will include the name of the teen, the birth and death dates, and descriptions of the personality and interests of the subject. Students will create their own symbols and pictorial representations (a minimum of 5 different things) to be included on the banner. Emphasis of the art lesson will be on the creation of symbols and composition. The banners could be displayed in the school as part as a "drive safely" campaign often	

Science	Social Studies	ELA	Math	Visual Arts	Music
				in schools the week before a prom or graduation.	
Tenth – Year Long Expedition Are Staircases in Sussex County Safe? Guiding Questions: • What is steepness and how can we define it? • How can we compare staircases graphically and algebraically? • What mathematic is needed to understand staircases? • How can data be summarized? • How can data be used as evidence to draw conclusions? • How can we apply our mathematical understanding of staircases to solve similar problems? Culminating Activity: • Students will prepare an oral /visual presentation to be delivered to city officials in the Department of Occupational Safety and Health Administration. • Students will create a collaborative art display using images or pieces one would find on a staircase. The final piece will be displayed in the school.					
The Nature of Science and Evolution: Students will understand that investigating most real-world problems requires building upon previous scientific findings and cooperation among individuals with knowledge and expertise from a	Students will research the historical purpose of the buildings in which the staircases are being analyzed for structural integrity.	Students will examine the necessary data and compile a safety report that will be presented to building owners and public leaders. This expedition will also include journal questions, student designed questions, summary of building codes, a safety report, letters to building	Students will focus on the data from Investigation Topic #1 located in the Exemplar Investigation project packet to answer the expedition's title: Are the Staircases in Sussex County safe? Students will do the following: model and solve	Students will create a model of a staircase that is unsafe to make it safe. Students will add additional features to make their design presentations visibly pleasing. Students will engage in 2D art production by creating a formal/symmetrical	Students will compose, arrange and produce music to accompany the presentation.

Science	Social Studies	ELA	Math	Visual Arts	Music
variety of scientific fields. Students will answer the question, What mechanical advantage do stairs provide. In this exercise, students will use the book, <i>Simple Machines</i> by Stephen Souza to complete the exercise to determine how much force is needed to climb a flight of stairs.		owners and a project reflection to include an introduction, Process, connection to mathematics, learning, and reflection. Students must also pre-read the Delaware State Building Codes, highlighting questions and vocabulary that is unclear. A building Inspector could be invited in to speak to the class to summarize information and to answer student questions. Students will collaborate to prepare oral presentations of work to parents, teachers and students. City officials as well as Occupational Safety and Health Administration (OSHA) or Inspectional Services Office may also be invited.	everyday situations using linear, reciprocal, quadratic or exponential functions; select, create and interpret appropriate graphical representations for a set of data, including using appropriate statistics to communicate information about a set of data; Use the triangle sum theorem and the Pythagorean Theorem; Draw regression lines to determine an appropriate equation and explain the meaning of the equation; stem and leaf plots, histograms, box plots, and scatter plots from graphical representations. It will also be beneficial to have students meet with an architect to understand work around the process of a project.	design using shapes found in a staircase. The outline of the tread and risers (steps), balusters, handrails, newels, decorative round tops, (along with variations), create shapes that can be utilized in the design. Geometric shapes used in a staircase include squares, rectangles, circles, and triangles. Symmetry is often desired in art, especially in architecture, and examples of such are found throughout the world dating from most periods of art history. Symmetrical balance produces a feeling of strength and stability as opposed to the feeling of being unbalanced, as when learning to ride a bike. Discussion and visual examples of architecture as art	

Science	Social Studies	ELA	Math	Visual Arts	Music
				produce visual thinking. The student's transfer of knowledge to key principles of design (unity, repetition, balance, rhythm and contrast) should be a natural progression in the planning stage of this project. Students will also need to comprehend the impact of negative space in their design. Students will begin by dividing a 12 x 12" piece of paper in quarters (1/4ths) either horizontally and vertically or diagonally. They will create geometric shapes from the outlines of staircase parts and arrange them in a symmetrical design on all 4 areas of their format. Since all 4 areas will use the basis of geometric shapes they will be challenged to create viewer	

Science	Social Studies	ELA	Math	Visual Arts	Music
				interest through variety. Although there are somewhat rigid guidelines to this project, each student's work will look unique because of their personal choices. Students will participate in a critique about the outcome of their design. Materials needed are: paper, rulers, T squares, triangles, circle and oval templates. Depending on the skill of the class, students can use pen and ink, paint or colored pencils. If the project is too challenging, the format can be divided into 2 equal parts instead of 4. The project can also be expanded to include numbers to parallel building code numbers. The process is adaptable to Microsoft Publisher and Word.	

Science	Social Studies	ELA	Math	Visual Arts	Music
Tenth – Intensives Science Kits – Nature of Science and Evolution; Chemical Biology; Transmission and Expression of Genetic Material: Genetics and Biotechnology Social Studies - Economic Stability					
Eleventh – Fall Expedition Lights Camera, Reaction! Guiding Questions: • What causes change? • How do patterns allow us to predict chemical reactions and their products? • How do chemical reactions affect everyday life? • What is a chemical reaction? • How does chemical change occur? • How can you tell if a change is chemical or physical? Culminating Activities: • Students will create a 3-D model of an explosion					
Chemistry: Students will create experiments to understand the fundamental features of chemical change and describe how it differs from physical change. Students will understand that in its most basic sense that a chemical reaction is an event in which atoms	Analyzing Historical Data: Students will research the history of fireworks and determine the chemical reaction occurring. Students will also discuss the reactions that are evident in everyday life.	Students will write a summary for all experiments conducted. Students will also need to write the script for students to use during the instructional video. Students will also keep journals throughout the investigations to document the scientific process and	Students will use their understanding of mathematics to complete the scientific investigation. Students will also work with equations.	Students will build on the Lights, Camera portion and create an educational instructional video to air during National Chemistry Week. Students will be take/ draw pictures of the steps of the experiment to document the process. Each student will need	Students will work to assist the production of the instructional video that will be aired. Students will use music to better convey the characteristics of the reaction type assigned.

Science	Social Studies	ELA	Math	Visual Arts	Music
rearrange themselves and bind together in new ways. They will also understand that reactions can take in or give out energy. Students will have an understanding of the following terms: combustion, Synthesis, Single Replacement, Double Replacement, Decomposition, and Products of Chemical Reaction.		to reflect on their work during the project. Students will also need to research their assigned chemical reaction in order to understand its characteristics and should explore their chemical reaction as it pertains to society's waste management procedures.		to depict the characteristics of the reaction type assigned. Students will create a 3 D sculpture of their visual expression of an explosion. Prior to beginning, they will search the internet for abstract sculpture paying particular attention to the way the elements and principles of design are used in 3 dimensional works. Students can use cardboard, mat board, foam core, wire, string, and found objects. They will make several thumbnail sketches of what they think their sculpture might look like. During the planning stage they will also make decisions as to how the pieces of the design (organic or geometric shapes) will be organized, how the	

Science	Social Studies	ELA	Math	Visual Arts	Music
				parts will be attached, and how the sculpture will stand alone and be viewed by many angles. The sculpture may be spray painted (perhaps with a metallic paint) or left unpainted. Students can also carry this project further by looking for 2 dimensional abstract paintings that remind them of an explosion and compare and contrast 2D and 3D works.	
Eleventh – Intensives Science – Physics Social Studies – Changing Interpretations of Reconstruction, Historical Research, Migration Patterns					
Eleventh – Spring Expedition And Justice for All – Constitutional Rights and Social Justice in American History Guiding Questions: • What are the gaps between American ideals and reality? • Is America a society of equals? • Do we live in a true democracy? • Do we have all the rights we deserve? • What rights and responsibilities are defined in the Declaration of Independence and US Constitution and how are they manifested in contemporary America?					

Science	Social Studies	ELA	Math	Visual Arts	Music
Culminating Activities: Students will create a soundtrack related to America's democratic history.					
Historical Research: Students will develop research strategies, given a particular historical problem, and examine the difficulties inherent in some research. Students will develop and implement effective research strategies for investigating a given historical topic. Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations. Analyzing Historical Data: Students will know that history is the interpretation of the past. Historians use historical facts to construct their	Students will evaluate whether or not America lives up to its ideals of equality, rights and democracy today. Students will also understand and discuss how civil rights activist advanced the ideals of liberty, quality and opportunity for African Americans even through a change in strategy and goals in the 1960s and 1970s. Students will also discuss the major Constitutional principles.	Students will analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading and personal experience. Students will also collaborate to create design strategies and to influence or persuade in writing speeches, editorials and advertisements.	Students will collaborate to identify patterns of change and make predictions about future behavior and conditions.	Students will use visuals and technology to enhance their presentations. Students will also develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. Students will also use photography and drawings to depict injustice in their neighborhoods. Students will read the information on American artists of social realism and select a painting that appeals to them. They will write an art criticism regarding the painting based on 4 steps: (1) description,	Students will research the role music has played in America's democracy. Students will then create a soundtrack to document important events in history, related to America's fight for independence, freedom and societal rights.

Science	Social Studies	ELA	Math	Visual Arts	Music
interpretations. Students will be able to analyze primary and secondary documents in order to differentiate between fact and opinion. They will also be able to recognize and value limitations of historical documents and analyze historical data in order to construct their own interpretation of the past.				(2) analysis, (3) interpretation, and (4) judgment. Another option is for students to select a painting/photograph created during the depression... http://en.wikipedia.org/wiki/Social_realism http://www.britannica.com/EBchecked/topic/551374/Social-Realism http://en.wikipedia.org/wiki/Ashcan_School and compare and contrast their choice with a more contemporary piece of art dealing with social injustice. http://www.moma.org/collection/theme.php?theme_id=10195 http://www.peterworsley.com/Links/Contemporary_Social_Realism.html http://www.tikkun.org/nextgen/last-links-the-jewish-connection-to-american-social-	

Science	Social Studies	ELA	Math	Visual Arts	Music
				realism	
Twelfth – Fall Expedition Cotton or Polyester? - For a Day at the Beach – What Fabrics are Best to Wear to Reduce the Transmission of UV Rays? Guiding Questions: • What is Ultraviolet Protection Factor (UPF)? • What rating (UPF or otherwise) is needed to classify clothing as sun-protective? • What additional factors (such as activity level, duration in the sun etc) must be considered when making sun-protective clothing? • What role will cost play in whether sun-protective clothing is purchased? Culminating Activities: • Students will create a fashion show designed to showcase protective clothing designed and constructed by the students.					
Students will work collaboratively to test their hypothesis about which fabric materials blocks UV rays. Students will research and conduct experiment to understand the Ultraviolet Protection Factor (UPF). Students will compile experiment results and present suggested beach attire to students, parents, local vendors and store owners in the Rehoboth and Lewes.	Students will understand and discuss the materials used in the design of beach attire and what contributed to the decision, considering cost, availability, durability etc. Students will create a visual documenting how beach attire has changed throughout time as a result of gaining more knowledge of UV rays.	Students will maintain a journal to summarize the investigations needed to determine which fabric best blocks UV rays. Students will research the current trends as far as beachwear is concerned. Students will also work together collaboratively to develop a brochure or pamphlet that incorporates investigation findings and makes suggestions about what would be the best fabric to wear	Students will work to determine the cost effectiveness of sun-protective clothing.	Students will design sun-protective clothing drawings to be included in the pamphlet or brochure. Students may decide to make an outfit or two to show that will be debuted in a fashion show. Students will design an overall pattern for sun protective clothing for a swim suit, shorts, or cover up. They will first research patterns and design for clothing paying attention to the	Students will select and or arrange and produce music to be used during the presentation and fashion show.

Science	Social Studies	ELA	Math	Visual Arts	Music
Store owners and vendors should share with students their considerations when selecting clothing to ensure maximum protection for their customers. Students might also be able to work with Ilc Dover Lp, a local clothing manufacturer in Frederica, Delaware to create maximum UV protected attire based upon investigation findings. Students will also need to consider current fashion trends to ensure that beachgoers will not have to sacrifice fashion for safety.		on a day at the beach. Students will research the make-up of each fabric option to determine if the specific components make the fabric more inclined for sun-protective clothing.		color combinations that are used. Students will first select a beach theme (fish, shells, flip flops, etc.) as a basis for the pattern of their material. They should make several thumbnail sketches of their ideas and decide on a limited color scheme. Students will use markers or paint to color a large piece of paper with the chosen material pattern. These papers can later be cut out in the silhouette of various clothing for display purposes.	
Twelfth – Intensives Social Studies – Causes of the First World War, Trends Leading to Peace, The Versailles Treaty					
Twelfth – Spring Expedition Swine Flu, Round 2? – Delaware’s Preparation to Prevent Another Swine Flu Outbreak Guiding Questions:					

Science	Social Studies	ELA	Math	Visual Arts	Music
- What is a pandemic? An epidemic? - How might Delaware prepare differently in the future to prevent widespread outbreaks? - What is Swine Flu? - What can students and schools do to reduce the impact of Swine Flu in schools? Culminating Activities: - Students will create a Public Service Announcement campaign (brochures, video, posters) on the effects of the Swine Flu and how it can be prevented. - Students will hold an informational session to share information obtained related to the prevention of Swine Flu.					
Students will understand the bacteria that cause the Swine Flu outbreak. Students will discuss also discuss the effects on the human body. Students will research the preventative measures that can be implemented in order to avoid a pandemic.	Pandemics: Students will organize events through chronologies to suggest and evaluate cause and affect relationships among those events. Students will also study the ways in which individuals societies have changed and interacted over time.	Students will research Swine Flu and other popular flu outbreaks. Collaboratively students will work to create a presentation that would be presented to students, school officials and medical professionals to inform them about the disease and what Delaware can do to better prepare for and hopefully prevent a Swine Flu outbreak in the future.	Students will compile statistical information related to the spread of swine flu and the number of victims affected.	Students will work collaboratively to create a Public Service Announcement (PSA) for staff, students, administration and public health officials to educate them as to the Swine Flu preventions that should be adopted to prevent another outbreak. Students will also work to present statistical information in a visually leasing format. Pictures and/or photographs may also be used as an attention getter. Students will create a logo for the swine flu and incorporate it into	Students will compose, arrange and produce music to be used in an informational session about Sine Flu as well as the PSA created by the students..

Science	Social Studies	ELA	Math	Visual Arts	Music
				an information brochure/pamphlet by using computer software and the Internet (optional). Before beginning, students will study such topics as the history of the logo and fundamentals of logo design. They will observe sample pamphlets and investigate what is visually interesting and exciting. Review and discussion on the elements and principles of design, rules of good composition and graphic layout further encourage students in the design development process. Students will make decisions as to what information to include about the topic. They will present their logos and later, their pamphlets, to the class and defend their	

Science	Social Studies	ELA	Math	Visual Arts	Music
				choices regarding the type of pamphlet, information to be included, font, color and image. Further investigation on printing costs and where the public can benefit from this information can be included.	

Curriculum Framework for English Language Arts

School: Sussex Preparatory Academy

Curricular Tool: Common Core Curriculum Maps¹

Grade: 9

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: How Well Do We Tell Stories? Timeline : 4 weeks Suggested Works:			
Short Stories			
“The Gift of the Magi” (O. Henry)		“The Black Cat” (Edgar Allan Poe)	
“The Overcoat” (Nikolai Gogol)		“The Tell-Tale Heart” (Edgar Allan Poe)	
“The Most Dangerous Game” (Richard Connell)		“The Scarlet Ibis” (James Hurst)	
“The Kitchen Boy” (Alaa Al Aswany)		“Everyday Use” (Alice Walker)	
“The Secret Life of Walter Mitty” (James Thurber)		“The Minister's Black Veil” (Nathaniel Hawthorne)	
“The Cask of Amontillado” (Edgar Allan Poe)		“How Much Land Does a Man Need?” (Leo Tolstoy)	
Art			
Michelangelo, <i>The Creation of Adam</i> , Sistine Chapel (1482)		Pablo Picasso, <i>Young Acrobat on a Ball</i> (1905)	
Sultan Muhammad, <i>From a Khamsa of Nizami</i> (1539-43)		Tina Barney, <i>Marina’s Room</i> (1987)	
Jacob Lawrence, <i>On The Way</i> (1990)		Roy DeCarava, <i>Untitled</i> (1950)	
Emanuel Leutze, <i>Washington Crossing The Delaware</i> (1851)			
Media			
<i>Brooklyn Bridge</i> (documentary film, Ken Burns, director)			
<u>BMW short films</u> (e.g., “Chosen,” Ang Lee, director)			

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

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
CC9-10RL10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RL10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CC9-10W10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC9-10SL10.1: 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. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.) CC9-10SL6	Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. Understanding that a good story has a pattern or plan helps the reader appreciate the complexity when an author diverts from the plan.	Essential Questions: How do artists create visual narratives in photography and painting? Learning Targets: Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution) in stories read. Understand and explain why plots in short stories usually focus on a single event. Analyze how authors create the setting in a short story. Define the concept of theme and identify the theme(s) in stories read. Identify and explain characterization techniques in short stories. Identify and explain the use of figurative language in short stories. Analyze how authors create tone in short stories. Identify the point of view in a short story and analyze how point of view affects the reader’s interpretation of the	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records Suggested Summative Assessments: • Essay Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State thesis clearly and include at least three pieces of evidence to support the thesis. • Discussion Select two works of art to view as a class. Compare the two works, focusing the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative. • Essay Select a short story and an artwork and write an essay in which you discuss the use of symbolism in each. State thesis clearly and include at least three pieces of evidence to support the thesis. • Speech Select a one minute passage from one of the short

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
CC9-10L10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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). CC9-10RL4		story. Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.	stories and recite it from memory. Include an introduction that states what the excerpt is from, who wrote it, which literary element is exemplifies and why. (RL.9-10.2, SL.9-10.6)
Unit Two: From Writer To Reader (Delaware Model Unit) Timeline: 2 weeks			
CC 9-10 RL 2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC 9-10 RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 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.	Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. It presents complex stories in which the inner and outer lives of human beings are revealed. Often the intent of an author of fiction is to expose the truth about human nature. Readers are able to recognize their own thoughts and behaviors in literary characters. Prior experiences influence a reader's perceptions and insights about their reading: As a result, a	Essential Questions: How can a literary piece of text reveal truth? How does literature reveal us to ourselves? How do a reader's experiences influence his/her response to text? Learning Targets: Identify the point of view of a literary selection. Explain the influence of a writer's choice of point of view on the reader. Explain the reasons for a character's actions. Utilize a specific point of view to impact a reader's reactions.	Suggested Formative Assessments: <i>Character Development Organizer</i>—for the story, “Checkouts” • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records Suggested Summative Assessments: Performance Task #1 <i>That was then - This is now . . .</i> You are a freelance writer who is interested in

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
	reader's response to text is an individually unique experience.		submitting a piece of your original writing to the literary magazine, <i>Personal Reflections</i>. You have been informed that an upcoming issue of the magazine will feature poems, song lyrics, narratives, and reflection journals which deal with insights about human nature at various stages of a human being's development. You have decided to create a literary piece (a poem, a song, a narrative, or a reflection journal) which expresses an insight you have about individuals in a particular stage of their growth, and then submit it to the Editorial Board of that magazine for approval. You will need to determine the genre in which you wish to work, the point of view from which you will write, and the ways in which you will convey your insight. You will want to consider how the point of view you selected will impact on the insight you want to express, as well as how it will affect the readers of the magazine. You will also want to be sure that you develop any characters (including the speaker/narrator) so that their words, actions, and feelings contribute to the expression of the insight about human nature. <i>Feedback from the Editorial Board</i> You serve on the Editorial Board of the literary magazine, <i>Personal Reflections</i>. It is your job to provide feedback to the writers who have submitted pieces to be considered for publication in an upcoming issue. The magazine has devised a feedback form which provides the structure for giving the writers specific reactions and suggestions for revision. You will be reading and evaluating three pieces of writing which have been sent to the magazine. Your job is to consider each piece in light of the criteria established on the Feedback Form. You will then complete a Feedback Form for each piece of writing, providing your responses and suggestions for revisions to the writer. <i>Quizzes</i>—on use of context clues to determine

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
			meanings of unfamiliar words and identification of point of view <i>Unit Assessment</i>—on use of context clues to determine meanings of unfamiliar words, the influence of point of view on a reader, and methods of character development with a new reading selection (“The Crush”)
Unit Three: What’s Up with Global Climate Change? (Fall Expedition) Timeline: 5 weeks Suggested Readings: Literary Texts: <i>Climate and Literature: Reflections of Environment</i> (edited by Janet Perez and Wendell Aycock) Online Anthology <i>Thoreau’s Legacy: American Stories About Global Warming</i> Online Art Gallery “Collection of Global Warming Art for the Green at Heart” By Prakash Ghodke Published September 15th, 2010 Online Resources: Energy.gov Alternative-energy-resources.net Sustainable bio-composites from renewable resources: opportunities and challenges in the green materials world-Google Scholar Current Events Articles: New York Times, Science Section “Global Warming” “Nations Meet to Address Problems of Climate Change” “Young Voices Reverberate at Indeterminate Climate Talks” The Climate Reality Project-Journal Articles-Al Gore et al. Media “An Inconvenient Truth”			
Case Study One: Global Climate Change	Human interaction with the environment can help or	Essential Questions: How will global climate	Suggested Formative Assessments: Reading response logs

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RI1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC9-10W1 a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. CC9-10W1a b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC9-10W1b c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CC9-10W1c d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-10W1d e. Provide a concluding	harm the environment. People can make conscious, earth friendly choices.	change impact our future? How are we going to power cities in the 21st century? What are sustainable choices I can make? What are sustainable choices Sussex county can make? <u>Learning Targets:</u> Research interactions of earth systems and identify relationships of change. Identify energy sources used by humans and identify pros and cons of each energy source on the environment.	- Teacher observation of whole class, individual and collaborative work sessions - Whole class discussions - Quizzes - Exit tickets - Daily journals - Study questions - Literature circle notes - Socratic seminar discussions - Individual check-ins with students - Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records - Self assessment and revision - Peer critique <u>Suggested Summative Assessments:</u> - Debate of the identified pros and cons of human used energy sources and the relationship of these energy sources to changes in the environment. - PSA regarding effects of global warming - PSA ‘debunking’ global warming - Written proposal to local businesses in how to “go green” - Prototype of alternative means of energy “Greenprint” publication - Rubric

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
statement or section that follows from and supports the argument presented. CC9-10W1e Case Study Two: Energy Sources 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. CC9-10W7 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. CC9-10W8 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC9-10SL1 a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CC9-10SL1a b. Work with peers to set rules for			

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CC9-10SL1b c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CC9-10SL1c d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CC9-10SL1d Case Study Three: “The Greenprint” Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC9-10SL2 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. CC9-10SL4 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,			

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments						
reasoning, and evidence and to add interest. CC9-10SL5 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC9-10L1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC9-10L2 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. CC9-10L3									
Unit Four: What Can <i>To Kill a Mockingbird</i> Teach Us about Honor? Timeline: 5 weeks Suggested Works: LITERARY TEXTS Novels <table><tr><td><i>The Killer Angels</i> (Michael Shaara)</td><td><i>The Color Purple</i> (Alice Walker)</td><td><i>Black Boy</i> (Richard Wright)</td></tr><tr><td><i>All Quiet on the Western Front</i> (Erich Maria Remarque)</td><td><i>Of Mice and Men</i> (John Steinbeck)</td><td><i>To Kill A Mockingbird</i> (Harper Lee)</td></tr></table> INFORMATIONAL TEXTS Famous American Trials: “The Scottsboro Boys” Trials (1931-37) (University of Missouri-Kansas School of Law) <i>(Note: This website contains primary and secondary source accounts of “The Scottsboro Boys” trial.)</i> ART, MUSIC, AND MEDIA Art (Photographs) Dorothea Lange, selected photographs taken for the Farm Security Administration during the Great Depression “<u>America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945</u>” (Library of Congress)				<i>The Killer Angels</i> (Michael Shaara)	<i>The Color Purple</i> (Alice Walker)	<i>Black Boy</i> (Richard Wright)	<i>All Quiet on the Western Front</i> (Erich Maria Remarque)	<i>Of Mice and Men</i> (John Steinbeck)	<i>To Kill A Mockingbird</i> (Harper Lee)
<i>The Killer Angels</i> (Michael Shaara)	<i>The Color Purple</i> (Alice Walker)	<i>Black Boy</i> (Richard Wright)							
<i>All Quiet on the Western Front</i> (Erich Maria Remarque)	<i>Of Mice and Men</i> (John Steinbeck)	<i>To Kill A Mockingbird</i> (Harper Lee)							

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Media <i>To Kill A Mockingbird</i> (1962) (Robert Mulligan, director)			
CC9-10RL10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC9-10RL10.3: 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. CC9-10RI10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC9-10W10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC9-10SL10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of	How a person faces conflict determines his or her character.	<u>Essential Questions:</u> What is a person's responsibility in protecting innocence from evil? What is the relationship between personal safety and social justice? Who are the "mockingbirds" in history and our lives? What happens to them? <u>Learning Targets:</u> Learn about the history of the novel as a literary form. Recognize the importance of historical context to the appreciation of setting and character. Identify and analyze major and minor characters. Analyze and explain characterization techniques. Understand that novels may more than one plot and explain the use of multiple plots in <i>To Kill A Mockingbird</i>.	<u>Suggested Formative Assessment</u> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Quizzes • Exit tickets • Daily journals, reading reflection, comment on the use of literary elements • Study questions • Literature circle notes • Socratic seminar discussions • Role playing • Pre, during and post reading questions for oral discussion and written response • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <u>Suggested Summative Assessment:</u> • Research project of the time period, what was life and culture like during the 1930's? How did this culture contribute to the elements of the novel? From this research, answer this charge: In the novel, "To Kill a Mockingbird" Tom Robinson tries to escape because he believes that the justice system will never treat him fairly. Do statistics about how African-Americans were sentenced in the 1930s support his belief? How do sentencing trends then compare with sentencing trends now? Present your findings in a chart or spreadsheet. • Presentation

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
each source. CC9-10L10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.		Recognize the importance of point of view in <i>To Kill A Mockingbird</i> and why it wouldn't be the same story told from someone else's point of view.	• Rubrics <u>Suggested Summative Assessments:</u> Essay: Select a quotation from one of the characters of <i>To Kill a Mockingbird</i> (or other novel, if applicable) and write an argument that explains what the quotation reveals about the theme of honor in the book. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL1, CC9-10RL2, CC9-10RL3) Essay: Write an essay that compares primary source accounts of the “Scottsboro Boys” trial with Scout’s account of the trial in TKAM. Discuss how novels can reveal dimensions of history even though they are fictional. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL1, CC9-10RI7, CC9-10W2) Essay: Select a documentary photograph from the Library of Congress’s website of Farm Security Administration-Office of War Information Collection (FSA-OWI) or an excerpt from the primary or secondary source accounts of “The Scottsboro Boys” trial and explain in an essay how the image or the source account helps illuminate your understanding of life during the depression in the American south. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RI7, CC9-10W2) Speech: Select a one-minute descriptive passage from <i>To Kill A Mockingbird</i> and recite it from memory. Include an introduction that states what the excerpt is, why the book is significant, how the passage exemplifies one of the book’s themes. (CC9-10RL2, CC9-10SL4) Oral Presentation: Describe whether the 1962 film version of <i>To Kill A Mockingbird</i> is faithful to the novel. Cite evidence for why or why not, explaining why you think the film’s director chose to omit or emphasize certain events. State thesis clearly and

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
			include at least three pieces of evidence to support the thesis. (CC9-10RL7) Oral Presentation: Present several photographs of small southern towns during the depression from Dorothea Lange's or The Library of Congress' collections and compare them the description of Maycomb in <i>To Kill A Mockingbird</i>. Say which rendering is more vivid to you and explain why. State your thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL4, CC9-10SL5)
Unit Five: Our Brother's Keeper? Of Mice and Men (Delaware Model Unit) Timeline: 3 weeks			
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 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 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 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	Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. It presents complex stories in which the inner and outer lives of human beings are revealed. Authors place their characters in believable situations, where they face difficult decisions. The solution to a problem often reflects the values of the era. A writer's word choice and syntax are characteristics of voice that help to personalize text. Reading helps us form our opinions.	Essential Questions: How does an author make characters seem real? Can a wrong action ever be right? What responsibility do we have for each other's welfare? Learning Targets: Analyze a character's motivation, beliefs and values in order to assume a persona. Plan, organize, and create a graphic depiction of a character's life, explicit and inferred. Relate themes, dilemmas, and challenges found in a novel to other real-life situations.	Suggested Formative Assessment: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Quizzes • Exit tickets • Daily journals, reading reflection, comment on the use of literary elements • Study questions • Literature circle notes • Socratic seminar discussions • Role playing • Pre, during and post reading questions for oral discussion and written response • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records Suggested Summative Assessments: <i>IT'S MY LIFE!</i> - Imagine you are one of the characters in <i>Of Mice and Men</i>. Create a scrapbook that depicts your life before, during and after the time

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
informal tone). CC 9-10 RL 5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise 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. CC 9-10 W 9a Apply grades 9-10 <i>Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). CC 9-10 W 9b Apply grades 9-10 <i>Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). CC 9-10 W 3a Engage and orient the reader by setting out a problem, situation, or			portrayed in this novel. This scrapbook should reflect major events, feelings and relationships in your life -- those that were revealed in the book and those that may have happened before or after the events of the book. The end result should provide an image through which those close to you can really come to "know" you as a person. This scrapbook can contain pictures, mementos, journal entries, captions or other appropriate memorabilia. This task will be capstoned by your presentation of the scrapbook to the class, speaking as your character. Your understanding will be assessed by the attached rubric. <i>WHOSE BEST INTEREST?</i> - Imagine you are a member of a town council. The council is facing a difficult zoning decision. A new prison will be constructed in your town. The town council must select the best location for this prison from among four available sites in the town: next to a nursing home, next to an elementary school, on the marshlands near the town park, or in the neighborhood where you live. As a council member, you will be attending an upcoming meeting, during which each council member must present his recommendation for the site to be selected. Write a speech advocating your choice of site for the prison and supporting your thinking.

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
Unit Six: Poetry-Beauty Timeline: 4 weeks Suggested Works: Poems “The Sound of the Sea” (Henry Wadsworth Longfellow) “I wandered lonely as a cloud” (William Wordsworth) “Morning Glory” (Naomi Shihab Nye) Haiku selection “Elegy Written in A Country Churchyard” (Thomas Gray) “Phantom Limbs” (Anne Michaels) “In Time of Silver Rain” (Langston Hughes) “A Lemon” (Pablo Neruda) “Mending Wall” (Robert Frost) “Sonnet 73” (William Shakespeare) “The Underground” (Seamus Heaney) “In Trackless Woods” (Richard Wilbur) “The Reader” (Richard Wilbur) “Walking Distance” (Debra Allbery) “The Lady of Shalott” (Alfred, Lord Tennyson) “The Gift” (Li-Young Lee) “Dream Variations” (Langston Hughes) “Love Is” (Nikki Giovanni) “We grow accustomed to the Dark” (Emily Dickinson) “The Raven” (Edgar Allan Poe) “Poetry” (Marianne Moore) “The Darkling Thrush” (Thomas Hardy) “Campo di Fiori” (Czeslaw Milosz) “Lord Randall” (Anonymous) Psalm 96 (King James Bible) “I Ask My Mother to Sing” (Li-Young Lee) “Saturday’s Child” (Countée Cullen) “Homecoming” (Julia Alvarez) “Ode on a Grecian Urn” (John Keats) “Ozymandias” (Percy Bysshe Shelley) Informational Text Excerpts from <i>Faulkner in the University: Class Conferences at the University of Virginia 1957-1958</i> (William Faulkner, Frederick L. Gwynn, ed.) Excerpts from “Crediting Poetry,” the Nobel Prize Lecture, 1995 (Seamus Heaney) Music Giacomo Puccini, “Un bel di, vedremo” (<i>Madama Butterfly</i> , 1904) Giacomo Puccini, “O mio babbino caro” (<i>Gianni Schicchi</i> , 1918) Art and Architecture Leonardo da Vinci, <i>Mona Lisa</i> (1503-06) Michelangelo, <i>David</i> (1504) Sandro Botticelli, <i>The Birth of Venus</i> (1486) The Parthenon (447-432 BC)			

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Vincent van Gogh, <i>Starry Night</i> (1889) Frank Lloyd Wright, Frederick C. Robie House (1909)			
CC9-10RL10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CC9-10RI.10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC9-10W10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC9-10SL10.5: 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. CC9-10L10.3: Apply knowledge of language to understand how language functions in	Poetry is different from prose in that it has the liberty to utilize for freely expressive potential imagery and other kinds of figurative language.	<u>Essential Questions:</u> What similarities can we find between great poems and masterpieces of other kinds? <u>Learning Targets:</u> Define and offer examples of various forms of poetry. Identify the form, rhyme scheme, and meter of poems studied. Define and explain poetic devices, such as alliteration, assonance, consonance, and enjambment, and describe the ways in which they help reveal the theme(s) of the poem. Recognize and explain the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets. Describe how poetry differs from prose and explain why authors would choose one form over another for a	<u>Suggested Formative Assessment</u> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Quizzes • Exit tickets • Daily journals, reading reflection, comment on the use of literary elements • Study questions • Literature circle notes • Socratic seminar discussions • Pre, during and post reading questions for oral discussion and written response • Individual check-ins with students • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <u>Suggested Summative Assessments:</u> Essay: Write an essay that compares and contrasts aspects of the use of a literary device in two different poems. Discuss at least three aspects. (CC9-10RL4, CC9-10W2) Essay: Choose a painting from among those you've viewed and compare it to one of the poems you've studied. Then choose one of the following poetic elements: mood, metaphor, symbol, or pattern. Write an essay in which you compare how the author and painter develop that element in each work. Cite at least three pieces of evidence for each work. (CC9-10RL7,

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening		particular purpose. Complete a literary research paper, citing at least three sources.	CC9-10W2) Essay: View a reproduction of a Grecian Urn and write an essay in which you discuss the ways in which reading Keats’s rendering of the urn is a different experience than viewing it. Discuss at least three differences. (CC9-10RL7, CC9-10W2) Research Paper: Select a poet and write a research paper in which you analyze the development of the writer's poetry in his/her lifetime using at least three poems and citing at least three secondary sources. (CC9-10RI1, CC9-10RI5, CC9-10RI6, CC9-10W2, CC9-10W7, CC9-10W8) Speech: Select a poem and recite it from memory. Include an introduction that states the title author, and type of poem and how the poem exemplifies the stated type of poetry. (CC9-10SL6) Oral Presentation: Discuss whether you agree with Seamus Heaney when he credits poetry “because credit is due to it, in our time and in all time, for its truth to life, in every sense of that phrase.” Say why or why not and give examples from poems studied or other poems to illustrate your position. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RI4, CC9-10RI5, CC9-10RI6, CC9-10SL4, CC9-10SL6)
Unit Seven: Drama-Fate Timeline: 4 weeks Suggested Works: Plays <i>Romeo and Juliet</i> (William Shakespeare) <i>Antigone</i> (Sophocles) <i>Oedipus the King</i> (Sophocles) Informational Text			

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Excerpt on comedy and tragedy from <i>Poetics</i> (Aristotle) Prompt: Art Pablo Picasso, <i>The Tragedy</i> (1903) Caravaggio, <i>The Death of the Virgin</i> (1604-1606) Artemesia Gentileschi, <i>Judith and Her Maidservant with the Head of Holofernes</i> (1625)			
CC9-10RL.10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC9-10RL.10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CC9-10RL.10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). CC9-10RI.10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text .	Love is sometimes irrational—passion sometimes colors perception. Literature is Art and Art imitates Life. Rhythm, punctuation, and imagery are ways in which authors help convey the motives, thoughts, and feelings of characters is indicative	Essential Questions: What similarities exist between how playwrights and painters depict tragedy? What's in a name? Who am I and how do I find my place in the world? What influences gender/cultural roles in society? How can I have the courage to do what is right, and who determines what is right or wrong? What makes a classic story? Are we governed by fate or free will? Learning Targets: Identify and explain the elements of drama in general and Greek drama in particular	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records Suggested Summative Assessments: Essay: Write an essay that compares and contrasts aspects of tragic illumination in the tragedies of <i>Romeo and Juliet</i> and <i>Antigone</i> (or <i>Oedipus the King</i>). State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL2, CC9-10RL3, CC9-10W2) Essay: Write an essay in which you discuss the extent to which one of the dramas studied adheres to Aristotle's definition of tragedy. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL2, CC9-10RL3, CC9-10W2)

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
CC9-10W10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC9-10SL10.1: 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. CC9-10L10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		(see terminology). Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them. Trace the development of major and minor characters and explain how characterization advances the plot or theme. Understand Aristotle’s definitions of comedy and tragedy and explain how the other works studied exemplify the term “tragedy.” Analyze the playwright’s use of irony. Identify the poetic devices used in <i>Romeo and Juliet</i> and explain their effect.	Speech: Select a one-minute passage from one play and recite it from memory. Include an introduction that states what the excerpt is, why the passage is significant, and how the passage exemplifies one of the play’s themes. (CC9-10RL2, CC9-10SL4, CC9-10SL6) Oral Presentation: Compare the rendering of Carravagio’s <i>The Death of the Virgin</i> to Act V, scene iii of <i>Romeo and Juliet</i>. How do the artist and the playwright create dramatic effects? Describe and explain the significance of at least three examples. (CC9-10RL7)
Unit Eight: Car Safety (Spring Expedition) Timeline: 4 weeks Suggested Works: Literary journals/articles Fell, J., Voas, R. (2007). Mothers Against Drunk Driving (MADD): The First 25 Years. <i>Traffic Injury Prevention</i> 7(3), 195-212.			

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Ferguson, S., Leaf, W., Williams, A., Preusser, D. (1996). Differences in young driver crash involvement in states with varying licensure practices. <i>Accident Analysis and Prevention</i> 28(2), 171-180. Shope, J., & Bighm, C. (2008). Teen driving: Motor-vehicle Crashes and Factors that Contribute. <i>American Journal of Preventive Medicine</i> 35(3), S261-S271. Media Smashed: Toxic Tale of Teens and Alcohol <i>Note: It is important that during the course of this expedition, students are provided with time to investigate and research the areas of brain development, local MADD and/or SADD chapters, and statistical research on the effects of destructive decisions on teenagers and their families. In addition to “car safety” students will be taking the issue of safety to another level by investigating the actual physiological concerns associated with driving. The above articles are suggestions of scholarly journal articles that can be provided to your students to use as models for how informative, scholarly texts can be found, and how they can be critically read for information. Additional literary resources should be found by students, but a sample pool of literature should be identified prior to implementation of this expedition for students who require additional assistance in what constitutes research and materials relevant to the topic of car and driver safety.</i>			
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RI1 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. CC9-10RI7 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. CC9-10RI8 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC9-10W1 a. Introduce precise claim(s), distinguish the claim(s) from alternate or	Brain development and physiological attributes are directly related. Making the choice to drink and drive can be deadly.	Essential Questions: What forces are involved in collisions? What causes these forces to occur? What happens as a result of these forces? Why do I need to wear a seatbelt? What style of seatbelt protects me best? Why are some cars safer than other cars? How do scientists determine safety in cars? How many deaths/ injuries per year are the result of car accidents? What percentages of these involve teens? What percentages of these involve minorities? How can science help me	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records • Self assessment and revision • Peer critique Suggested Summative Assessments: • Students research published data on car crash statistics and create a Public Service announcement geared towards teenagers to

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. CC9-10W1a b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC9-10W1b c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CC9-10W1c d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-10W1d e. Provide a concluding statement or section that follows from and supports the argument presented. CC9-10W1e Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC9-10W2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CC9-		become a safer driver? Learning Targets: Students will identify the dangers of alcohol consumption and driving by citing specific evidence from research. Students will identify the advocacy and awareness organizations that exist within their communities. Students will engage in brain research, identify the portions of the brain, the functions they serve and the ages at which these brain areas are at full development.	promote safe driving practices. - Students write persuasive letters to teenagers, highlighting the statistics and research surrounding teenage car crashes and deaths from unsafe driving habits. - Brain studies and research of the teenage brain development. Students create an ad campaign advocating for or against the legal driving age in Delaware with supporting evidence cited from the brain research. Students will then create technological or diorama representations of the human brain at its stages of development, identifying and labeling all major pieces and their functions. They will identify the areas that must be alert and engaged while people drive and make specific reference to the brain of a 16 year old to determine if they feel as though necessary brain parts are to satisfactory development to carry out the function of driving. They will support their findings with identified brain research. - Students research Mothers Against Drunk Driving (MADD) and create awareness materials for their school on the dangers of drinking and driving and the emotional effects those choices can lastingly have on families. - Students Against Drunk Driving (SADD) and organize proposal materials for a SADD campaign to be started at the Sussex Preparatory Academy. - Students will create awareness materials in a “kid friendly” manner and create lessons that can be delivered at the elementary school level regarding the dangers of reckless teenage driving. Students will present their lessons to younger students and their families at a community night.

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
10W2a b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CC9-10W2b c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. CC9-10W2c d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC9-10W2d e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-10W2e f. Provide a concluding statement or section that follows from and supports the information or explanation presented CC9-10W2f Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CC9-10W4 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. CC9-10W7			• Simulation of car crashes, identifying and explaining the energy and transfer of energy as it relates to Newton's Law.

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
<i>A Childhood: The Biography of a Place</i> (Harry E. Crews) <i>Running in the Family</i> (Michael Ondaatje) “Learning to Read and Write” (Frederick Douglass) “A Sketch of the Past” (Virginia Woolf)	<i>In Search of Our Mothers’ Gardens</i> (Alice Walker) <i>The Woman Warrior: Memoirs of a Girlhood Among Ghosts</i> (Maxine Hong Kingston) <i>Notes of a Native Son</i> (James Baldwin)		
Essay Excerpts from <i>Life on the Mississippi</i> (Mark Twain) (EA)			
INFORMATIONAL TEXTS			
Speeches “Second Inaugural Address” (E) and/or “The Gettysburg Address” (Abraham Lincoln) (E) “Address at the March on Washington” and/or “Letter from a Birmingham Jail” (Martin Luther King, Jr.) (E) Nobel Prize in Literature Acceptance Speech 1949 (William Faulkner) (EA) “Sinews of Peace Address” (Winston Churchill) and/or “Brandenburg Gate Address” (Ronald Reagan)			
Essays “Politics and the English Language” (George Orwell) (E) “The Lost Childhood” (Graham Greene) Excerpts from <i>The 100 Most Influential Books Ever Written: The History of Thought from Ancient Times to Today</i> (Martin Seymour-Smith) “Lear, Tolstoy, and The Fool” (George Orwell) “Avant-Garde and Kitsch” (Clement Greenberg) “Preface to Lyrical Ballads” (William Wordsworth)			
Art			
Vincent van Gogh, <i>Self-Portrait</i> (1889)		Rembrandt van Rijn, <i>Self-Portrait at an early age</i> (1628)	
Jan van Eyck, <i>Self-Portrait</i> (1433)		Rembrandt van Rijn, <i>Self-Portrait at the Age of 63</i> (1669)	
Albrecht Durer, <i>Self-Portrait at the age of 13</i> (1484)		Jacob Lawrence, <i>Self-Portrait</i> (1977)	
Leonardo da Vinci, <i>Possible Self-Portrait of Leonardo da Vinci</i> (c.1513)		Gustave Courbet, <i>The Desperate Man</i> (self-portrait) (1843)	
Francis Bacon, <i>Self-Portrait</i> (1973)		Balthus, <i>Le roi des chats</i> (The king of cats) (1935)	
Pablo Picasso, <i>Self-Portrait</i> (1907)		Louisa Matthíasdóttir, <i>Self-Portrait with Dark Coat</i> (No Date)	

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
Artemisia Gentileschi, <i>Self-Portrait as the Allegory of Painting</i> (1630s)			
CC9-10RL10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CC9-10RI10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC9-10RI10.9: 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. CC9-10W10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CC9-10SL10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Our culture defines us.	Essential Questions: How is a self-portrait like a memoir? How does knowing where you came from help shape who you become? What do primary source documents allow us to understand about our nation’s history? Learning Targets: Identify and explain the characteristics of a memoir Distinguish between an autobiography and a memoir. Identify and explain the effect of stylistic devices used in memoirs. Identify and explain the characteristics of various types of essays (e.g., literary, narrative, etc.). Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetition, and extended	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records Suggested Summative Assessments: Memoir: Write a memoir (after the style of one of those read—optional) recounting a specific person, place, experience, event, day, moment, work of art, or another specific thing and convey its significance to you. (CC9-10W3) Literary Criticism Essay: Write an essay in which you discuss how two literary texts studied illustrate Faulkner’s thesis in his 1949 Nobel Prize acceptance speech. State your thesis clearly and include at least three pieces of evidence to support it. (CC9-10RL2, CC9-10RI9, CC9-10W2) Speech: Select a one-minute passage from one of the speeches here and recite it from memory. Include an introduction that explains the occasion/context of the speech and its literary and historic significance (CC9-10SL6) Oral Presentation: Discuss how one of the paintings

Standards Alignment	Unit Concepts Big Ideas	Essential Questions Student Learning Targets	Assessments
CC9-10L10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		metaphors. Apply rhetorical strategies learned in this lesson to essay writing projects of their own.	studied exhibits characteristics of self-reflection and compare it to one of the memoirs read. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL7, CC9-10SL5)

Curriculum Framework for English Language Arts

School: Sussex Preparatory Academy

Curricular Tool: Common Core Curriculum Maps¹

Grade: 10

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Are Staircases in Sussex County Safe? (Year-long expedition) Timeline: Year-long Expedition Suggested Works: Non-Fiction “Staircases or Treadmills? Labor Market Intermediaries and Economic Opportunity in a Changing Economy-Chris Benner, Laura Leete, Manuel Pastor Delaware State Building Codes Poems: The Winding Stair (WB Yeats) Nude Descending a Staircase (XJ Kennedy) From Mother to Son (Langston Hughes) Music Stairway to Heaven-Led Zepelin Art The Metropolitan Museum of Art-Cubism Nude Descending a Staircase Number 1(Marcel Duchamp) Nude Descending a Staircase Number 2 (Marcel Duchamp) Media Muppet Show. Robin the Frog-Halfway Down the Stairs Web http://weburbanist.com/2008/11/26/creative-modern-stairs-staircase-designs/			
CC SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	Staircases in literature are figurative for a range of human struggles and emotions. The mathematical rationale for the	Essential Questions: In what ways do staircases represent human emotions? What is will steepness and how can	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions

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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
CC RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. L.9-10.6: 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. CC W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CC W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) CC W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	steepness of stairs is used to ensure safety.	we define it? How can we compare staircases graphically and algebraically? What mathematic is needed to understand staircases? How can data be summarized? How can data be used as evidence to draw conclusions? How can we apply our mathematical understanding of staircases to solve similar problems?	• Whole class discussions • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <u>Suggested Summative Assessments:</u> • Research • Compile a safety report • Presentations to Public Officials and building owners • Summary of building codes • Project reflection • Oral presentations of findings

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Novels Chile <i>House of Spirits</i> (Isabel Allende and Magda Bogin) Mexico <i>The Underdogs: A Novel of the Mexican Revolution</i> (Mariano Azuela and Sergio Waisman, trans.) <i>The Book of Lamentations</i> (Rosario Castellanos) <i>Like Water for Chocolate</i> (Laura Esquivel and Thomas Christensen, trans.) <i>The Old Gringo</i> (Carlos Fuentes and Margaret Sayers Peden, Columbia <i>One Hundred Years of Solitude</i> (Gabriel García Márquez) Plays <i>The Impostor: A Play for Demagogues</i> (Rodolfo Usigli and Ramon Layera, trans.) (Mexico) Poems Mexico <i>Eagle or Sun?</i> (prose poems) (Octavio Paz) (selections) Chile <i>Gabriela Mistral: A Reader</i> (Gabriela Mistral, Maria Giachetti, trans., Marjorie Agosin, ed.) “Book of Twilight” (Pablo Neruda) (selections) <i>Twenty Love Poems and a Song of Despair</i> (Pablo Neruda and W.S. Merwin, trans.) (selections) Informational Text “Complex Feelings about Borges” in <i>The Noé Jitrik Reader: Selected Essays on Latin American Literature</i> (Noé Jitrik and Susan E. Benner, trans.) (essays on Borges and Cortázar) <i>The Noé Jitrik Reader: Selected Essays on Latin American Literature</i> (Noé Jitrik and Susan E. Benner, trans.) Excerpts from <i>The Testimony of Contemporary Latin American Authors</i> (Doris Meyer, ed.) Speeches			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Nobel Prize in Literature Acceptance Speech 1982 (“The Solitude of Latin America”) (Gabriel García Márquez)			
CC RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text CC SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate CC RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CC RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CC RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger	The point of view from which a story is told can affect the tone for the reader. Religious, generational and cultural conflicts, as well as the effects of modernization, political struggles, and other themes are common to many literary works.	Essential Questions: How does magical realism reveal new perspectives of reality? Learning Targets: Explore the role of the magical and fantastic in Latin American literature. Explore narrative forms and techniques in Latin American literature. Analyze the role of time in Latin American narrative. Listen to and analyze Latin American poetry in the original and in translation. Explore the role of local and universal themes in Latin American literature. Consider the challenges of translation, including the different connotations that various cultures attach to given words. Offer insightful inferences	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records Suggested Summative Assessments: • Essay Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State thesis clearly and include at least three pieces of evidence to support the thesis. • Discussion Analyze the theme of the poems and make comparisons between the themes of the different locations. • Essay Select a short story and an informational text piece and write an essay in which you discuss the use

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
portions of a text (e.g., a section or chapter). CC RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. CC W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CC W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) CC W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.		regarding the themes of the text. Create clear, original, specific thesis statements. Organize concrete evidence and supporting textual details to support a thesis statement. Use precise language, avoiding casual language and clichés. Write appropriate transitions to organize paragraphs. Analyze how literary devices produce meaning.	of symbolism in each. State thesis clearly and include at least three pieces of evidence to support the thesis. • Speech Select a one minute passage from one of the short stories and recite it from memory. Include an introduction that states what the excerpt is from, who wrote it, which literary element is exemplifies and why.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments						
CC SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) CC L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC L.9-10.6: 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.									
Unit Three: World Literature: Asia Timeline: 12 weeks Suggested Works: LITERARY TEXTS Note: This unit should include excerpts from an ancient work; one novel; one play; several short stories; and a long poem or selection of poems. The teacher may choose two novels or two plays instead of one novel and one play. In addition, students should consult informational texts and secondary sources, online and in the library, for their essays. Novels <table><tr><td> China <i>Dream of the Red Chamber</i> (Cao Xueqin) (selections) <i>Family</i> (Pa Jin) </td><td> India <i>Midnight’s Children</i> (Salman Rushdie) <i>In Custody</i> (Anita Desai) </td><td> <i>Nectar in a Sieve</i> (Kamala Markandaya) <i>The God of Small Things</i> (Arundhati Roy) </td></tr><tr><td> Japan <i>The Sound of Waves</i> (Yukio Mishima) <i>After Dark</i> (Haruki Murakami) </td><td> <i>Norwegian Wood</i> (Haruki Murakami) </td><td></td></tr></table> Short Stories				China <i>Dream of the Red Chamber</i> (Cao Xueqin) (selections) <i>Family</i> (Pa Jin)	India <i>Midnight’s Children</i> (Salman Rushdie) <i>In Custody</i> (Anita Desai)	<i>Nectar in a Sieve</i> (Kamala Markandaya) <i>The God of Small Things</i> (Arundhati Roy)	Japan <i>The Sound of Waves</i> (Yukio Mishima) <i>After Dark</i> (Haruki Murakami)	<i>Norwegian Wood</i> (Haruki Murakami)	
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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
China <i>Strange Tales from a Chinese Studio</i> (Pu Songling, ed.) <i>Under The Red Flag</i> (Ha Jin) (selections) Japan <i>Rashomon and Other Stories</i> (Ryunosuke Akutagawa) Plays China <i>Thunderstorm</i> (Cao Yu) India <i>The Post Office</i> (Rabindranath Tagore) (EA) Poems Sanskrit Excerpts from the <i>Ramayana</i> (attributed to the Hindu sage Valmiki) China <i>The Jade Mountain: A Chinese Anthology, Being Three Hundred Poems of the T'ang Dynasty 618-906</i> (Kiang Hang-Hu and Witter Bynner, trans.) (selections) “A Song of Ch'ang-kan” (Li Po) (E) “Substance, Shadow, and Spirit” (T'ao Ch'ien) “On a Gate-tower at Yuzhou” (Chen Zi'ang) India “Song VII” (Rabindranath Tagore) (E) <i>The Golden Craft</i> (Rabindranath Tagore) (EA) Informational Text			
	Vietnam <i>The General Retires and Other Stories</i> (Nguyen Huy Thiep)		

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<i>The Columbia Companion to Modern East Asian Literature</i> (Joshua Mostow, ed.) <i>Historical Dictionary of Modern Japanese Literature and Theater</i> (J. Scott Miller)		<i>Trading Places: The East India Company and Asia, 1600-1834</i> (Anthony Farrington) <i>The Scandal of Empire: India and the creation of Imperial Britain</i> (Nicholas B. Dirks)	
Literary Nonfiction			
China			
<i>The Analects</i> (Confucius) (selections) <i>The Tao Te Ching</i> (Lao Tzu) (selections)		<i>The I Ching</i> (transmitted by Fei Zhi) The Tao of Pooh and the Te of Piglet (Benjamin Hoff) (selections)	
Autobiography			
<i>Six Records of a Floating Life</i> (Shen Fu) (China)			
Art			
Japan		China	
Ando Hiroshige, <i>One Hundred Views of Edo</i> (1856)		Ma Lin, <u>wall scroll</u> (1246)	
Arita, <u>Porcelain plate with design of dragon</u> (1690s-1730s)		<u>Moon-shaped flask with birds</u> (1723-1725)	
<u>Kimono with carp, water lilies, and morning glories</u> (1876)		<u>Han Clothing</u> , pre-17th century	
India			
<i>Radha at night</i> , Mughal painting (1650)			
<u>Box with lid</u> , late 16th century			
<i>Princess Damayanthi talking with Royal Swan about Nalan Hindu</i> (no date)			
Media			
<i>Chinese Poems of the Tang and Sung Dynasties: Read by Lo Kung-Yuan in Northern Chinese, Peking Dialect</i> (Folkways Records, 1963)			
Film			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<i>Rashomon</i> (1950) (Akira Kurosawa, dir.) <i>Curse of the Golden Flower</i> (2006) (Zhang Yimou, dir.)			
CC RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CC RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). CC W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the	Ancient philosophies, universal themes and Western influences all play a role in the themes or Asian literature.	<u>Essential Question:</u> How does Asian literature both honor and challenge cultural traditions? <u>Learning Targets:</u> How does the study of select Asian objects give us a greater understanding of the depth and diversity of Asian literary forms and genres? Explore ancient and modern works of literature from Asian countries, particularly China, India, and Japan. Consider how Asian literature both draws on and questions cultural traditions. Consider how certain Asian authors integrate Western literary influences into their cultural contexts. Compare two or more translations of a single poem. Write a close literary analysis of a work of poetry, fiction, or drama, considering language use and	<u>Suggested Formative Assessments:</u> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <u>Suggested Summative Assessments:</u> Seminar and Essay: Analyze Akutagawa’s story “In a Bamboo Grove” and Kurosawa’s film <i>Rashomon</i>. How do the story and the film portray the characters’ psychological states? (Note: Kurosawa’s <i>Rashomon</i> is based on Akutagawa’s “In a Bamboo Grove,” not on his “Rashomon,” though a few details from the latter story appear in the film.) Write an essay using at least three pieces of textual evidence to support an original thesis statement. (CC9-10RL7, CC9-10SL1, CC9-10W2) Seminar and Essay: How does fiction writer Ryunosuke Akutagawa or playwright Tsao Yu integrate Western

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
subject, demonstrating understanding of the subject under investigation. CC W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. CC SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. CC L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		literary elements. Offer insightful inferences regarding the themes of the text. Create a clear, original, specific thesis statement. Organize concrete evidence and supporting textual details to support a thesis statement. Use precise language, avoiding casual language and clichés. Write appropriate transitions to organize paragraphs. Analyze how philosophy influences literature. Understand how literary devices convey theme.	literary influences into his work? Use textual evidence from the literary and informational texts to support an original thesis. Write an essay using at least three pieces of textual evidence to support your thesis statement. (CC9-10RL6, CC9-10RL9, CC9-10SL1, CC9-10W2, CC9-10W9) Seminar and Essay: How are the novels from India <i>Midnight’s Children</i> and <i>Nectar in a Sieve</i> allegorical texts? What does the allegory reveal about the author’s point of view? Use evidence from reference texts <i>Trading Places: The East India Company and Asia, 1600–1834</i> and <i>The Scandal of Empire: India and the creation of Imperial Britain</i>. Write an essay using at least three pieces of evidence from the novels and the reference texts to support an original thesis statement. (SL.9-10.1, W.9-10.2, W.9-10.9) Seminar and Essay: Compare and contrast <i>Midnight’s Children</i> and <i>Nectar in a Sieve</i>. How do they differ in meaning? How are they similar in meaning? Write an essay using at least two pieces of textual evidence from each text to support an original thesis statement. (CC9-10RL6, CC9-10RL9, CC9-10SL1, CC9-10W2, CC9-10W9) Seminar and Essay: What does Amal teach the other characters in Rabindranath Tagore’s <i>The Post Office</i>? Do these teachings reflect the values of Confucianism or Taoism? Write an essay using at least three pieces of textual evidence to support an original thesis.

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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			irrevocably to the reader? Write an essay that uses at least three pieces of textual evidence to support an original thesis. (CC9-10RL6, CC9-10SL1, CC9-10W2, CC9-10W9) Essay: Write a close literary analysis of one of the poems in the unit, with attention to its form, figurative language, symbolism, and meaning. Be sure to include any historical context necessary. Use at least three pieces of textual evidence to support your analysis in an essay. (CC9-10SL1, CC9-10W2, CC9-10W9) Oral Presentation: (<i>This assignment is especially appropriate for bi-lingual students who understand both languages presented in the texts.</i>) Choose a recording of a poem from <i>Chinese Poems of the Tang and Sung Dynasties</i>, or find a different recording. Play the recording and explain the literary structure of the poem. Present two translations of the poem and compare the choices the translators have made. (CC9-10RL5)
Unit Four: World Literature: Africa and the Middle East Timeline: 12 weeks Suggested Works: Literary Texts: Turkey <i>My Name is Red</i> (Orhan Pamuk) Nigeria <i>Things Fall Apart</i> (Chinua Achebe) (E) <i>The Joys of Motherhood</i> (Buchi Emecheta) South Africa <i>Cry, the Beloved Country</i> (Alan Paton) <i>Waiting for the Barbarians</i> or <i>Life and Times of Michael K</i> (J.M. Coetze) Egypt <i>The Thief and the Dogs</i> (Naguib Mahfouz)			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Autobiographies <i>Out of Africa</i> (Isak Dinesen) <i>Long Walk to Freedom: The Autobiography of Nelson Mandela</i> (Nelson Mandela) ART, MUSIC, AND MEDIA Africa Gabon, <u>mask for the Okuyi Society</u> (late 19th century) Burkina Faso, <u>hawk mask</u> (no date) Nigeria, <u>coronet</u>, Yoruba (20th century) Ivory Coast, <u>leopard stool</u> (20th century) Mali, <u>standing female figure</u> (late 19th or early 20th century) Congo, <u>power figure</u> (19th-20th century) Middle East Turkey, <u>dish</u> (2nd half of 16th Century) Syria, <u>Qur'an manuscript</u> (late 9th–early 10th century) Iranian-American, Shirin Neshat, <u>Untitled</u>, (1996) Iran, <u>antique Kurdish rug</u> (no date)			
CC RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CC RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Literary devices help create and develop a text's theme. Religious, generational and cultural conflicts, as well as the effects of modernization, political struggles, and other themes are common to many literary works.	Essential Question: How does the literature in this unit offer insight into African and Middle Eastern cultural conflicts? Learning Targets: How does studying objects from Africa and the Middle East offer special insight into the literary cultures of these regions? Read a variety of literary works from Africa and the Middle East, particularly from the postcolonial period.	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records Suggested Summative Assessments: Seminar and Essay: What is satire?

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
CC RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). CC RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. CC W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CC W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) CC W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.		Consider the challenges of translation, including the different connotations that various cultures attach to given words. Through analysis of literary works, explore the changing social structures of Middle Eastern and African societies. Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor. Trace the development of an idea or argument in a work of literary nonfiction. Offer insightful inferences regarding the themes of the text. Create a clear, original, specific thesis statement. Organize concrete evidence and supporting textual details to support a thesis statement. Use precise language, avoiding casual language and clichés. Write appropriate transitions to	What is being satirized in <i>Ethics of the Aristocrats</i> or <i>King Baabu</i>? What is the author’s political point of view as revealed by this satire? Write an essay that uses at least three pieces of textual evidence to support an original thesis statement. (CC9-10RL1, CC9-10RL4, CC9-10W2) Seminar and Essay: Agree or disagree: “Personal crisis coincides with cultural change.” (Teachers choose the work.) Discuss in seminar and then use at least three pieces of textual evidence to support an original thesis in an organized essay. (CC9-10RL6, CC9-10W2, CC9-10W9) Seminar and Essay: Writers are meant to: “Describe a situation so truthfully that the reader can no longer evade it.” Choose an essay by Nadine Gordimer and explain what “truth” she develops in her essay. How does she develop that truth? Use at least three pieces of specific textual evidence from her essay to support an original thesis statement in an essay. (CC9-10RI5, CC9-10W2, CC9-10W4) Seminar and Essay: What is “chi” in its cultural context? Compare the use of “chi” (personal spirit) in <i>Things Fall Apart</i> and <i>The Joys of Motherhood</i>. After discussion, use two pieces of evidence from <i>each</i> text to support an original thesis statement that compares the two texts in an essay. (CC9-10RL1, CC9-10RL4, CC9-10W2, L5) Seminar and Essay: Agree or disagree:

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
CC W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. CC SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC L.9-10.6: 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.		organize paragraphs. Analyze how literary devices convey theme	“It is possible to understand this piece of literature outside of its historical context.” (Teachers choose the work.) In an organized essay, use textual evidence from the work as well as from historical or reference works to support an original thesis statement. (CC9-10W1, CC9-10W2, CC9-10W5, CC9-10W6, CC9-10W7, CC9-10L6) Seminar and Essay: Is there a common concern of postcolonial literature, as reflected in the works of this unit? Is there one statement they all seem to be making about colonialism? If so, what is that statement? Write an essay using at least three pieces of textual evidence to support an original thesis statement. (CC9-10W2, CC9-10SL4) Seminar and Essay: Agree or disagree: “Moral choices are essentially choices between two sets of values: one belonging to one culture or era, one to another.” Use textual evidence to support your response. After seminar, write an organized essay using at least three pieces of textual evidence to support an original thesis statement. (CC9-10W2, CC9-10SL3) Creative Writing/performance: Write a narrative monologue from the point of view of one of the <i>secondary</i> characters in <i>Things Fall Apart</i> or <i>The Lion and the Jewel</i>. Perform the monologue for the class. (CC9-10W3, CC9-10SL6) Oral Presentation: Working with a partner, choose a work in this unit with a character facing a difficult choice. Write

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			and perform two monologues, each one defending a particular option. (CC9-10W3, CC9-10SL6) Oral Presentation: Choose a poem that you have read on this unit and recite it from memory. Include an introduction that discusses who wrote the poem and when it was written (i.e., historical context); and how the form of the poem and its meaning are related. (CC9-10RL2, CC9-10SL4, CC9-10SL6)
Unit Five: World Literature: Russia Timeline: 12 weeks Suggested Works: LITERARY TEXTS <i>Note: Teachers may substitute a story for another story by the same author, or they may substitute one author for another major author from the same period. The selections should combine well, and there should be a balance of nineteenth- and twentieth-century literature. Roughly 4-5 weeks should be devoted to nineteenth-century works, 2-4 weeks to a pivotal text, and 4-5 weeks to a twentieth-century work and historical readings.</i> Short Stories “The Nose” (Nikolai Gogol) (E) “The Overcoat” (Nikolai Gogol) “The Tale of How Ivan Ivanovich Quarrelled with Ivan Nikiforovich” (Nikolai Gogol) “Home” (Anton Chekhov) “Ward No. 6” (Anton Chekhov) “Rothschild’s Fiddle” (Anton Chekhov) <i>Today I Wrote Nothing: The Selected Works of Daniil Kharms</i> (Daniil Kharms) (selections) Novels/Novellas <i>Notes from the Underground</i> (Fyodor Dostoevsky) (EA) <i>The Death of Ivan Ilyich</i> (Leo Tolstoy) “The Duel” (Anton Chekhov) “Sleepy” (Anton Chekhov) “The Head-Gardener’s Story” (Anton Chekhov) “The Steppe” (Anton Chekhov) Tales of the Late Ivan Petrovich Belkin (Alexander Pushkin) (selections) <i>Diary of a Madman and Other Stories</i> (Nikolai Gogol)			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<i>One Day in the Life of Ivan Denisovich</i> (Aleksandr Solzhenitsyn) <i>A Dead Man's Memoir</i> (Mikhail Bulgakov) Plays <i>The Seagull</i> (Anton Chekhov) (EA) <i>The Inspector-General: A Comedy in Five Acts</i> (Nikolai Gogol) (EA) Poems "The Twelve" (Aleksandr Blok) "To Urania" (Joseph Brodsky) Informational Text <i>Literary St. Petersburg: A Guide to the City and Its Writers</i> (Elaine Blair) (excerpts about authors in the unit) <i>Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s</i> (Sheila Fitzpatrick) (chapters 1, 5, and 8) <i>The Proud Tower: A Portrait of the World Before the War, 1890-1914</i> (Barbara Tuchman) (chapter 2) <i>Russia and the Soviet Union: An Historical Introduction from the Kievan State to the Present</i> (John M. Thompson) (chapters 9-12) Excerpts from <i>The Gulag Archipelago: An Experiment in Literary Investigation</i> (Aleksandr Solzhenitsyn) Literary Nonfiction <i>Nikolai Gogol</i> (Vladimir Nabokov) (chapter 1) "A Slap in the Face of Public Taste" (Velimir Khlebnikov, Aleksey Kruchenykh, and Vladimir Mayakovsky) <i>Poets With History and Poets Without History</i> (Marina Tsvetaeva) <i>My Pushkin</i> (Marina Tsvetaeva) <i>Night Wraps the Sky: Writings By and About Mayakovsky</i> (Vladimir Mayakovsky and Michael Almerayda, ed.) (selections) Music Dmitri Shostakovich, <i>The Nose</i> (1928)			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
CC RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CC RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. CC RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. CC W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Literature has both intrinsic qualities as well as historical connections through its context. The human as well as universal elements are evidenced throughout texts of Russian origin.	<u>Essential Questions:</u> How does the literature in this unit offer insight into African and Middle Eastern cultural conflicts? <u>Learning Targets:</u> Read works of Russian literature both for their intrinsic qualities and for their relation to the historical context. Analyze the motives, qualities, and contradictions of a character in Russian literature (including the narrator). Describe the effect of the narrative structure, pacing, and tone in a work of Russian literature. Analyze the role of utopian ideology in select works of Russian literature. Consider the impact of the Bolshevik Revolution and Communist rule on twentieth-century Russian writers and literature. Offer insightful inferences regarding the themes of the text.	<u>Suggested Formative Assessments:</u> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <u>Suggested Summative Assessments:</u> Seminar and Essay: How reliable is the narrator in the short story “The Nose”? What does the loss of the nose symbolize? Why does the author use the absurd in his writing? Use at least three pieces of textual evidence to support an original thesis statement. (CC9-10RL1, CC9-10RL4, CC9-10SL1, CC9-10W2, CC9-10W9) Seminar and Essay: What is the comment being made by “The Overcoat” on the characteristics of communism? Is the story of “The Overcoat” ironic? How is the story of Akaki an example of carnivalesque? How is it an example of paranormal? Use textual evidence from chapter one of <i>Nikolai Gogol</i> (Vladimir Nabokov) and the short story itself. Write an essay that uses at least three pieces of

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
CC W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		Create a clear, original, specific thesis statement. Organize concrete evidence and/or supporting textual details to support a thesis statement. Use precise language, avoiding casual language and clichés. Write appropriate transitions to organize paragraphs. Apply new terminology to the texts. Analyze how historical events influence literature. Analyze how literary devices help convey theme.	textual evidence to support an original thesis statement answering one of these questions. (CC9-10RL1, CC9-10SL1, CC9-10W2, CC9-10W9) Seminar and Essay: Explore the spiritual and emotional changes of Ivan Ilyich in Tolstoi’s <i>The Death of Ivan Ilyich</i> or of Dr. Ragin in Chekhov’s “Ward No. 6.” How and why does the main character change throughout the story? Use textual evidence to support your claims in a seminar. Write an essay using three to six pieces of textual evidence to support an original thesis statement. (CC9-10RL1, CC9-10RL2, CC9-10SL1, CC9-10W2, CC9-10W9) Seminar and Essay: Why does Dostoevsky’s “Underground Man” reject the idea of the Crystal Palace? Use textual evidence to support your response. Write an essay using at least three textual details to support an original thesis statement. (CC9-10SL1, CC9-10W2, CC9-10W9, CC9-10SL3, CC9-10L3) Seminar and Essay: Discuss “A Slap in the Face of Public Taste” before and after learning the historical context. How do historical references affect your interpretation of the document? Refer to the literary and informational texts to support your response. Write an essay using at least three textual details to support an original thesis. (CC9-10RI6, CC9-10SL1, CC9-10W2, CC9-10W9) Seminar and Essay: How does the Bolshevik Revolution help us understand

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			Blok’s poem “The Twelve” (or another work of early twentieth-century Russian literature)? Use evidence from informational texts, as well as the poem itself. Write an essay using at least three pieces of textual evidence to support an original thesis. (CC9-10RL6, CC9-10RI3, CC9-10SL1, CC9-10W2, CC9-10W9) Oral Presentation: Conduct and present research on the life of one of the authors whose work you have read for this course. How have historical events affected the author’s point of view? How does the author express his point of view through the use of a narrator? Cite at least three pieces of textual evidence to support an original thesis statement. (CC9-10SL4) Oral Presentation: Cite examples of narrative repetition or digression in one of the works you have read; comment on its significance in the story. (CC9-10RL5) Speech: Recite a favorite passage from one of the stories in this unit. Include an introduction that states from where it is excerpted, who wrote it, and its literary significance (CC9-10RL2, CC9-10L4, CC9-10SL6)

Curriculum Framework for English Language Arts

School: Sussex Preparatory Academy

Curricular Tool: Common Core Curriculum Maps¹

Grade: 11

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: The New World Timeline : 3 weeks Suggested Works: LITERARY TEXTS			
Poems			
“An Hymn to the Evening” (Phillis Wheatley) (EA)		“To His Excellency General Washington” (Phillis Wheatley)	
“On Being Brought from Africa to America” (Phillis Wheatley)		“To My Dear and Loving Husband” (Anne Bradstreet)	
“Upon the Burning of Our House” (Anne Bradstreet)		“Upon a Spider Catching a Fly” (Edward Taylor)	
<i>An Almanack for the Year of Our Lord 1648</i> (Samuel Danforth) (selections)		“The Day of Doom” (Michael Wigglesworth)	
“The Sot-Weed Factor” (Ebenezer Cook)			
Plays			
<i>The Crucible</i> (Arthur Miller) (EA) – For instruction			
INFORMATIONAL TEXTS			
<i>Of Plymouth Plantation</i> (William Bradford) (selections)		“Sinners in the Hands of an Angry God” (Jonathan Edwards)	
<i>The Bloody Tenent of Persecution, for Cause of Conscience</i> (Roger Williams) (selections)		<i>A Key into the Language of America</i> (Roger Williams) (selections)	
<i>The Secret Diary of William Byrd of Westover, 1709-1712</i> (William Byrd) (selections)		<i>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i> (Mary Rowlandson)	
<i>The Selling of Joseph: A Memorial</i> (Samuel Sewall)			

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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
CC RL.11–12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) CC RL.11–12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CC RI.11–12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. CC W.11–12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis	The intersection of Native American, European, and African cultures was significant in the writing of this time. In the “New World,” elements of “The American Dream” began to emerge as people took command of their own existence. Language and religion served both as a barrier and a bridge to the emergence of our country’s identity. The Great Awakening	<u>Essential Question:</u> Why do people explore new worlds? <u>Learning Targets:</u> Identify emerging themes in early American literature. Explain the First Great Awakening and how it affected religious belief in Colonial America. Identify and explain elements of Puritan literature. Compare and contrast the experiences of America’s earliest settlers, as revealed through the reading material. Explain the role of religion in early American life.	<u>Suggested Formative Assessments:</u> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <u>Suggested Summative Assessments:</u> Seminar and Essay: “Does Anne Bradstreet’s work typify or differ from the other Puritan literature that you have read?” Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RL9, CC11-12W9, CC11-12SL1) Seminar and Essay: Select one passage from one of the poems and one from one of the informational texts that treat a similar theme. How are the themes revealed in the different genres? What different techniques/literary devices do the authors use to convey theme? Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RL2, CC11-12W2, CC11-12W9, CC11-12L5)

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
of content. CC SL.11–12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC L.11–12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			Seminar and Essay: How could contemporary Americans approaches to religion be traced to Puritan origins? Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RI4, CC11-12RI9, CC11-12W2) Classroom Activity, Essay or Seminar Question: View a staged or film version of <i>The Crucible</i>. Discuss the question “Is John Proctor a tragic figure? Why or why not?” Compare him to other tragic figures studied in grade 9, such as Oedipus Rex. Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RL3, CC11-12RL7) Speech: Select a one to two minute passage from one of the texts and recite it from memory. Include an introduction that states what the excerpt is from, who wrote it, and why it exemplifies Puritan literature. (CC11-12RL9, CC11-12SL6)
Unit One Extension: Between a Rock and a Hard Place- The Crucible (DDOE Model Unit) Timeline: 3 weeks			
CC 11-12 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, including determining where the text leaves matters uncertain CC 11-12 RL 2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text,	Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. It presents complex stories in which the inner and outer lives of human beings are revealed. Truth is not determined by the number of people who believe it. Perception and belief are often assumed to be true, yet truth stands apart from human fallibility.	Essential Questions: What is evil? What forms does it take? When do ambition and the need to protect one’s own become destructive? What responsibility does an individual have in combating injustice? What is the difference between law and justice?	Suggested Formative Assessment Vocabulary quizzes, reading quizzes that focus on ideas presented in the Enduring Understandings and Essential Questions Formative assessments on characterization and summary Reading reflections entries during reading. In stage 3, the sample reading responses could be adapted as informal reader responses/journal entries or be assigned as

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CC 11-12 RL 3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CC 11-12 RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) CC 11-12 RL 5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact CC 11-12 RL 9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how	Law and justice are often equated, yet laws are determined by men, while justice is often beyond the scope of law. Law is man's imperfect attempt to interpret and insure justice. Along with responsibility come risk and sacrifice. Historical and cultural context of an author's work influences the author's viewpoint and theme. In an individual's quest to take a stand or be a pioneer, he/she may be met with obstacles out of his/her control, and may not always reach the goals he or she sets for him/herself. Stepping out into any frontier brings potential risks and sacrifices. Good readers make personal connects to the text. Time and place influences text. An effective summary can synthesize ideas from various sources. Writers often use other authors' ideas to stimulate their own thoughts and incorporate these ideas in their writings, avoiding plagiarism. Speakers orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	What is more important, one's life or one's principles, and why? To what extent do we influence each other's behavior and thoughts? What is the cost/risk of tolerating (understanding) and accepting each other's differences?	more formal essay topics or prompt assignments. <u>Suggested Summative Assessments:</u> <i>A Legacy</i> Imagine that you are either John Proctor or Rev. John Hale and that you want to leave behind a written document defending your choices and actions as related in <i>The Crucible</i>, by Arthur Miller. Your hope is to leave a legacy for generations to come justifying your actions in the play in the form of a letter, sermon, speech, essay, etc. Your final document should reflect your beliefs (as Proctor or Hale), which guided your actions. <i>The Lessons of Salem</i> Can it happen again? What can we do to minimize the likelihood of it happening again? ("The Lessons of Salem." <i>Newsweek</i>, Aug. 31, 1992) You have been invited to present as a panelist in a symposium. This symposium will explore situations from recent world history in which issues of "prejudice over reason and fear over courage" may have dictated people's actions/reactions. As one of the panelists, you should select an event and research it, examining the parallels to the Salem Witch Hunt of 1692 that Miller uses as the basis of <i>The Crucible</i>. Consider what you have discovered about evil, ambition, law, and justice to suggest what we could learn that might prevent or minimize the likelihood of such a reoccurrence. Present the results of your research with an accompanying abstract to give to symposium participants.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
two or more texts from the same period treat similar themes or topics. CC 11-12 RL 10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. CC 11-12 W 9a Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). CC 11-12 W 9b Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]"). CC 11-12 W 3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or			

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multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
Unit Two: Lights, Camera, Reaction (Fall Expedition) Timeline: 3 weeks Suggested Works: Non-Fiction Oral History <i>My Soul is Rested: The Story of the Civil Rights Movement in the Deep South-</i> Howell Raines Non Fiction <i>Chemical Reactions- Their Theory and Mechanism-K.,</i> George Falk Media “How to start a movement” TedTalks-Derek Sivers “How to start a movement” YouTube			
CC RI.11–12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. CC W.11–12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC 11-12 RL 3 Analyze the impact of the author's choices regarding how to develop and relate elements	Reactants are necessary for any type of change. In order for a reaction to occur, conditions have to exist that are necessary for the change. Starting a movement can be accomplished with one strong voice. Patterns in movement allow us to predict reactions and their products. A reaction can be expedited with the addition of an effective catalyst.	Essential Questions: What causes change? Social change? Political change? Chemical change? What is the right environment for change? How do patterns allow us to predict chemical reactions and their products? How do chemical reactions affect everyday life? What is a chemical reaction? How does chemical change occur? How can you tell If a change is chemical or physical?	Suggested Formative Assessments: - Journal entries documenting scientific processes as well as reflecting on work. - Reading response logs - Teacher observation of whole class, individual and collaborative work sessions - Whole class discussions - Daily quick writes - Quizzes - Exit tickets - Daily journals - Study questions - Literature circle notes - Socratic seminar discussions - Individual check-ins with students - Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CC 11-12 RL 5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact CC SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. CC L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<u>Learning Targets:</u> Identify reactants and products in chemical reactions. Identify catalysts for change.	<u>Suggested Summative Assessments:</u> • Written summary of all conducted experiments. • Compilation of instructional video • Script writing for instructional video • Research on assigned chemical reaction as it relates to society's waste management procedures. Seminar and Essay How does Howell Raines depict the emerging South during the time of the Civil Rights Movement? How in some ways is he like the “lone, dancing nut?” Write an essay in which you analyze the voice(s) present in the oral history told by Raines. In what way(s) do these oral histories and first-hand accounts serve as the “reactants” in the change reaction of the Civil Rights Movement? (CC11-12RI9, CC11-12W9b, CC11-12SL1) Oral Presentation: Students will prepare and give a formal oral presentation of the research paper, fielding questions from peers. (CC11-12SL3, CC11-12SL4)
Unit Three: A New Nation Timeline: 4 weeks Suggested Works: LITERARY TEXTS			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Poems “The Star-Spangled Banner” (Francis Scott Key) “The Wild Honeysuckle” (Philip Freneau) “The Indian Burying Ground” (Philip Freneau)			
Prose <i>The Autobiography of Benjamin Franklin</i> (Benjamin Franklin) <i>Equiano’s Travels: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African</i> (Olaudah Equiano)			
Informational Text “Declaration of Independence” (Thomas Jefferson) Letter to John Adams (1 August 1816) (Thomas Jefferson) Thomas Jefferson’s Letter to Benjamin Banneker (August 30, 1791) “The Way to Wealth,” <i>Poor Richard’s Almanack</i> (Benjamin Franklin) (selections) <i>Common Sense</i> or <i>The Crisis</i> (Thomas Paine) <i>Federalist</i> No. 10 (James Madison) “Declaration of Independence” (Thomas Jefferson)			
“Virginia Statute of Religious Freedom” (Thomas Jefferson) Benjamin Banneker’s Letter to Thomas Jefferson (August 19, 1791) Preamble to the Constitution Speech to the Virginia Convention (Patrick Henry) <i>Federalist</i> No. 1 (Alexander Hamilton) <i>The Complete Anti-Federalist</i> (Herbert J. Storing) (selections) “Virginia Statute of Religious Freedom” (Thomas Jefferson)			
Art Emanuel Leutze, <i>Washington Crossing The Delaware</i> (1851) John Trumbull, <i>Declaration of Independence</i> (1819) Thomas Pritchard Rossiter, <i>Washington and Lafayette at Mount Vernon</i> (1859) Gilbert Stuart, <i>James Monroe</i> (ca. 1820-1822)			
John Copley, <i>Paul Revere</i> (ca. 1768) Gustavus Hesselius, <i>Lapowinsa</i> (1735) Auguste Couder, <i>Siège de Yorktown</i> (ca. 1836)			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
CC RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) CC RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of	The movement toward revolution and the colonists' desire to establish a new government can be traced through the literature created during the creation of the "new nation."	Essential Questions: How did artists portray historical figures and events from the founding of America? Why do people explore new worlds? Learning Targets: Identify defining themes in American literature, such as American exceptionalism. Identify and explain the historic and literary significance of America's founding documents. Analyze how tone is established in persuasive writing. Analyze the use of literary elements in persuasive writing. Compare and contrast points of view on related issues. Analyze the qualities of an effective argument (i.e., examine the truthfulness and validity of the argument, as well as its rhetorical devices). Apply knowledge of effective arguments when writing one of your own.	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records Suggested Summative Assessments: Essay: Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of textual evidence to support an original thesis statement. (CC11-12W1, CC11-12W9b) Essay: Write essay in which you explain Madison's use of the term "faction" in <i>Federalist</i> No. 10. Use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RI4, CC11-12W2, CC11-12W9b) Seminar and Essay: Do The Declaration of Independence and The Constitution share similar tones? Why or why not? Use at least three pieces of textual evidence to support an original thesis statement.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. CC W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. CC L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			(CC11-12RI9, CC11-12W9b, CC11-12SL1) Research Paper: Select one of the texts studied and write a research paper in which you trace the enduring significance of the work through contemporary American history. Cite at least three secondary sources to support an original thesis statement. (CC11-12W7, CC11-12W8, CC11-12W9). Oral Presentation: Students will prepare and give a formal oral presentation of the research paper, fielding questions from peers. (CC11-12SL3, CC11-12SL4)
Unit Four: American Romanticism Timeline: 4 weeks Suggested Works: LITERARY TEXTS			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Poems			
“The Old Oaken Bucket” (Samuel Woodworth)		“The Raven” (Edgar Allan Poe) (E 9 -10)	
“Annabel Lee” (Edgar Allan Poe) (EA)		“Song of Myself” (Walt Whitman) (E)	
“I Hear America Singing” (Walt Whitman) (EA)		“When Lilacs Last in the Dooryard Bloom’d” (Walt Whitman) (EA)	
“A Bird came down the Walk” (Emily Dickinson) (EA)		“This is my letter to the World” (Emily Dickinson) (EA)	
“Because I could not stop for Death” (Emily Dickinson) (E)			
Short Stories			
“The Fall of the House of Usher” (Edgar Allan Poe) (EA)		“The Legend of Sleepy Hollow” (Washington Irving)	
“Rip Van Winkle” (Washington Irving)		“Rappaccini’s Daughter” (Nathaniel Hawthorne) (EA)	
“The Minister’s Black Veil” (Nathaniel Hawthorne) (EA)		“Young Goodman Brown” (Nathaniel Hawthorne) (EA)	
“Billy Budd” (Herman Melville) (E)		“The Piazza” (Herman Melville) (EA)	
Novels			
The Scarlet Letter (Nathaniel Hawthorne) (E)			
The Pioneers (James Fenimore Cooper)			
Moby-Dick (Herman Melville) (EA)			
Uncle Tom’s Cabin (Harriet Beecher Stowe)			
INFORMATIONAL TEXTS			
Essays			
“Self-Reliance” (Ralph Waldo Emerson) (EA)			
“Society and Solitude” (Ralph Waldo Emerson) (E)			
Walden; or, Life in the Woods (Henry David Thoreau) (E)			
“Civil Disobedience” (Henry David Thoreau) (EA)			
“Annexation” United States Magazine and Democratic Review 17, No. 1 (1845) (John O’Sullivan)			
Speeches			
"Address to William Henry Harrison" (Shawnee Chief Tecumseh, 1810)			
Art			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<i>Paintings</i> Frederic Church, <i>Niagara</i> (1857) George Inness, <i>The Lackannawa Valley</i> (1855) Asher Durand, <i>Kindred Spirits</i> (1849) Albert Bierstadt, <i>Looking Down Yosemite Valley</i> (1865) John Trumbull			
CC RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CC RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CC RL.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC W.11-12.3: Write narratives to develop real or imagined	The theme of manifest destiny becomes a prominent theme during the period of American romanticism.	Essential Questions: What is American individualism? Learning Targets: Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the “fantastic”; veneration of nature, celebration of the “self,” isolationism). Define transcendentalism as an aspect of American romanticism and explain how it differs from it. Trace characterization techniques in American romantic novels. Analyze the structure and effectiveness of arguments in transcendentalist essays studied.	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records Suggested Summative Assessments: Essay: Write a narrative essay in the style of <i>Walden</i>. (CC11-12W3, CC11-12W9) Seminar and Essay: Agree or disagree with this Emerson quote: "What is popularly called Transcendentalism among us, is Idealism; Idealism as it appears in 1842." Use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RI2, CC11-12SL6, CC11-12W9)

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
experiences or events using effective technique, well-chosen details, and well-structured event sequences. CC SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. CC L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.			Seminar and Essay: Select one of the short stories and explain why you think it is a good example of American romanticism. Use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RL1, CC11-12RL9, CC11-12W2, CC11-12SL1) Oral Commentary: Students will be given an unseen passage from one of the other works by Hawthorne or Melville (teacher's choice) and asked to provide a ten-minute commentary on two of the following questions: • What is the primary significance of this passage? • Identify the poetic techniques used in this poem (or extract from a poem). Relate them to the content. • Which poetic techniques in this poem or extract from a poem are typical of the writer? • What are the effects of the dominant images used in this extract? • What do you think the important themes in this extract are? (CC11-12RL1, CC11-12SL4, CC11-12SL6)
Unit Five: A Troubled Young Nation Timeline: 5 weeks Suggested Works: LITERARY TEXTS Folk Tales “Promises of Freedom” “Plantation Proverbs” (<i>Uncle Remus</i>) “‘All God’s Children Had Wings” “The Signifying Monkey”			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Short Stories			
“Roman Fever” (Edith Wharton)			
“The Celebrated Jumping Frog of Calaveras County” (Mark Twain) (EA)			
“What Stumped the Bluejays” (Mark Twain) (EA)			
Novels			
<i>The Adventures of Huckleberry Finn</i> (Mark Twain)		<i>The Awakening</i> (Kate Chopin)	
<i>Ethan Frome</i> (Edith Wharton)		<i>Daisy Miller</i> (Henry James)	
<i>The Call of the Wild</i> (Jack London)		<i>Sister Carrie</i> (Theodore Dreiser)	
<i>My Ántonia</i> (Willa Cather)			
INFORMATIONAL TEXTS			
Historical Nonfiction			
Letter to Albert G. Hodges (Abraham Lincoln)		<i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> (Frederick Douglass)	
<i>Up From Slavery: An Autobiography</i> (Booker T. Washington)		<i>The Narrative of Sojourner Truth</i> (Sojourner Truth and Olive Gilbert)	
Declaration of Sentiments, Seneca Falls Convention (1848)		“The Higher Education of Women” <i>A Voice from the South</i> (Anna Julia Cooper)	
<i>The Autobiography of an Ex-Coloured Man</i> (James Weldon Johnson)		<i>Twenty Years at Hull House</i> (Jane Addams) (selections)	
Letter to Albert G. Hodges (Abraham Lincoln)			
Speeches			
“A House Divided” (Abraham Lincoln) (EA)			
“The Gettysburg Address” (Abraham Lincoln) (E)			
"Ain’t I a woman?” (Sojourner Truth) (May 29, 1851)			
“I will fight no more forever” (Chief Joseph the Younger of the Nez Perce Nation) (October 5, 1877)			
Music			
<i>Spirituals</i>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
“Go Down, Moses” (Traditional) “I Thank God I’m Free at Las” (Traditional) Art <i>Painters</i> Thomas Eakins Winslow Homer Film "Unchained Memories" (HBO Documentary, in conjunction with the Library of Congress, 2003) (Readings From the Slave Narratives)	“Swing Low, Sweet Chariot” (Traditional) “Lift Every Voice and Sing” (James Weldon Johnson)		
CC RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CC RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CC W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–	The idea of what an American is has its background in both romanticism and transcendentalism, and expanded to the idea of the American as an individual in relation to the pursuit of livery in its various forms.	<u>Essential Questions:</u> What is an American? What does America promise? To whom? <u>Learning Targets:</u> Determine and analyze the development of the theme or themes in American literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, “individual vs. society,” and “civilized society” vs. the wilderness). Compare the treatment of related themes in different genres (e.g., <i>The Adventures of Huckleberry Finn</i> and <i>Narrative of the Life of Frederick Douglass, an American Slave</i>). Explain how characters in fictional in late nineteenth century America	<u>Suggested Formative Assessments:</u> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <u>Suggested Summative Assessments:</u> Essay and Seminar: Write an essay in which you agree or disagree with the following statement, offering at least three pieces of evidence from the texts to support an original thesis statement: “Women in nineteenth century America could not really be free.” (CC11-12RL1,

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
3 up to and including grades 11–12 on page 54.) CC SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		express the challenges facing America at the time, citing both textual evidence from both fiction and nonfiction to make the case.	CC11-12W1) Essay and Seminar: Choose two women from among the works studied and compare and contrast their life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use at least three pieces of evidence from the texts to support an original thesis statement. (CC11-12RL1, CC11-12RI10, CC11-12W1, CC11-12W9) Essay and Seminar: “Does Huckleberry Finn embody the values inherent in the American Dream?” Write an essay in which you use at least three pieces of evidence to support an original thesis statement. (CC11-12RL9, CC11-12SL1, CC11-12W9) Essay and Seminar: How does Twain address the issue of slavery in <i>The Adventures of Huckleberry Finn</i>. Use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RL6, CC11-12W2, CC11-12W9) Speech: Recite “The Gettysburg Address” from memory. Include an introduction that discusses why the excerpt exemplifies America’s core conflicts and its finest values. (CC11-12RI9, CC11-12SL3) Oral Presentation: Create a multimedia presentation that summarizes one of the novels you’ve read and present questions that you think the novel raises about its uniquely American themes. (CC11-12RL1, CC11-12W6, CC11-12SL5)

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Six: Emerging Modernism Timeline: 5 weeks Suggested Works: LITERARY TEXTS			
Poems			
“Tableau” (Countee Cullen) (EA)		“Yet Do I Marvel” (Countee Cullen) (E)	
“Richard Cory” (E.A. Robinson)		“The House on the Hill” (E.A. Robinson)	
“The Negro Speaks of Rivers” (Langston Hughes) (EA)		“Mother to Son” (Langston Hughes) (EA)	
“Harlem” (Langston Hughes) (EA)		“The Death of the Hired Man” (Robert Frost) (EA)	
“Birches” (Robert Frost) (EA)		“The Road Not Taken” (Robert Frost) (E)	
“The Love Song of J. Alfred Prufrock” (T.S. Eliot) (E)		“Poetry” (Marianne Moore)	
<i>The Pisan Cantos</i> (Ezra Pound) (selections)		“Domination of Black” (Wallace Stevens)	
“A High-Toned Old Christian Woman” (Wallace Stevens)		“Conscientious Objector” (Edna St Vincent Millay) (EA)	
“Tableau” (Countee Cullen) (EA)		“Yet Do I Marvel” (Countee Cullen) (E)	
“Richard Cory” (E.A. Robinson)		“The House on the Hill” (E.A. Robinson)	
Short Stories			
“A Rose for Emily” (William Faulkner) (EA)		“Hills Like White Elephants” (Ernest Hemingway) (EA)	
“The Snows of Kilimanjaro” (Ernest Hemingway) (EA)		“A Clean, Well-Lighted Place” (Ernest Hemingway) (EA)	
Novels			
<i>Their Eyes Were Watching God</i> (Zora Neale Hurston) (E)		<i>The Great Gatsby</i> (F. Scott Fitzgerald) (E)	
<i>As I Lay Dying</i> (William Faulkner) (E)		<i>A Farewell to Arms</i> (Ernest Hemingway) (E)	
<i>The Pearl</i> (John Steinbeck) (EA)		<i>Of Mice and Men</i> (John Steinbeck) (EA)	
<i>Winesburg, Ohio</i> (Sherwood Anderson) (selections)			
Plays			
<i>The Piano Lesson</i> (August Wilson)			
INFORMATIONAL TEXTS			
Speeches			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<i>Black Elk Speaks</i> (Black Elk, as told through John G. Neihardt) (selections) “Freedom” (White) Essays “If Black English Isn’t a Language, Then Tell Me, What Is?” (James Baldwin) Art Marsden Hartley, <i>Mount Katahdin, Maine</i> (1942) Georgia O’Keefe, <i>Ram’s Head, Blue Morning Glory</i> (1938) Alfred Stieglitz, <i>From the Back Window, 291</i> (1915) Jacob Lawrence, <i>War Series: The Letter</i> (1946) Charles Sheeler, <i>Criss-Crossed Conveyors, River Rouge Plant, Ford Motor Company</i> (1927) Stuart Davis, <i>Owl! In San Pao</i> (1951) Charles Demuth, <i>My Egypt</i> (1927) Arthur Dove, <i>Goat</i> (1934) Imogen Cunningham, <i>Calla</i> (1929)			
CC RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CC RL.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. CC RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	Following WWI, literature exuded a tone and theme of disillusionment. Although nature was still a topic of much literature, the vision of nature became modernist rather than transcendentalist in its perspective.	Essential Question: How did modernization result in isolation and disillusionment in the early American twentieth century? Learning Targets: Define and explain the origins of the Harlem Renaissance. Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors. Define and explain “The Lost Generation,” noting experimental aspects of some works. Note the relationship between themes	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records Suggested Summative Assessments: Seminar and Essay: What are the effects of the shifting point of view on the reader’s understanding of events in <i>As I Lay Dying</i>.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
drawn from the text, including determining where the text leaves matters uncertain. CC W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CC SL.11-12.5: 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 L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		in early twentieth century American literature and nineteenth century American thought. Identify modernist ideas (using the informational text). Analyze the relationship between modernist style and content. Examine evidence of the alienation of “modern man.”	Why do you think Faulkner chose to tell the story from different points of view? Use at least three pieces of textual evidence to support an original thesis. (CC11-12RL3, CC11-12RL5, CC11-12W2, CC11-12W9a, CC11-12L5) Seminar and Essay: Agree or disagree with the following statement: “Prufrock and Gatsby have similar characters.” Use at least three pieces of textual evidence to support an original thesis. (CC11-12RL1, CC11-12RL5, CC11-12SL4, CC11-12W9a) Seminar and Essay: After reading James Baldwin’s essay, “If Black English Isn’t a Language, Then Tell Me, What Is?” and Zora Neale Hurston’s <i>Their Eyes Were Watching God</i>, discuss the pivotal role that dialect plays in <i>Their Eyes Were Watching God</i>. Use at least three pieces of textual evidence to support an original thesis. (CC11-12RL1, CC11-12RL4, CC11-12RL6, CC11-12RL9, CC11-12SL4, CC11-12W9a) Multimedia Presentation: Make a formal multimedia presentation in which you define and discuss “The Lost Generation” in American literary history. Cite at least three sources. (CC11-12RL9, CC11-12W6, CC11-12SL5) Oral Presentation: Discuss what you think Learned Hand meant when he said of Americans, “For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land.” Cite examples from works read in this unit and

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			describe how the characters exhibit this quality. (CC11-12RL9, CC11-12SL4, CC11-12L5)
Unit Seven: And Justice for All- Constitutional Rights and Social Justice in American History (Spring Expedition) Timeline: 3 weeks Suggested Works: Essays “This Is an American” by Hector St. John de Crevecoeur “Of Individualism in Democratic Countries” from <i>Democracy in America</i> (1835) by Alexis de Tocqueville Alfred Ferguson’s essay about “Dreams and Goals” “Ideas and The Arts” and “Music” from <i>Themes in American Literature</i> Morse Peckham’s Music America: <i>An Epic Rhapsody in Three Parts for Orchestra</i> Ernest Bloch Poems “I Hear America Singing” by Walt Whitman. “Burning the Christmas Greens” by William Carlos Williams. “Winter Dreams” by F. Scott Fitzgerald. “The Jilting of Granny Weatherall” by Katherine Ann Porter. “Let America Be America Again” by Langston Hughes. (All of the above are from <i>Themes in American Literature</i>) ⁶ “The Prison” by Bernard Malamud. “Did you Ever Dream Lucky?” by Ralph Ellison. “I Am a Black Woman” by Mari Evans. “Dead Boy” by John Crowe Ransom. “Dreaming America” by Joyce Carol Oates. “Dream of Rebirth” by Roberta Hill. (All of the above are from <i>American Literature</i> .) Plays <i>The American Dream</i> - Edward Albee <i>A Soldier’s Play</i>			
CC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how	Noticing similarities and differences helps readers to develop deeper understanding of what is being studied.	Essential Questions: What are the gaps between American ideals and reality?	Suggested Formative Assessments: • Reading response logs • Teacher observation of whole class, individual and collaborative work

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
they interact and build on one another to provide a complex analysis; provide an objective summary of the text CC11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CC11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC11-12RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. CC11-12RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). CC11-12W2: Write informative/explanatory texts to		Is America a society of equals? Do we live in a true democracy? Do we have all the rights we deserve? What rights and responsibilities are defined in the Declaration of Independence and US Constitution and how are they manifested in contemporary America? <u>Learning Targets:</u> Analyze a compare and contrast essay exemplar that reflects key traits of comparison-contrast essays. Apply the writing process to a compare/contrast essay. Plan and present an oral interpretation of poetry.	sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <u>Suggested Summative Assessments:</u> Social Studies Assessment: Letter to a Congressman taking a side in support or opposition of the Chinese Exclusion Act. English Assessment: Students will write a comparison and contrast essay about two poems and deliver an oral interpretation of a poem. Both the essay and the oral interpretation will be assessed using a rubric.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. CC11-12SL2: Integrate multiple			

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sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. CC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments																		
CC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.																					
Unit Eight: Challenges and Successes of the Twentieth Century Timeline: 5 weeks Suggested Works: LITERARY TEXTS Short Stories <table><tr><td>“Petrified Man” (Eudora Welty)</td><td>“A Good Man is Hard to Find” (Flannery O’Connor)</td></tr><tr><td>“The Swimmer” (John Cheever)</td><td>“A Small, Good Thing” (Raymond Carver)</td></tr><tr><td>“Flying Home” (Ralph Ellison)</td><td>“The Man Who Was Almost a Man” (Richard Wright)</td></tr><tr><td>“A & P” (John Updike)</td><td>“Where Are You Going, Where Have You Been?” (Joyce Carol Oates)</td></tr></table> Plays <table><tr><td><i>Death of a Salesman</i> (Arthur Miller)</td><td></td></tr><tr><td><i>A Streetcar Named Desire</i> (Tennessee Williams)</td><td></td></tr></table> Novels <table><tr><td><i>Invisible Man</i> (Ralph Ellison)</td><td><i>Native Son</i> (Richard Wright)</td></tr><tr><td><i>Seize the Day</i> (Saul Bellow)</td><td><i>The Catcher in the Rye</i> (J.D. Salinger)</td></tr><tr><td><i>Cat’s Cradle</i> (Kurt Vonnegut)</td><td><i>The Joy Luck Club</i> (Amy Tan)</td></tr></table>				“Petrified Man” (Eudora Welty)	“A Good Man is Hard to Find” (Flannery O’Connor)	“The Swimmer” (John Cheever)	“A Small, Good Thing” (Raymond Carver)	“Flying Home” (Ralph Ellison)	“The Man Who Was Almost a Man” (Richard Wright)	“A & P” (John Updike)	“Where Are You Going, Where Have You Been?” (Joyce Carol Oates)	<i>Death of a Salesman</i> (Arthur Miller)		<i>A Streetcar Named Desire</i> (Tennessee Williams)		<i>Invisible Man</i> (Ralph Ellison)	<i>Native Son</i> (Richard Wright)	<i>Seize the Day</i> (Saul Bellow)	<i>The Catcher in the Rye</i> (J.D. Salinger)	<i>Cat’s Cradle</i> (Kurt Vonnegut)	<i>The Joy Luck Club</i> (Amy Tan)
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<i>Love Medicine</i> (Louise Erdrich) <i>All the Pretty Horses</i> or <i>The Road</i> (Cormac McCarthy) <i>Song of Solomon</i> (Toni Morrison) Poems “Sestina” (Elizabeth Bishop) (E) “One Art” (Elizabeth Bishop) (EA) “Love Calls us to the Things of This World” (Richard Wilbur) “Memories of West Street and Lepke” (Robert Lowell) “The Black Swan” (James Merrill) “Days of 1964” (James Merrill) “The Fish” (Elizabeth Bishop) (EA) “America” (Allen Ginsberg) “Skunk Hour” (Robert Lowell) “July in Washington” (Robert Lowell) “The Octopus” (James Merrill) INFORMATIONAL TEXTS Speeches “Address to the Broadcasting Industry” (Newton Minow) Inaugural Address (John F. Kennedy) (January 20, 1961) “Brandenburg Gate Address” (Ronald Reagan) (June 12, 1987) Essays “On Being an American” (H.L. Mencken) “Seeing” or other essays from <i>Pilgrim at Tinker Creek</i> (Annie Dillard) “Letter from a Birmingham Jail” (Martin Luther King, Jr.) Biography and Autobiography <i>Patton: A Biography</i> (Alan Axelrod) (selections) <i>The Autobiography of Malcolm X: as Told to Alex Haley</i> (Malcolm X) (selections) Historical Nonfiction <i>The Feminine Mystique</i> (Betty Friedan) Music			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
“This Land is Your Land” (Woody Guthrie) “Where Have All the Flowers Gone?” (Pete Seeger) “Blowin’ in the Wind” (Bob Dylan) Media <i>A Streetcar Named Desire</i> (1951) <i>A Streetcar Named Desire</i> (1955)			
CC RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CC RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective	The emerging African American literature exposes the tensions that exist in the emerging 20th century. The 1960’s are rich with both informational and literary works mirroring profound cultural shift in the American landscape. Exemplary leaders such as J.F.K and Ronald Reagan were at the forefront of the changing political landscape and helped shape the world in which we live.	<u>Essential Questions:</u> Does twentieth century American literature represent a fulfillment of America’s promise? <u>Learning Targets:</u> Analyze the development of the short story in post-World War II America. Trace the development of the “southern gothic” tradition in American literature. Distinguish between the two distinct views within the African-American literary tradition as represented by Richard Wright and Ralph Ellison. Explore the nature of African-American literature during the civil rights movement following World War II. Recognize the emergence of dynamic views represented in literary texts by	<u>Suggested Formative Assessments:</u> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <u>Suggested Summative Assessments:</u> Seminar and Essay: Discuss the characterization techniques authors use to create Huckleberry Finn, Jay Gatsby, and John Grady Cole. How are they the same? How are they different? Are some more effective than others? Why? Use at least three pieces of evidence to support your original thesis statement. (CC11-12RL3, CC11-12W2, CC11-12SL1, CC11-12L5) Seminar and Essay: Compare a scene

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
summary of the text CC W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CC SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. CC L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.		first- and second-generation Americans. Explain how the “Beat Generation” challenges traditional forms and subjects in literature. Identify multiple postmodernist approaches to critical analysis of literature. Note the influence that postmodernism has had on the “common reader.”	from the 1951 film of <i>A Streetcar Named Desire</i> with the same scene in the 1995 film or a stage performance. Do you think the film or stage production is faithful to the author's intent? Why or why not? Cite at least three pieces of evidence to support an original thesis statement. (CC11-12RL7, CC11-12W2, CC11-12SL1) Seminar and Essay: “How do Willy Loman and Tommy Wilhelm contend with being ‘nobody’?” Cite at least three pieces of evidence to support an original thesis statement. (CC11-12RL9, CC11-12W2, CC11-12SL1, CC11-12W9a) Oral Presentation: Play recordings of two of the poets reading their work. Make a presentation to the class about how their reading influences one's interpretation of the poem (e.g., tone, inflection, pitch, emphasis, pauses, etc.). (CC11-12RL4, CC11-12W6, CC11-12SL4, CC11-12SL5, CC11-12SL6) Research Paper: Write a research paper in which you trace the influence of World War II on American literature. Cite at least three pieces of textual evidence and three secondary sources to support your original thesis statement. (CC11-12RL1, CC11-12W7, CC11-12W8, CC11-12W9) Oral Commentary: Students will be given an unseen passage from a contemporary novel, poem, or short story and asked to provide a ten minute commentary on two of the following questions: • What are the effects of the dominant images uses in this extract? • Identify the poetic techniques used in

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			this poem (or extract from a poem). Relate them to the content. • What do you think the important themes in this extract are? (CC11-12RL1, CC11-12RL4, CC11-12SL4)

Curriculum Framework for English Language Arts

School: Sussex Preparatory Academy

Curricular Tool: Common Core Curriculum Maps¹

Grade: 12

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One/Expedition: Cotton or Polyester? - For a Day at the Beach – What Fabrics are Best to Wear to Reduce the Transmission of UV Rays? Timeline: 3-4 weeks Suggested works: The pieces selected below use the Sun as a focal point within the piece. Indigenous North American Folklore: “Why There is Day and Night” (As told by Lynn Moroney) “Raven and the Sun” “Three-legged Rabbit” “Coyote and Eagle Steal the Sun and Moon” “Boy and the Sun” “Sun and Her Daughter” “Spider and the Sun” “Little Brother Snares the Sun” “One Who Walks all Over the Sky” “Fifth World” “Tsohanoai, the Navaho Sun God” Novels: <i>The Stranger</i> by Albert Camus <i>On the Beach</i> by Nevil Shulte			
RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic	Connotation and denotation of a speaker’s or character’s diction can establish tone in a literary work. Authors are purposeful in their decisions for style of writing. Being an informed consumer aids	Essential Questions: What is Ultraviolet Protection Factor (UPF)? What rating (UPF or otherwise) is needed to classify clothing as sun-protective?	Suggested Formative Assessments • Short response writing/Quickwrites • Learning logs • Writing to prompts • Participation in literature circles • Documentation of active learning strategies • Exit tickets

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

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impact. W.11-12.1(a-e): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. L.11-12.3(a): Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	consumers in making smart purchases. Satire reveals some of the contradictions and divergences within medieval literature and draw connections between literary form and philosophy.	What additional factors (such as activity level, duration in the sun etc) must be considered when making sun-protective clothing? What role will cost play in whether sun-protective clothing is purchased? Learning Targets: Discuss strategies authors use in developing literary works. Use information gained through research to discuss the author's purpose. Discuss how individual perspective impacts what and how the author writes.	• Participation in class discussion • Collaborative work • Socratic circles • Reflective journaling • Homework assignments • Summarizing • Fashion trends research Suggested Summative Assessments • Brochure or pamphlet highlighting findings from scientific experiments on fabrics and clothing • Research on fabric components • Writing assignments • Formal essays • Projects and presentations • Unit tests
Unit Two: European Literature - Middle Ages Timeline : 4 weeks Suggested Works: LITERARY TEXTS Epic Poems <i>Sir Gawain and the Green Knight</i> (Anonymous) <i>Inferno</i> (Dante Alighieri) (Cantos I-XI, XXXI-XXXIV)			

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Stories <i>The Decameron</i> (Giovanni Boccaccio) (continued in unit two)			
Literary Nonfiction <i>Confessions</i> (Saint Augustine) (Book XI)			
Plays <i>The Summoning of Everyman</i> (Anonymous) <i>Farce of Master Pierre Pathelin</i> (Anonymous)			
Poems “When the leaf sings” (Arnaut Daniel) “I see scarlet, green, blue, white, yellow” (Arnaut Daniel) “The Wanderer” in <i>The Exeter Book</i> (Anonymous) “The Wife of Bath’s Tale” in <i>The Canterbury Tales</i> (Geoffrey Chaucer) “The Monk’s Tale” in <i>The Canterbury Tales</i> (Geoffrey Chaucer) “The Nun’s Priest’s Tale” in <i>The Canterbury Tales</i> (Geoffrey Chaucer) “Dance of Death” (“Danza de la Muerte”) (Anonymous)			
Historical Nonfiction <i>The One and the Many in the Canterbury Tales</i> (Traugott Lawler) <i>Medieval Images, Icons, and Illustrated English Literary Texts: From Ruthwell Cross to the Ellesmere Chaucer</i> (Maidie Hilmo) <i>St. Thomas Aquinas</i> (G. K. Chesterton) <i>The History of the Medieval World: From the Conversion of Constantine to the First Crusade</i> (Susan Wise Bauer)			
Art Cimabue, <i>Maestà</i> (1280) Joachim Among the Shepards Raising of Lazarus Gustave Doré, <i>illustrations</i> for Dante’s <i>Inferno</i> Hans Holbein, <i>Dance of Death</i> (1538)			
Giotto, <i>Arena (Scrovegni) Chapel frescos</i> (after 1305) Meeting at the Golden Gate Jonah Swallowed Up by the Whale Lorenzo Ghiberti, <i>Gates of Paradise</i> (1425-1452)			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. W.11-12.1(a-e): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	The words we choose to use in writing are important; we must learn to respect our readers by honoring the language that we use. An author’s use of literary elements is purposeful and integrated by design. Literary forms reflect religious, philosophical and aesthetic principles.	Essential Questions: Can we see as man, both the earthly and divine, begins to take on human characteristics as the Middle Ages wane? How did medieval man distinguish between the earthly and divine? Can we learn about a culture's social, religious, economic and/or political beliefs through its literature? Can literature truly be universal? Learning Targets: Consider how medieval literature exhibits many tendencies rather than a single set of characteristics. Observe literary elements (e.g., allegory, farce, satire, foil) in medieval literary works and identify characteristics of medieval literary forms. Understand how literary elements contribute to meaning and author intention. Consider glimpses of the Renaissance in certain works of medieval literature and art. Consider how medieval literary and	Suggested Formative Assessments • Short response writing/Quickwrites • Learning logs • Writing to prompts • Participation in literature circles • Documentation of active learning strategies • Exit tickets • Participation in class discussion • Collaborative work • Socratic circles • Reflective journaling • Homework assignments • Summarizing Suggested Summative Assessments: Seminar and Essay: Compare and contrast <i>Sir Gawain and the Green Knight</i> and “The Knight’s Tale.” What are the qualities of the ideal knight? Do they differ at all? Use textual evidence from both texts to support an original, concise thesis. (CC11-12RL1, CC11-12RL3, CC11-12SL1, CC11-12SL4, CC11-12W2) Seminar and Essay: Choose one of the <i>Canterbury Tales</i>. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character? Use textual evidence to support an original, concise thesis statement. (CC11-12RL5, CC11-12RI2, CC11-12SL1, CC11-12SL4, CC11-12W2) Seminar and Essay: Compare “The Monk’s Tale” in <i>The Canterbury Tales</i> with Dante’s story of Ugolino in Cantos XXXII-XXXIII of the <i>Inferno</i>, paying special attention to depiction of character.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
L.11-12.3(a): Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening		artistic forms reflect the writers’ and artists’ philosophical views. Examine the literary, social, and religious satire in Chaucer’s <i>Canterbury Tales</i>. Consider the role of the framed narrative in Chaucer’s <i>Canterbury Tales</i>, Dante’s <i>Inferno</i>, and other works. Compare works of medieval literature and art, particularly their depiction of character and their focus on the otherworldly.	Use at least one critical source. Use textual evidence to support an original, concise thesis statement. (CC11-12RL3, CC11-12SL1, CC11-12SL4, CC11-12W2, CC11-12W7, CC11-12L3) Seminar and Essay: Is the Wife of Bath from <i>A Canterbury Tales</i> a feminist? Use textual evidence to support an original, concise thesis. (CC11-12RL1, CC11-12RL3, CC11-12SL1, CC11-12SL4, CC11-12W2) Seminar and Essay: Discuss “The Pardoner’s Tale” as a satire. What, exactly, is being literally described versus being satirized? Why does Chaucer use satire? Is Chaucer satirizing human nature or the church as an establishment? Use textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL5, CC11-12SL1, CC11-12SL4, CC11-12W2) Essay: Draw parallels between representations of character in a medieval play and in medieval icons. Compare and contrast their similarities and differences. Are they more alike or different? Use concrete evidence from both texts to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12W2) Seminar and Essay: Explain how Saint Augustine attempts to resolve a paradox in Book XI of the <i>Confessions</i>. Is his resolution convincing? Why or why not? (CC11-12RI5, CC11-12W1, CC11-12SL1, CC11-12SL3) Seminar and Essay: Read Augustine’s

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			Book XI of the <i>Confessions</i>. Agree or disagree with Augustine’s idea: “Evil stems not from God but from a perversion of human will.” Use textual evidence to support an original, concise thesis statement. (CC11-12RI5, CC11-12W1, CC11-12SL1, CC11-12SL3) Speech: Select one of the poems from this unit and recite it from memory. Include an introduction that states: • What the excerpt is from; • Who wrote it; • Why it exemplifies the medieval period. (CC11-12SL4) Seminar and Essay: “To what degree does medieval literature regard human existence as secondary to the divine?” Use textual evidence from one of the texts read in this unit to support an original, concise thesis statement. (CC11-12RL2, CC11-12W1, CC11-12SL1, CC11-12SL3) Seminar and Essay: Boccaccio’s <i>The Decameron</i> alludes to Dante’s allegorical model. Why does he satirize Dante’s allegorical model? What is revealed by this satire? Is Boccaccio enlightened and, therefore, a man ahead of this time? Use textual evidence from both texts to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL6, CC11-12RL5, CC11-12SL1, CC11-12SL4, CC11-12W2) Seminar and Essay: Read Dante’s <i>Inferno</i>. How does the allegory reveal the values of the Middle Ages? What sins are punished most severely and why? Do you agree with the hierarchical circles of hell Dante creates? Use textual evidence to

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			support an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL6, CC11-12RL5, CC11-12SL1, CC11-12SL4, CC11-12W2) Research Paper: Does the term “dark ages” accurately describe the Middle Ages? Use primary and secondary sources from this unit or outside of the unit to support an original, concise thesis statement to answer the question. (CC11-12RL1, CC11-12W1, CC11-12W7, CC11-12W8) Research Paper: Answer the essential question: “How does medieval literature suggest a preoccupation with both divine and earthly existence?” Use primary and secondary sources from this unit or outside of the unit to support an original thesis statement to answer the question. (CC11-12RL1, CC11-12W1, CC11-12W7, CC11-12W8)
Unit Three: European Literature - Renaissance and Reformation Timeline: 4 weeks Suggested Works: Novel <i>The Life of Gargantua and the Heroic Deeds of Pantagruel</i> (François Rabelais) (Books 1 and 2) Stories <i>The Decameron</i> (Giovanni Boccaccio) (continued from unit one) Plays <i>The Jewish Women (Les Juifves)</i> (Robert Garnier) <i>Nine Carnival Plays</i> (Hans Sachs) <i>Henry IV, Part I</i> (William Shakespeare) <i>The Tragedy of Macbeth</i> (William Shakespeare)			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Poems			
<i>Dark Night of the Soul</i> (Saint John of the Cross) (selections)		“The Nightingale of Wittenberg” (Hans Sachs)	
<i>The Faerie Queene</i> (Edmund Spenser) (selections)		Sonnets 29, 30, 40, 116, 128, 130, 143, and 146 (William Shakespeare)	
“The Passionate Shepherd to His Love” (Christopher Marlowe)		“The Nymph’s Reply to the Shepherd” (Sir Walter Raleigh)	
INFORMATIONAL TEXTS			
Historical Nonfiction			
<i>Rabelais and His World</i> (Mikhail Bakhtin)			
Essays			
“Of Cannibals” (Michel de Montaigne)			
<i>On the Divine Proportion (De divina proportione)</i> (illustrations only) (Luca Pacioli)			
<i>Lives of the Most Excellent Painters, Sculptors, and Architects</i> (Giorgio Vasari)			
Historical Nonfiction			
<i>The Prince</i> (Niccolo Machiavelli) (selections)			
Art			
Sandro Botticelli, <i>Primavera</i> (1482)		Raphael, <i>The Niccolini-Cowper Madonna</i> (1508)	
Leonardo da Vinci, <i>Vitruvian Man</i> (1487)		Jacopo da Pontormo, <i>Desposition from the Cross (Entombment)</i> (1525-28)	
Leonardo da Vinci, <i>Mona Lisa</i> (1503-1505)		Michelangelo, <i>The Last Judgment</i> , Sistine Chapel altar wall (1536-1541)	
Michelangelo, <i>David</i> (1505)		Caravaggio, <i>The Entombment of Christ</i> (1602-1603)	
Leonardo da Vinci, <i>The Virgin and Child with St. Anne</i> (1508)		Giovanni Lorenzo Bernini, <i>Ecstasy of Saint Teresa</i> (1647–1652)	
Michelangelo, <i>Sistine Chapel</i> , ceiling (1508-1512)			

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RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.2(a-f): Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Renaissance writers had an extreme interest in ancient Greek and Latin literature and myth; their preoccupation with human concerns and life on earth; their aesthetic principles of harmony, balance, and divine proportion; and exceptions to all of those. There is a continuity and overlap in the works of the Renaissance and the Middle Ages. The Great Chain of Being	Essential Questions: How is man's humanity depicted in Renaissance art? How does Renaissance literature break with and build on the literature of the Middle Ages? Learning Targets: Read novels, literary nonfiction, stories, plays, and poetry from the Renaissance era, observing the continuity from the Middle Ages as well as the departures. Identify and investigate allusions to classical literature in Renaissance texts. Explore how a concept such as symmetry or divine proportion is expressed both in literature and in art. Discuss Renaissance conceptions of beauty and their literary manifestations. Explore how Renaissance writers took interest in human life and the individual person. Explore the playful, satirical, irreverent aspects of Renaissance literature—in particular, the writing of Rabelais, Boccaccio, and Shakespeare. Consider how literary forms and devices reflect the author's philosophical, aesthetic, or religious views.	Suggested Formative Assessments • Short response writing/Quickwrites • Learning logs • Writing to prompts • Participation in literature circles • Documentation of active learning strategies • Exit tickets • Participation in class discussion • Collaborative work • Socratic circles • Reflective journaling • Homework assignments • Summarizing Suggested Summative Assessments: Seminar and Essay: Read <i>Macbeth</i>. How does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? What does it reveal about fate and free will? Use textual evidence from the play to support your response in an original, concise thesis statement. (CC11-12RL1, CC11-12RI1) Seminar and Essay: Read <i>Macbeth</i> and excerpts from <i>The Prince</i> by Machiavelli. How do Machiavelli's principles apply to the play? What is Shakespeare saying about Machiavelli's approach to attaining and maintaining political power? Consider the quote "it is better to be feared than to be loved." Is this true for <i>Macbeth</i>? Use textual evidence from both texts to support an original, concise thesis statement. (CC11-12RL1, CC11-12RI1) Seminar and Essay: Read <i>Henry IV, Part I</i>. How does Falstaff reflect the new ideas of the Renaissance regarding chivalry and

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. L.11-12.4(a-d): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.		Write an essay in which they (a) compare a literary work with a work of art; (b) compare a Renaissance work with a medieval work; or (c) relate a literary work to a philosophical work.	honor? How does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? Use textual evidence from the play to support your response in an original, concise thesis statement. (CC11-12RL1, CC11-12RI1) Seminar and Essay: Relate Pacioli's <i>On the Divine Proportion</i> to a Shakespeare sonnet. In what ways is the sonnet an expression of divine proportion (or not)? Cite specific evidence from both texts to support an original, concise thesis statement. (CC11-12RL1, CC11-12RI1) Seminar and Essay: Compare one of the satirical stories of <i>Canterbury Tales</i> (from unit one) with one of the stories from Boccaccio's <i>The Decameron</i>. What does the satire reveal about the author's intention and message? Use textual evidence to support an original, concise thesis. (CC11-12RL2) Seminar and Essay: Show how one of the plays from this unit departs from the medieval conceptions of drama. Use specific textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RI1) Speech: Select a poem from this unit and recite it from memory. Include an introduction that states: • Who wrote the poem; • Its form, meter, rhyme scheme, and key literary elements; • An aspect of the poem that comes through after multiple readings. (RL.11-12.4)

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			Seminar and Essay: Using works of art as textual evidence, do one of the following: (a) compare a literary work from this unit with a Renaissance work of art, with attention to principles of proportion and symmetry; (b) compare a Renaissance literary work with a medieval work, with attention to depiction of character; or (c) relate a literary work to a philosophical work. Include at least one critical source and one reference work to support an original, concise thesis statement. (CC11-12RL4, CC11-12W7) Research Paper: Using texts from this unit as well as additional sources, explain how literature or works of art from the Renaissance break with or build on ideas derived from the Middle Ages. Cite specific textual evidence to support an original, concise thesis statement to answer the essential question. (CC11-12RL4, CC11-12W7, CC11-12W8) Research Paper: Using texts from this unit as well as additional sources, explain how literature or works of art from the Renaissance reveal this period to actually be an age of intolerance. Cite specific textual evidence to support an original, concise thesis statement to answer the essential question. (CC11-12RL4, CC11-12W7, CC11-12W8)
Unit Four: European Literature - Seventeenth Century Timeline: 6 weeks Suggested Works: LITERARY TEXTS <i>Note: Because of the number and length of works included in this unit, teachers may want to organize it around two major works, one fiction (or dramatic, or poetic) and one nonfiction, with other works supplementing these selections. As a minimum, students should read one full literary work, a substantial excerpt from a</i>			

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<i>philosophical or scientific work, and several shorter works of fiction and poetry.</i> Novels <i>Don Quixote</i> (Miguel de Cervantes) (E) (selections) <i>The Pilgrim’s Progress</i> (John Bunyan) Plays <i>Hamlet</i> (William Shakespeare) <i>King Lear</i> (William Shakespeare) (E) <i>The Merchant of Venice</i> (William Shakespeare) (E) <i>The Alchemist</i> (Ben Jonson) <i>The Miser</i> (Jean-Baptiste Molière) (EA) Poems “The Flea” (John Donne) (E) “Song: Goe, and catche a falling starre” (John Donne) (E) “Holy Sonnet 10” (John Donne) (E) “To His Coy Mistress” (Andrew Marvell) “To the Virgins to Make Much of Time” (Robert Herrick) “To Daffodils” (Robert Herrick) “Love III” (George Herbert) INFORMATIONAL TEXTS Historical Nonfiction <i>Leviathan</i> (Thomas Hobbes) (selections) <i>Novum Organum</i> (Francis Bacon) (selections) <i>An Essay Concerning Human Understanding</i> (John Locke) Media <i>Hamlet</i> (1964) <i>Hamlet</i> (1948) <i>Man of La Mancha</i> (1972) Dale Wasserman, <i>Man of La Mancha</i>, the musical			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in <i>Federalist No. 10</i>). RI.11-12.6: Determine an author’s	Certain works of the seventeenth century express tension or conflict between emotion and reason while others present reason and emotion as complementary and interdependent.	<u>Essential Questions:</u> How did seventeenth century writers regard the relationship between reason and emotion? <u>Learning Targets:</u> Read literary and philosophical works from the seventeenth century, with particular attention to questions of reason and emotion. Consider the idea of reading literature as a quest—for truth, for beauty, and for understanding. Analyze two philosophical works of the seventeenth century for their treatment of an idea related to human reason. Write literary and philosophical analyses with a focus on clarity and precision of expression. Conduct research, online and in libraries, on a particular seventeenth-century author, work, or idea. Analyze the relationship between reason and emotion as illustrated in literature of the seventeenth century. Understand the use of satire as a technique to reveal authorial intent.	<u>Suggested Formative Assessments</u> • Short response writing/Quickwrites • Learning logs • Writing to prompts • Participation in literature circles • Documentation of active learning strategies • Exit tickets • Participation in class discussion • Collaborative work • Socratic circles • Reflective journaling • Homework assignments • Summarizing <u>Suggested Summative Assessments:</u> Seminar and Essay: Analyze “The Flea.” Why is it considered metaphysical poetry? How does it use irony to convey its message? Is it a poem of logic or of emotion? Use textual evidence to discuss and write an original, concise thesis statement. (CC11-12W5, CC11-12W7) Seminar and Essay: Read <i>The Pilgrim’s Progress</i>. Consider the text as an allegory. What themes do the characters represent? How do these characters work together to create an allegory? What does the allegory reveal about Bunyan’s point of view on religious ideas of the seventeenth century? Use textual evidence from the novel to support an original, concise thesis statement. (CC11-12W5, CC11-12W7) Seminar and Essay: Read <i>The Alchemist</i>. How does the plotline reveal satire? What values of this time period are being mocked? How does the author use satire to

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point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			reveal his point of view? Use textual evidence from the play to support an original, concise thesis statement. (CC11-12W5, CC11-12W7) Seminar and Essay: Read <i>The Miser</i> by Molière. How does the plotline reveal satire? What values of this time period are being mocked? How does the satire reveal Molière’s point of view? Use textual evidence from the play to support an original, concise thesis statement. (CC11-12W5, CC11-12W7) Seminar and Essay: Analyze Donne’s “Holy Sonnet 10.” Is the speaker of the poem pious or irreverent of the church’s teachings? How does personification convey its message? Why is the poem considered metaphysical? Cite specific textual evidence from the poem to support an original, concise thesis. (CC11-12W5, CC11-12W7) Seminar and Essay: Read Donne’s “Song: Goe, and catche a falling starre.” Is the point of view a cynical one? Or is its point of view realistic? Does it build upon religious views or does it depart from church teachings? How does emotion affect the logic of the speaker? Use textual evidence to support an original, concise thesis statement. (CC11-12W5, CC11-12W7) Seminar and Essay: Compare and contrast Donne’s “Song Goe, and catche a falling starre” to Marvell’s “To his Coy Mistress.” How do emotion and logic affect the speaker’s point of view in each poem? How does gender affect the author’s attitudes? Use textual evidence to

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L.11-12.1(a-b): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			support an original, concise thesis statement. (CC11-12W5, CC11-12W7) Seminar and Essay: Read <i>Hamlet</i>. With special consideration to his soliloquies, is Prince Hamlet influenced by his sense of logic or sense of emotion? Use specific textual evidence to support an original, concise thesis statement. (CC11-12W5, W7) Seminar and Essay: Read <i>King Lear</i>. In the beginning of the play, is King Lear motivated by his sense of reason or by emotion? By the end of the play, how has King Lear resolved his emotional needs with his rational thought? Consider the same question for Edmund, Edgar, Regan, Goneril and/or Cordelia. Use textual evidence to support an original, concise thesis statement. (CC11-12W5, CC11-12W7) Seminar and Essay: Read excerpts of the <i>Leviathan</i>. Agree or disagree with Hobbes’s assessment of human nature. Defend your opinion with specific textual evidence that supports an original, concise thesis. (CC11-12W1, CC11-12W5, CC11-12W7) Seminar and Essay: Read excerpts from <i>Don Quixote</i> and/or watch the film version of <i>Man of La Mancha</i>. Compare Don Quixote’s outlook on life with those of another character, such as the priest. Use textual evidence citing either the novel or the film to support an original, concise thesis statement. (CC11-12RL1, CC11-12W5, CC11-12W7) Seminar and Essay: Analyze “To

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments						
			Daffodils,”“To the Virgins Make Much of Time,”and “To His Coy Mistress.” Compare the message and intention of each. Do these poems appeal to human emotion or human logic to convey their ideas? Use textual evidence from two or more poems to write a comparative essay. Be sure your thesis is specific, concise, and original. (CC11-12W5, CC11-12W7, CC11-12SL1, CC11-12SL2) Speech: Select a poem or excerpt from a longer poem and recite it from memory. Include an introduction that states what the excerpt is from, who wrote it, and what kind of poetry it exemplifies and why. (CC11-12SL6) Research Paper: Using multiple texts from this unit and additional sources, discuss how writers of the seventeenth century regard the relationship between reason and emotion. Include an original, concise thesis statement that directly answers this essential question. (CC11-12RL1, CC11-12RL2, CC11-12W7, CC11-12W8)						
Unit Five: European Literature - Eighteenth and Early Nineteenth Century Timeline: 4 weeks Suggested Works: LITERARY TEXTS <i>For this shorter unit, teachers may want to choose one novel, several short stories, or a play, and poetry.</i> Novels <table><tr><td><i>Robinson Crusoe</i> (Daniel Defoe)</td><td><i>Gulliver’s Travels</i> (Jonathan Swift)</td></tr><tr><td><i>The Vicar of Wakefield</i> (Oliver Goldsmith)</td><td><i>Emma</i> (Jane Austen)</td></tr><tr><td><i>The Sufferings of Young Werther</i> (Johann Wolfgang Von Goethe)</td><td></td></tr></table>				<i>Robinson Crusoe</i> (Daniel Defoe)	<i>Gulliver’s Travels</i> (Jonathan Swift)	<i>The Vicar of Wakefield</i> (Oliver Goldsmith)	<i>Emma</i> (Jane Austen)	<i>The Sufferings of Young Werther</i> (Johann Wolfgang Von Goethe)	
<i>Robinson Crusoe</i> (Daniel Defoe)	<i>Gulliver’s Travels</i> (Jonathan Swift)								
<i>The Vicar of Wakefield</i> (Oliver Goldsmith)	<i>Emma</i> (Jane Austen)								
<i>The Sufferings of Young Werther</i> (Johann Wolfgang Von Goethe)									

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Stories “<i>Micromégas</i>” (Voltaire) <i>The Surprising Adventures of Baron Munchhausen</i> (Rudolf Erich Raspe) Poetry “Songs of Innocence and of Experience” (selected poems) (William Blake) “Auguries of Innocence”) (William Blake) In Memoriam A. H. H. (Alfred Lord Tennyson) “The World is too Much with Us” (William Wordsworth) “Tintern Abbey” (William Wordsworth) INFORMATIONAL TEXTS <i>The Diary of Samuel Pepys</i> (Samuel Pepys) <i>The Life of Samuel Johnson</i> (James Boswell) Preface to <i>Lyrical Ballads</i> (William Wordsworth) Art John Singleton Copley, <i>Watson and the Shark</i> (1778) Frederic Edwin Church, <i>Morning in the Tropics</i> (1877) Caspar David Friedrich, <i>The Wanderer Above the Sea of Fog</i> (1818) John Constable, <i>Seascape Study with Rain Cloud</i> (1827) Jean Honore-Fragonard, <i>The Progress of Love: The Pursuit</i> (1771-1773) William Blake, <i>The Lovers’ Whirlwind</i> (1824-1827) Theodore Gericault, <i>The Raft of the Medusa</i> (1818-1819)			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3: Analyze the impact of	Storytelling is full of narrative digressions, idiosyncrasies, exaggerations and biases. The era of Romanticism, like other eras, is filled with exceptions, contradictions, and subtleties.	Essential Questions: How did artists of this period frame the relationship between man and nature? Learning Targets: Consider the relationship between art and nature in these works. Observe narrative digressions, idiosyncrasies, exaggerations, and	Suggested Formative Assessments • Short response writing/Quickwrites • Learning logs • Writing to prompts • Participation in literature circles • Documentation of active learning strategies • Exit tickets • Participation in class discussion • Collaborative work • Socratic circles

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. W.11-12.3 (a-e): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and		biases. Consider the dual role of the narrator as a character and as a storyteller. Read fiction, drama, poetry, biography, and autobiography from the eighteenth and early nineteenth century. Consider the role of the supernatural in the literary works read in this unit. Write a story in which they practice some of the narrative devices they have observed in this unit. Explore and analyze some of the philosophical ideas in the literary texts—questions of free will, fate, human conflict, and loss. Consider the difference between natural and forced language, as explained by Wordsworth. Consider both the common tendencies of works of this period and the contradictions, exceptions, and outliers. Participate in a seminar discussion in which a philosophical question is explored in relation to a specific text.	• Reflective journaling • Homework assignments • Summarizing <u>Suggested Summative Assessments:</u> Seminar and Essay: Read selected poems from Blake's "<i>Songs of Innocence</i>." Consider biblical allusion to explain the relationship between Innocence and Paradise. Also, how is Experience a metaphor for the Fall of Man? Use textual evidence from the poems selected to create an original, concise thesis statement. (CC11-12RL1, CC11-12RL4, CC11-12W2, CC11-12SL1, CC11-12SL6) Seminar and Essay: How does Tennyson's <i>In Memoriam A.H.H.</i> use nature to express metaphorically human feelings and emotions? What point of view is Tennyson revealing? Use textual evidence from the poem to support an original, concise thesis statement in an essay. (CC11-12RL1, CC11-12RL4, CC11-12W2, CC11-12SL1, CC11-12SL6) Seminar and Essay: Explicate "<i>Ode to Indolence</i>." Agree or disagree with Keats: 'This (Indolence) is the only happiness; and is a rare instance of advantage in the body overpowering the Mind.' Use textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL4, CC11-12W1, CC11-12SL1, CC11-12SL6) Seminar and Essay: What does <i>Robinson Crusoe</i> reveal about the De Foe's point of view on imperialism? What does the author feel about colonization? What does De Foe feel about human nature? Is this a

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. L.11-12.2 (a-b): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			reflection of his times? Or is his point of view a departure from established beliefs of his day? Use textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL5, CC11-12W2, CC11-12SL1, CC11-12SL6) Seminar and Essay: Compare and contrast the themes found in <i>Gulliver's Travels</i> and "Micromegas." Do the texts share similar messages? Do they use satire in the same way? How does Swift's allegory compare to Voltaire's science fiction? Use evidence from both texts and organize in a comparative essay. Include an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL6, CC11-12W2, CC11-12SL1, CC11-12SL6) Seminar and Essay: Compare the science fiction elements in Voltaire's "Micromégas" and one of the tall tales in <i>The Surprising Adventures of Baron Munchhausen</i>. How does the science fiction genre enable the authors to express their ideas? Use textual evidence from both texts to support a concise, original thesis statement. (CC11-12RL3, CC11-12W2, CC11-12SL1, CC11-12SL6) Seminar and Essay: What point of view is revealed by Swift's allegory in <i>Gulliver's Travels</i>? How does his allegory satirize human behavior and human history? Are Swift's views reflective of the beliefs of his day? Use textual evidence to support an original thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL6, CC11-12W2, CC11-12SL1, CC11-12SL6)

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			Seminar and Essay: Read <i>The Vicar of Wakefield</i>. Is it a sentimental, idealistic novel? Or, is it a cynical satire? Use textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL6, CC11-12W2, CC11-12SL1, CC11-12SL6) Seminar and Essay: Read the poems “<i>London, 1802</i>” and “<i>The Deserted Village</i>.” What values and concerns do they both share? Cite specific evidence from both texts to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL4, CC11-12W2, CC11-12SL1, CC11-12SL6) Oral presentation: Recite one of the poems of this unit from memory. Include an introduction that discusses how the poem relates to the natural world. (CC11-12SL6) Writing: Choose an existing essay from the current unit or one of the previous units and choose one of two ways of revising and expanding it: (a) taking a position on the topic and defending it with at least four secondary sources (including one that represents a contrasting point of view); (b) providing historical and cultural context, to be obtained and synthesized from primary sources and at least four secondary sources. Write an annotated bibliography and an outline. This will ultimately become a ten-page research essay. (CC11-12W7) Research Paper: Using specific evidence from various sources studied in this unit, write a research paper that answers the

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			essential question: What role does nature play in eighteenth and early nineteenth century literature? Include an original, concise thesis statement to answer this essential question. (CC11-12RL1, CC11-12RL2, CC11-12W7, CC11-12W8)
Unit Six: European Literature - Nineteenth Century Timeline: 6 weeks Suggested Works: LITERARY TEXTS <i>This is a longer unit. Teachers may want to select one novel, one play; one long poem; and several short poems. Alternately, the teacher might choose to include two plays instead of a novel, or two long poems instead of a play. The selections of the unit should show a range of literary imagination and contrasting attitudes toward the role of literature in society.</i> Novels <i>The Red and the Black</i> (Stendhal) <i>The Three Musketeers, The Count of Monte Cristo</i> (Andre Dumas) <i>The Time Machine</i> (H.G. Wells) <i>A Passage to India</i> (E.M. Forster) <i>Jane Eyre</i> (Charlotte Brontë) (E) <i>A Christmas Carol</i> (Charles Dickens) <i>Dracula</i> (Bram Stoker) <i>The Hunchback of Notre Dame</i> (Victor Hugo) <i>Twenty Thousand Leagues Under the Sea</i> (Jules Verne) <i>Heart of Darkness</i> (Joseph Conrad) <i>Sense and Sensibility</i> (Jane Austen) <i>Wuthering Heights</i> (Emily Brontë) <i>Frankenstein</i> (Mary Shelley) <i>The Picture of Dorian Gray</i> (Oscar Wilde) Children’s Literature <i>Peter and Wendy</i> (J.M. Barrie) <i>The Adventure of Alice in Wonderland</i> (Lewis Carroll) <i>The Jungle Book</i> (Rudyard Kipling) Drama <i>A Doll’s House</i> (Henrik Ibsen) (E) <i>The Sunken Bell</i> (Gerhart Hauptmann) <i>The Importance of Being Earnest</i> (Oscar Wilde) (E)			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Poetry Flowers of Evil (Charles Baudelaire) (poems) “The Ballad of Reading Gaol” (Oscar Wilde) (EA) “Goblin Market” (Christina Rossetti) (EA) Sonnet 43 (Elizabeth Barrett Browning) “The Raven” “Annabel Lee” (Edgar Allan Poe) Childe Harold’s Pilgrimage (George Gordon, Lord Byron) “Dover Beach” (Matthew Arnold) “Spring and Fall” (Gerard Manley Hopkins) “Love Among the Ruins” (Robert Browning) The Rime of the Ancient Mariner” (Samuel Taylor Coleridge) INFORMATIONAL TEXTS Excerpts from <i>Culture and Anarchy</i> (Matthew Arnold) Excerpts from <i>Reveries of a Solitary Walker</i> (Jean-Jacques Rosseau) Excerpts from <i>Hard Times</i> (Charles Dickens) <i>Tallis’s History and Description of the Crystal Palace, and the Exhibition of the World’s Industry in 1851</i> (John Tallis) Excerpts from the opening of <i>Faust</i> (Johann Wolfgang Von Goethe) Excerpts from <i>The Origin of Species</i> (Charles Darwin) <i>The Decay of Lying</i> (Oscar Wilde) (EA)			
RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Subtle narratives and stylistic details contribute to the meaning of the whole work. Poems of this era can be simultaneously intimate and reflective of larger society. Novel characters are developed to portray both universal conflicts and conflicts bound by culture.	Essential Questions: How does literature affect our concepts of heroes and villains? How can literature be social commentary? What role do dramatic devices and conventions play in creating dramatic impact? How do Romantic and Victorian literature embody the tension between art for art’s sake and art as a response to social and cultural conflict? Learning Targets: Consider the tension between art for	Suggested Formative Assessments • Short response writing/Quickwrites • Learning logs • Writing to prompts • Participation in literature circles • Documentation of active learning strategies • Exit tickets • Participation in class discussion • Collaborative work • Socratic circles • Reflective journaling • Homework assignments • Summarizing Suggested Summative Assessments: Seminar and Essay: Compare the moral conflict of Julien Sorel in <i>The Red and the Black</i> and Nora Helmer in <i>A Doll’s House</i>. What are their similarities and differences? Organize textual evidence to support an original, concise thesis statement. (CC11-

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and		art’s sake and art as a response to social and cultural conflict, as expressed in the works of this unit. Closely analyze a key passage from a novel and comment on how it illuminates the work as whole. Contrast two works by a single author. Observe common tendencies, contradictions, outliers, and subtleties of the Romantic and Victorian periods in literature. Contrast the moral conflicts of characters in two works of this unit consider how the poetry of this period reflects both on the human psyche and on the state of civilization. Analyze how the forms of the poems in this unit contribute to the meaning. Consider how the works of this period show signs of early modernism. Develop a research paper on one of the topics from this year. Identify elements of romanticism and gothic romanticism in works of literature.	12RI2, CC11-12RL3, CC11-12W1) Seminar and Essay: Analyze an author’s view of art (and literature) as expressed in a work from this unit. Refer to Oscar Wilde’s “Ballad of Reading Gaol” and <i>The Importance of Being Earnest</i> in order to gain insight into the author’s work as a whole. Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12W1) Seminar and Essay: Closely analyze a key passage from a novel and comment on how setting illuminates the themes of the work as a whole. How do the aesthetics of setting create larger meaning? Consider <i>Notre Dame</i> in <i>The Hunchback of Notre Dame</i>, <i>The Red Room</i> in <i>Jane Eyre</i> or the <i>Castle in Dracula</i>. Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1) Seminar and Essay: According to Charles Darwin: “Of all the differences between man and the lower animal, man’s sense of moral conscience is by far the most important.” Do you agree with Darwin? Consider <i>Heart of Darkness</i>. Does this novel support or challenge Darwin’s idea? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1) Seminar and Essay: Some believe Victorians “invented” childhood through art and literature. Is childhood a product of nature and science or is it socially invented? What qualities of childhood are illustrated by the children’s classics <i>Peter</i>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. L.11-12.5 (a-b): Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			and <i>Wendy</i> or <i>The Adventures of Alice in Wonderland</i>? What social conventions are these texts responding to? What literary devices are used to respond to the adult world of the Victorian era? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1) Seminar and Essay: Consider <i>The Jungle Book</i> as an allegorical tale. What lessons do the laws of the jungle teach the reader? How does the text demonstrate romanticism through science? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1) Seminar and Essay: How do the poems of this unit—especially Arnold, Baudelaire, Hopkins, Wilde, and Robert Browning—grapple with hope and despair? By the end of the poems selected, does hope or despair triumph? Organize textual evidence to support an original, concise thesis statement. (CC11-12RL2, CC11-12SL4, CC11-12W1) Seminar/Essay: Is it helpful or misleading to define literature in terms of trends and movements such as Romanticism? Organize textual evidence to support an original, concise thesis statement. (CC11-12W1, CC11-12SL4) Seminar/Essay: Trace the distinction between logic and emotion in <i>Sense and Sensibility</i>. How does this text demonstrate itself as a romantic novel? Compare or contrast its depiction of class and gender hierarchies to another text in this unit. Organize textual evidence to support an

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			original, concise thesis statement. (CC11-12RL2, CC11-12SL4, CC11-12W1) Seminar and Essay: Consider <i>The Three Musketeers</i> or <i>Twenty Thousand Leagues Under the Sea</i> as adventure novels. Do these texts serve the reader as a means of entertainment? Or are they meant to illustrate a social statement and moral message? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12W1) Seminar and Essay: Consider the horror novels: <i>Dracula</i> and/or <i>Frankenstein</i>. Are these texts written for the sake of entertaining us with horror and heighten our senses? Or, is social commentary weaved into the stories? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12W1) Seminar and Essay: Charlotte Bronte once said, “Conventionality is not morality.” How is this statement illustrated in her novel <i>Jane Eyre</i>? Consider the text as a Gothic novel. How do it’s Gothic characteristics help convey its themes? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1) Seminar and Essay: Catherine in <i>Wuthering Heights</i> has to choose between nature and culture. Explain how this is illustrated in the text. Is this a moral choice? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1)

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			Seminar and Essay: Compare and contrast in a balanced argument <i>Wuthering Heights</i> and <i>Jane Eyre</i> with <i>Frankenstein</i> or <i>Dracula</i>. All are considered Gothic novels. What characteristics make them Gothic? Does the Gothic motif serve as a source of entertainment or does it help illustrate social commentary? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1) Seminar and Essay: H.G. Wells called himself a Socialist. How does <i>The Time Machine</i> illustrate socialist values? Does this text maintain the tradition of the Victorian novel? How? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1) Seminar and Essay: Ibsen's <i>A Doll's House</i> is considered by some to be the first feminist play. Do you agree or disagree with this designation? What do we mean when we call a piece of literature "feminist"? Do we make such a judgment according to today's standards or according to the standards in the day the text was written? You may refer to other texts to illustrate your point. Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1) Speech: Recite a poem from this unit (or a two-minute passage from a long poem). Include an introduction that discusses how the poem's structure and form contributes to its meaning. (CC11-12RI2, CC11-12SL4, CC11-12W1)

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			Research Paper: Use specific evidence from various sources studied in this unit and/or additional sources to write a research paper that answers: How does the literature of the Romantic and Victorian era show tension between art for art's sake (where art includes literature) and art as a response to social and cultural conflict? Include an original, concise thesis statement to answer this essential question. (CC11-12RL1, CC11-12RI1, CC11-12W7, CC11-12W8)
Unit Seven/Expedition: Swine Flu, Round 2? – Delaware's Preparation to Prevent Another Swine Flu Outbreak (Spring Expedition) Timeline: 3-4 weeks Suggested Literary works: Fiction Novels <i>Isolation Ward</i> by Joshua Spanogle <i>Immunity</i> by Lori Andrews <i>The Andromeda Strain</i> by Michael Crichton <i>Outbreak</i> by Robin Cook <i>Pandemic</i> by Daniel Kalla Nonfiction: <i>Flu</i> By Gina Kolata Poetry: "The Swine Flu of Earth" by Anjali Sinha			
RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Investigating the past allows us to plan for the future. Effective researchers start with a clear purpose, topic, and audience when doing research. Effective researchers have a toolbox of strategies that help them organize, select,	Essential Questions: What is a pandemic? An epidemic? How might Delaware prepare differently in the future to prevent widespread outbreaks? What is Swine Flu?	Suggested Formative Assessments: • Short response writing/Quickwrites • Learning logs • Writing to prompts • Participation in literature circles • Documentation of active learning strategies • Exit tickets

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. SL.11-12.1(a-d): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. L.11-12.6: Acquire and use accurately general academic and	and evaluate information. Effective research writers synthesize and interpret information in a documented research paper. Effective researchers present information without plagiarizing An effective writer of historical non-fiction will use research strategically.	What are effective research strategies and how do I apply those strategies to my own research? How do I compose an effective research paper and present my research for an audience? How do I effectively combine the harsh realities of life in the middle ages with the romanticism of popular stories about the time period. <u>Learning Targets:</u> Comprehend literary terms. Analyze the use of these terms and synthesize this information into writing. Understand the impact of science on literature Select and research a topic Evaluate sources Take effective notes Create source cards and paraphrase and summarize information, avoiding plagiarism Compose a research paper, using proper formatting, and proper documentation of sources Present research topic for an audience	• Participation in class discussion • Collaborative work • Socratic circles • Reflective journaling • Homework assignments • Summarizing • Research on Swine Flu and pandemics throughout history <u>Suggested Summative Assessments:</u> • Research on most recent swine flu and other pandemics in history. • Presentation on preventative measures to ensure Delaware is protected against another outbreak. • Writing assignments • Formal essays • Projects and presentations • Unit tests Social Studies Assessment: A multimedia presentation that includes historical patterns of responses to pandemics English Assessment: Students will write an historical fiction short story. Students will assume the context of a small town in France during an outbreak of the Bubonic Plague. After doing research they will brain storm a list of characters who live in the town and write a story about their experience. These will be compiled into a frame story about the plague that comes from varied perspectives (similar to <i>Canterbury Tales</i>).

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
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			
Unit Eight: European Literature - Twentieth Century Timeline: 5 weeks Suggested Works: LITERARY TEXTS Teachers may make the literary selections in a number of ways. They may select works across the genres, or they may focus primarily on a particular genre. The selections should address the ideas of anxiety and beauty in some manner and should offer contrasting responses to the tension and crises of the twentieth century. Novels <i>The Mayor of Casterbridge</i> (Thomas Hardy) <i>Steppenwolf</i> (Hermann Hesse) <i>1984</i> (George Orwell) <i>All Quiet on the Western Front</i> (Erich Maria Remarque) <i>Pan: From Lieutenant Thomas Glahn’s Papers</i> (Knut Hamsun) <i>Briefing for a Descent into Hell</i> (Doris Lessing) <i>Brave New World</i> (Aldous Huxley) Novellas <i>The Metamorphosis</i> (Franz Kafka) (E) Plays <i>Antigone</i> (Jean Anouilh) <i>Caligula</i> (Albert Camus) <i>Rhinoceros</i> (Eugene Ionesco) (E) <i>King Lear</i> (William Shakespeare) <i>Mother Courage and Her Children</i> (Bertolt Brecht) <i>Pygmalion</i> (George Bernard Shaw) <i>Waiting for Godot</i> (Samuel Beckett) <i>Hamlet</i> (William Shakespeare)			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Poems “The Darkling Thrush” (Thomas Hardy) “‘The Second Coming” (William Butler Yeats) <i>Four Quartets</i> (T. S. Eliot) (EA) “Conversation with a Stone” (Wisława Szymborska) “Counter-Attack” (Siegfried Sassoon) “Dreamers” (Siegfried Sassoon) <i>The Age of Anxiety: A Baroque Eclogue</i> (W.H. Auden) (EA) “Archaic Torso of Apollo” (Rainer Maria Rilke) <i>Poem of the Deep Song</i> (Federico García Lorca) (selections) <i>The Wasteland</i> (T. S. Eliot) (EA) “Suicide in the Trenches” (Siegfried Sassoon) “The Old Huntsman” (Siegfried Sassoon) “The Daffodil Murderer” (Siegfried Sassoon) INFORMATIONAL TEXTS Historical Nonfiction <i>Thus Spoke Zarathustra</i> (Friedrich Wilhelm Nietzsche) <i>The Courage to Be</i> (Paul Tillich) (selections) <i>Letters to a Young Poet</i> (Rainer Maria Rilke) <i>The Ego and the Id</i> (Sigmund Freud) (selections) Speeches “Their Finest Hour” (House of Commons, June 18, 1940) (Winston Churchill) (EA) Essays “Crisis of the Mind” (Paul Valéry) “The Fallacy of Success” (G.K. Chesterton) (E) Music Ludwig van Beethoven, String Quartet No. 15 in A Minor, Op. 132 (1825) Flamenco guitar music (such as that performed by Carlos Montoya or Paco Peña)			
RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and	Historical context affects an enduring story or theme. Beauty plays a role in twentieth century art forms and these art forms are connected in their relationships to theme,	Essential Questions: Why might the twentieth century be regarded as the “Age of Anxiety?” Learning Targets: Read works of the twentieth century, focusing on the earlier decades.	Suggested Formative Assessments • Short response writing/Quickwrites • Learning logs • Writing to prompts • Participation in literature circles • Documentation of active learning strategies

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
developed). RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RL.11-12.10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.8: Gather relevant	central ideas and deeper meanings.	Consider aspects of modernism (such as anxiety) in their historical context. Explain both the breakdown and affirmation of form and meaning in modernist literature. Analyze dystopian literature, considering the problems inherent in fashioning a perfect person or society. Consider how poems in this unit reflect on poetry itself and its possibilities. Write research papers in which they consult literary criticism and historical materials. Consider the implications of modern versions of classical works. Examine the musical allusions and their meanings in twentieth-century poetical works in seminars. Pursue focused questions in depth over the course of one or two class sessions. Understand absurdist and existential philosophy as it applies to literature and theatre. Research the literature they have read	- Exit tickets - Participation in class discussion - Collaborative work - Socratic circles - Reflective journaling - Homework assignments - Summarizing <u>Suggested Summative Assessments:</u> Seminar and Essay: Discuss the characterization techniques authors use to create Huckleberry Finn, Jay Gatsby, and John Grady Cole. How are they the same? How are they different? Are some more effective than others? Why? Use at least three pieces of evidence to support your original thesis statement. (CC11-12RL3, CC11-12W2, CC11-12SL1, CC11-12L5) Seminar and Essay: Compare a scene from the 1951 film of <i>A Streetcar Named Desire</i> with the same scene in the 1995 film or a stage performance. Do you think the film or stage production is faithful to the author’s intent? Why or why not? Cite at least three pieces of evidence to support an original thesis statement. (CC11-12RL7, CC11-12W2, CC11-12SL1) Seminar and Essay: “How do Willy Loman and Tommy Wilhelm contend with being ‘nobody’?” Cite at least three pieces of evidence to support an original thesis statement. (CC11-12RL9, CC11-12W2, CC11-12SL1, CC11-12W9a) Oral Presentation: Play recordings of two of the poets reading their work. Make a presentation to the class about how their

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. SL.11-12.1(a-d): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression		over the course of the year and the concepts they have studied.	reading influences one’s interpretation of the poem (e.g., tone, inflection, pitch, emphasis, pauses, etc.). (CC11-12RL4, CC11-12W6, CC11-12SL4, CC11-12SL5, CC11-12SL6) Research Paper: Write a research paper in which you trace the influence of World War II on American literature. Cite at least three pieces of textual evidence and three secondary sources to support your original thesis statement. (CC11-12RL1, CC11-12W7, CC11-12W8, CC11-12W9) Oral Commentary: Students will be given an unseen passage from a contemporary novel, poem, or short story and asked to provide a ten minute commentary on two of the following questions: • What are the effects of the dominant images uses in this extract? • Identify the poetic techniques used in this poem (or extract from a poem). Relate them to the content. • What do you think the important themes in this extract are? (CC11-12RL1, CC11-12RL4, CC11-12SL4)

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: From the Writer to the Reader

Designed by: Sandy Baker and Ann Lewis
Modified by Sharon McMahon, Innovative Schools

Content Area: ELA

Grade Level(s): Ninth Grade

Time Frame: 10 days

Summary of Unit

In this ninth grade English/language arts unit, students will learn about point of view and characterization in literary text. They will be guided to understand that point of view and characterization are two of the tools writers use to expose truths about human nature through their writing. Students will recognize that the reader plays a unique role as the interpreter of the writer's work, bringing his/her own prior experience and understanding to the interpretation of the literature. As their performance task for this unit, students will create their own pieces of expressive writing, which reflect insights about human nature, implementing what they have learned about point of view and characterization. They will also serve as peer editors of each other's work. The culminating assessment for the unit asks students to apply what they have learned about literary text to the reading of a new piece of literature. In the final reflection for the unit, each student will explore the personal impact of one piece of literary work.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit was selected for the American Literature course as an introduction to the notion of reading like a writer and writing like a reader, a concept that will progress through the writing workshop of the class. When studying literature, skills in analyzing point of view and characterization will be critical as students consider both the writer of literature, his/her position in the culture of the time period, and the reader at his/her time in contemporary America. Students will use their analysis of point of view and characterization to look back into a time period that was different from our current culture, yet in some ways not entirely foreign to the issues of modern America. As said in the unit's introduction, "point of view and characterization are two of the tools writers use to expose truths about human nature

through their writing.” Students will be challenged through this unit to both explore human nature as revealed through the writing of particular points in history and to look at their community, their country, and their world to examine if human nature has indeed changed or if it has only retreated into different forms.

As an extension of this unit, the Sussex Preparatory Academy will utilize extended readings of fiction, non-fiction and time period pieces to advance students’ concept knowledge of this specific time in history. These additional readings will provide students with increased academic rigor in both concept and content and opportunities to dive deeper into the rich literary history of our time. The instructional materials (graphic organizers, assessments, journal prompts, etc.) that are provided in the published unit can be modified to go with any additional literature.

The performance tasks will remain essentially the same with a small adjustment. The literary magazine, “Personal Reflections” will be an on-line publication. This change opens the assignment to more techno-savvy teens who might consider recording spoken word poetry, rap lyrics, digital story-telling, and other dynamic formats of writing. Written versions of these dynamic formats will be required to help the students assessing these items. In addition, the theme of the magazine will be slightly different, since the literature of the unit did not deal with insights of human nature at various stages of development. Instead, in the Sussex Preparatory Academy unit, an upcoming issue will deal with insights on human nature through the relationship of social groups and how we treat one another. This will allow students to take various perspectives based on their own experiences. The assessment rubric and student feedback form will remain the same.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Stage 1 – Desired Results

What students will know, do, and understand

Common Core State Standards

CC 9-10 RL 2

CC 9-10 RL 4

CC 9-10 RL 6

Big Idea(s)

Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. It presents complex stories in which the inner and outer lives of human beings are revealed.

Often the intent of an author of fiction is to expose the truth about human nature.

Readers are able to recognize their own thoughts and behaviors in literary characters.

Prior experiences influence a reader's perceptions and insights about their reading: As a result, a reader's response to text is an individually unique experience.

Unit Enduring Understanding(s)

Students will understand that...

- Often the intent of an author of fiction is to expose the truth about human nature.
- Readers are able to recognize their own thoughts and behaviors in literary characters.
- Prior experiences influence a reader's perceptions and insights about their reading: As a result, a reader's response to text is an individually unique experience.

Unit Essential Questions(s)

Thematic questions

- How can a literary piece of text reveal truth?
- How does literature reveal us to ourselves?
- How do a reader's experiences influence his/her response to text?

Knowledge and Skills

Students will know...

- an author chooses to write from any of the following points of view: 1st person, 3rd person limited, 3rd person objective, 3rd person omniscient points of view.
- characterization is the process through which an author develops the qualities and personalities of a story's characters.
- an author may develop the characters directly or reveal them indirectly through actions, speech, thoughts, or the reactions of other characters.

Students will be able to...

- identify the point of view of a literary selection.
- explain the influence of a writer's choice of point of view on the reader.
- explain the reasons for a character's actions.
- utilize a specific point of view to impact a reader's reactions.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Performance Task #1

That was then - This is now . . .

You are a freelance writer who is interested in submitting a piece of your original writing to the literary magazine, ***Personal Reflections***. You have been informed that an upcoming issue of the magazine will feature poems, song lyrics, narratives, and reflection journals which deal with insights about human nature at various stages of a human being's development. You have decided to create a literary piece (a poem, a song, a narrative, or a reflection journal) which expresses an insight you have about individuals in a particular stage of their growth, and then submit it to the Editorial Board of that magazine for approval. You will need to determine the genre in which you wish to work, the point of view from which you will write, and the ways in which you will convey your insight. You will want to consider how the point of view you selected will impact on the insight you want to express, as well as how it will affect the readers of the magazine. You will also want to be sure that you develop any characters (including the speaker/narrator) so that their words, actions, and feelings contribute to the expression of the insight about human nature.

Goal – Express a truth about human nature at a specific age.

Role – Freelance Writer (Poet, song writer, short story writer, reflection journal etc.)

Audience – Editorial Board of a Literary Magazine

Situation – Creating a literary piece appropriate for submission for an upcoming issue of the literary magazine, *Personal Reflections*

Product – Poem, Song, Narrative, or Reflection Journal

Standards – See attached rubric.

Performance Task #2

Feedback from the Editorial Board

You serve on the Editorial Board of the literary magazine, ***Personal Reflections***. It is your job to provide feedback to the writers who have submitted pieces to be considered for publication in an upcoming issue. The magazine has devised a feedback form which provides the structure for giving the writers specific reactions and suggestions for revision. You will be reading and evaluating three pieces of writing which have been sent to the magazine. Your job is to consider each piece in light of the criteria established on the Feedback Form. You will then complete a Feedback Form for each piece of writing, providing your responses and suggestions for revisions to the writer.

Goal – Evaluate the effectiveness of literary pieces submitted for consideration for the “*That Was then - This is now...*” issue of the magazine, *Personal Reflections*.

Role - Editor

Audience – Writers of literary pieces submitted for publication

Situation – Giving feedback to writers about the effectiveness of their

writing in conveying an insight about human nature at a specific age
Product – Feedback Forms for Three Literary Submissions
Standards – See Appendix for Feedback Form.

That was then – This is now....
Performance Task #1 Rubric

	4	3	2	1
<i>Genre</i>	The writer selected a genre that is especially appropriate for expressing the insight about human nature.	The writer selected a genre that is appropriate for expressing the insight about human nature.	The writer selected a genre that is minimally appropriate for expressing the insight about human nature.	The writer selected a genre that is not appropriate for expressing the insight about human nature.
<i>Point of View</i>	The point of view is clearly and consistently established; it strongly impacts the reader's understanding.	The point of view is clearly established and has impact on the reader's understanding.	The point of view is suggested but has little impact on the reader's understanding.	The point of view is unclear and has no impact on the reader's understanding.
<i>Character Development</i>	The characters are fully developed through their words, actions, thoughts and feelings, and/or others' reactions; this development strongly influences the reader's understanding.	The characters are developed through their words, actions, thoughts and feelings, and/or others' reactions; this development influences the reader's understanding.	The characters are partially developed through their words, actions, thoughts and feelings, or others' reactions; this development minimally influences the reader's understanding.	The characters are not developed through their words, actions, thoughts and feelings, or others' reactions; as a result, they have little influence on the reader's understanding.

Other Evidence

(e.g., tests, quizzes, prompts, work samples, observations)

1. *Character Development Organizer*—for the story, “Checkouts” (See Appendix.)
2. *Quizzes*—on use of context clues to determine meanings of unfamiliar words and identification of point of view
3. *Unit Assessment*—on use of context clues to determine meanings of unfamiliar words, the influence of point of view on a reader, and methods of character development with a new reading selection (“The Crush”) (See Appendix.)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results? How will the design

W = Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)

H = Hook all students and Hold their interest?

E = Equip students, help them Experience the key ideas and Explore the issues?

R = Provide opportunities to Rethink and Revise their understandings and work?

E = Allow students to Evaluate their work and its implications?

To = Be Tailored (personalized) to the different needs, interests, and abilities of learners?

O = Be Organized to maximize initial and sustained engagement as well as effective learning?

1. Begin with the following journal prompt to encourage students to think about human behavior which might be typical of a certain age.

“This is often the way of children, when they truly want a thing, to pretend that they don’t. And then they grow angry when no one tried harder to give them this thing they so casually neglected . . . Humans are very complicated.”

Ask students to write a response to this prompt, recalling a time when this quote would appropriately have described their own behavior. **H**

2. In a “structured pairs” activity have students read their journal entries to each other and complete the three-column response sheet below for their partners. **E**

Your journal entry
reminds me of . . .

Your journal entry
makes me wonder if . . .

Your journal entry makes me
think that people . . .

3. Introduce the essential questions for this series of lessons and have students discuss their own and their partners' experiences (as revealed in their journal entries) in light of these questions. **W**
4. In preparation for reading *Breaking the Ice*, by Dave Barry, have students explore the first time they tried to make conversation with a person of the opposite sex (through phone calls, encounters in hall, notes during class, etc.). **H, T**
5. Tell students they are going to be reading an adult's advice to young people as he remembers his first encounters with the opposite sex. As they read, they will be responding on a similar organizer to the one they used with their journal reflections. **E, O**

This piece of text
reminds me of . . .

This piece of text makes
me wonder if . . .

This piece of text makes me
think that people . . .

6. Ask students to share their reactions which they recorded, and record them on a transparency of the organizer. **E, O**
7. Using what has been recorded on the transparency, elicit from students their "take" on Dave Barry's point of view regarding this topic. Have them brainstorm characteristics of his perspective (i.e., tone, humor, language, situation, word choice, exaggeration, use of dialog, etc.). Ask them to identify the point of view of this piece (1st person). **E**
8. Guide them to answer the questions: What impact did the fact that he's an adult have on his treatment of the topic? What truths about human nature does Barry seem to be expressing? What is the effect of his use of the 1st person point of view? **R**
9. Introduce the next reading as another literary piece which deals with a similar topic from a different point of view. Ask students to recall a time when a big change occurred in their lives such as moving to a new town, a new school. Explain that the next story is about such a time in an adolescent's life, a time when a teenager new to town is looking for a friendship with a member of the opposite sex. **E, T**
10. Prepare students for the experience of encountering a piece of text about a similar topic which utilizes a different level of word choice. Explain that effective readers have strategies that they use to meet the challenge of understanding unfamiliar words. One of those strategies involves utilizing the language around the unfamiliar words to discern likely meanings (context clues). **E**
11. Project on the overhead a paragraph that incorporates the topic of this next piece (a big change in the life of an adolescent) along with some of the challenging vocabulary they will encounter in that piece of text. Direct

students to read the paragraph silently to get the general sense of the paragraph even though there may be words they do not know. **E**

Sample text with unfamiliar vocabulary

I was staring dreamily out of the bus window in a reverie about the life I was leaving behind. My intuition told me that it would be some time before I felt comfortable in this new life I was about to begin. The shards of my past flashed through my mind – my best friend’s last birthday party, summer camp memories, my neighborhood park I looked over at my mother who had a harried expression on her face; she was obviously burdened with all the tedious details of moving. I felt a perverse delight in knowing this move was hard on her, as well. I wasn’t brazen enough to tell her what I was thinking, but I suspected she could see it. Outwardly, my dishevelment reflected my inner turmoil. For once, I was not articulate; my typical tendency to talk about everything had disappeared as an underlying anxiety lingered in the back of my mind.

12. Next, project the same paragraph with blanks in place of the target vocabulary. (See below.) Give students a sheet of paper with pairs of words. Explain that each pair includes a synonym and an antonym for one of the missing words in the paragraph. In groups of three, students should select the most appropriate word for each blank, capturing the same sense from the original paragraph. Encourage students to talk about their decision-making with each other. Share the results and explore the skill of using context clues as a strategy for understanding unfamiliar words. **E, O**

Sample text with blanks in place of unfamiliar vocabulary

I was staring dreamily out of the bus window in a _____ about the life I was leaving behind. My _____ told me that it would be some time before I felt comfortable in this new life I was about to begin. The _____ of my past flashed through my mind – my best friend’s last birthday party, summer camp memories, my neighborhood park I looked over at my mother who had a _____ expression on her face; she was obviously burdened with all the _____ details of moving. I felt a _____ delight in knowing this move was hard on her, as well. I wasn’t _____ enough to tell her what I was thinking, but I suspected she could see it. Outwardly, my _____ reflected my inner turmoil. For once, I was not _____; my typical tendency to talk about everything had disappeared as an underlying anxiety _____ in the back of my mind.

Synonyms and antonyms for unfamiliar vocabulary (Not in order of appearance in the paragraph)

natural	unnatural
instincts	intellect
exciting	boring
remained	rushed
fragments	Sum
speechless	expressive

messiness	neatness
panic	trance
shy	Bold
worried	carefree

13. Now that students have some familiarity with the new vocabulary they will encounter, ask them to read the first two paragraphs of the story, "Checkouts" by Cynthia Rylant. (A similar process could be used with any story written from the point of view of an adolescent dealing with an unwelcome change in his/her life.) Have students read to find out how this girl felt about moving to a new place. Ask students to share the words and phrases which clued them into her perspective about the move. **E**
14. Ask students to compare the first person point of view they saw at work in Dave Barry's "Breaking the Ice" with the third person point of view they are encountering in this story. Ask students to identify the particular type of 3rd person point of view used in "Checkouts." What special characteristic does that type of 3rd person point of view possess? (Omniscience) Have students suggest how both of those points of view have been used to reveal the insights of the writer. Ask them to make predictions about how the age and perspective of the person through whose eyes the selection is written, seems to have influenced the piece. **E, R**
15. With those predictions in mind, have students continue reading "Checkouts," to discover what insight about an adolescent's adjustment to change the writer might be conveying. **R**
16. Explain that in order for a writer to convey an insight about human nature, he/she often combines the selection of a particular point of view with the development of his/her characters to reveal that insight. To develop students' understanding of a writers' character development, explain that characterization is the process through which an author develops the qualities and personalities of a story's characters. An author sometimes describes the characters directly, but often shows their traits more indirectly through the characters' words, thoughts, and/or actions, as well as through the reactions of others around them. Have students recall their reading of Dave Barry's "Breaking the Ice." Display the transparency of selected lines from his essay (see attached) which demonstrate how he developed the qualities and personality of the character in his piece. Have students label these lines as the character's own words, own thoughts, own actions, or others' reactions. **E**
17. Ask students to consider the girl and the boy in the story "Checkouts;" specifically, their words, actions, and thoughts as revealed by the writer, and their reactions to each other. Have students complete the Character Development Organizer, finding specific lines from the story which reflect identified character traits, as they analyze these two characters. **E, O**
18. Have students share their observations about the characters and guide students to understand that the writer's development of these characters (combined with the selected point of view) serves to convey her insight about human nature in adolescence. **R**
19. Ask students to think of another literary selection they have previously read, heard read aloud, or viewed in film form which led them to recognize some "truth" about themselves. Have students write a reflection journal which explores that experience. Provide the following questions and accompanying rubric to guide their exploration:

- What was that piece of literature? What was the “truth” you recognized about yourself?
 - How did the point of view and/or the character development in this literary selection influence your perceptions and insights?
 - What was your response to the recognition of this “truth” about yourself? **E-2**
20. Explain to students that they are now going to have an opportunity to develop their own pieces of expressive writing in which they utilize what they have seen other writers do through point of view and character development. Give students a copy of **Performance Task #1 – That Was Then...This is Now**. Go over the G.R.A.S.P.S elements of the task. Provide students with a copy of the rubric and clarify any questions, concerns, etc. Also, show students **Performance Task #2 – Feedback from the Editorial Board**. Explain that when they have finished their original pieces of writing, they will then serve as a member of the Editorial Board, giving feedback to three of their peers, using the same rubric. **E-2, T, O**
21. Following the drafting and editorial review process, have students revise their expressive writing pieces and submit for evaluation. **R, E-2**
22. As a final evaluation for this unit, give students copies of the story, “A Crush” by Cynthia Rylant and the accompanying assessment; ask students to complete the assessment with this new piece of text. **E-2**

Code

IP = international education perspective

IL = information literacy

WR = Workplace readiness/21st century skills

FA = a formative assessment, used to check for understanding

Resources and Teaching Tips

- **What text/print/media/kit/web resources best support this unit?**

Barry, Dave. “Breaking the Ice,” *Literature and Integrated Studies: Forms In Literature*. Glenview, Illinois: Scott, Foresman, and Company, 1997, 58-61.

Rylant, Cynthia. “Checkouts,” *Literature and Integrated Studies: Forms in Literature*. Glenview, Illinois: Scott, Foresman, and Company, 1997, 46-51.

Rylant, Cynthia. “A Crush,” *The Language of Literature*. Evanston, Illinois: McDougal Littell, 2002, 68-74.

Also see Appendix for print resources in the form of printed originals.

Differentiation

Differentiation is addressed throughout the unit.

APPENDIX

Printed Originals for Use in Classroom

(including transparencies, graphic organizers, activity handouts, and unit assessment)

Sample text with unfamiliar vocabulary

I was staring dreamily out of the bus window in a reverie about the life I was leaving behind. My intuition told me that it would be some time before I felt comfortable in the new life I was about to begin. The shards of my past flashed through my mind – my best friend’s last birthday party, summer camp memories, my neighborhood park I looked over at my mother who had a harried expression on her face; she was obviously burdened with all the tedious details of moving. I felt a perverse delight in knowing this move was hard on her, as well. I wasn’t brazen enough to tell her what I was thinking, but I suspect she could see it, Outwardly, my dishevelment reflected my inner turmoil. For once, I was not articulate; my typical tendency to talk about everything had disappeared as an underlying anxiety lingered in the back of my mind.

Sample text with blanks in place of unfamiliar vocabulary

I was staring dreamily out of the bus window in a _____ about the life I was leaving behind. My _____ told me that it would be some time before I felt comfortable in the new life I was about to begin. The _____ of my past flashed through my mind – my best friend’s last birthday party, summer camp memories, my neighborhood park I looked over at my mother who had a _____ expression on her face; she was obviously burdened with all the _____ details of moving. I felt a _____ delight in knowing this move was hard on her, as well. I wasn’t _____ enough to tell her what I was thinking, but I suspect she could see it, Outwardly, my _____ reflected my inner turmoil. For once, I was not _____; my typical tendency to talk about everything had disappeared as an underlying anxiety _____ in the back of my mind.

***Synonyms and Antonyms for Unfamiliar
Vocabulary***
**(not in order of appearance in the
paragraph)**

Natural	unnatural
Instincts	intellect
Exciting	boring
Remained	rushed
Fragments	Sum
Speechless	expressive
Messiness	neatness
Panic	trance
Shy	Bold
Worried	carefree

CHARACTERIZATION

Selected Lines from "Breaking the Ice" by Dave Barry

Directions: Read the following lines from "Breaking the Ice." These lines help you get to know the main character (the narrator of the essay). Identify each item as an example of the character's own words, own thoughts, own actions, or others' reactions which give you insight about the kind of person the narrator is.

1. "Starting in about eighth grade, my time was divided as follows:
Academic Pursuits: 2 percent
Zits: 16 percent.
Trying to Figure Out How to Ask Girls Out: 82 percent". _____
2. "I spent the vast majority of 1960 keeping a girl named Judy under surveillance...." _____
3. "I knew ... that there was always the possibility that the girl would say no, thereby leaving me with no viable option but to leave Harold C. Crittenden Junior High School forever and go into the woods and become a bark-eating hermit whose only companions would be the gentle and understanding woodland creatures."

4. "Judy: Hi.
Me: Hi.
Judy: Just in case you have ever thought about having a date with me, the answer is no.
Woodland Creatures:
HAHAHAHAHAHA." _____
5. "I spent the whole time wondering whether it would be necessary to amputate my right arm, which was not

getting any blood flow as a result of being perched for two hours like a petrified snake on the back of Judy’s seat exactly one molecule away from physical contact.”

CHARACTER DEVELOPMENT ORGANIZER

for “Checkouts” by Cynthia Rylant

CHARACTER’S TRAITS	DIRECT DESCRIP.	OWN WORDS	OWN THOUGHTS	OWN ACTIONS	OTHERS’ REACTIONS

Character:

Personality Traits:

Character:

Personality Traits:

Insight Conveyed About Human Nature in Adolescence: _____

From the Writer to the Reader

UNIT ASSESSMENT

Part I – Directions: Read each of the following sentences. The underlined words in the sentences may be unfamiliar to you. Use the other words and phrases within the sentences (*context clues*) to help you figure out the likely meanings of the unfamiliar words. Answer the multiple choice item after each sentence, which asks you to tell what you have been able to figure out about the unfamiliar word.

1. *The Boy Scout impaled the marshmallow on the stick by shoving the small branch through its center.*

In the sentence above, impaled means-

- A. stuck
- B. tasted
- C. packaged
- D. lifted

2. *He tried to coax the small kitten to eat by gently holding a small bit of cat food up to its mouth.*

In the sentence above, coax means-

- A. force
- B. encourage
- C. prevent
- D. allow

3. *The museum employee ushered the group through the exhibits, explaining all the important displays as he took them through the tour.*

In the sentence above, ushered means-

- A. pushed
- B. left
- C. followed
- D. guided

4. *Because she didn't want him to be embarrassed, his mother tried to straighten his tie discreetly before his date for the prom returned.*

In the sentence above, discreetly means-

- A. angrily**
B. cautiously
C. silly
D. simply

5. Those bushes should survive the cold, winter weather because they are very hardy.

In the sentence above, hardy means-

- A. weak**
B. beautiful
C. icy
D. strong

6. With no water in the vase, the flowers will wither quickly, bending over as they become lifeless.

In the sentence above, wither means-

- A. discolor**
B. break off
C. smell
D. dry up

Part II-

Directions: Read the story “A Crush” (also written by Cynthia Rylant, the author of “Checkouts”). Determine the point of view from which “A Crush” is written (1st person, 3rd person limited, 3rd person objective, or 3rd person omniscient) and write a paragraph in the space below, explaining what influence this choice of point of view has on you as the reader. Be sure to include textual support for your ideas.

[illegible]

Part III –

Directions: Select one of the characters in the story, “A Crush” (Dick, Dolores, Ernie, or Jack) and analyze how the author developed that character to reveal an insight about human nature. Use the *Character Development Organizer* below to record the evidence you gather from the story to illustrate the personality trait(s) of that character. Then write a 2-3 sentence explanation of the insight about human nature revealed by the author through that character.

CHARACTER DEVELOPMENT ORGANIZER for “A Crush” by Cynthia Rylant

CHARACTER'S TRAITS	DIRECT DESCRIP.	OWN WORDS	OWN THOUGHTS	OWN ACTIONS	OTHERS' REACTIONS
Character:					

Personality Traits:

Insight Conveyed About Human Nature:

UNIT ASSESSMENT

Scoring Tools

Part I –

- 1. A – stuck**
- 2. B – encourage**
- 3. D – guided**
- 4. B – cautiously**
- 5. D – strong**
- 6. D – dry up**

Part II – Holistic Rubric

3

- **Accurately identifies point of view as 3rd person omniscient.**
- **Explains in detail the influence of this point of view on the reader.**
- **Provides appropriate and substantial textual support for ideas.**
- **Makes connections to the author’s insight about human nature.**

2

- **Identifies point of view as 3rd person.**
- **Explains the influence of this point of view on the reader.**
- **Provides appropriate textual support for ideas.**

1

- **Inaccurately identifies point of view.**
- **Explains own response to the selection.**
- **Mentions details from the story.**

Part III – Analytic Rubric

	4	3	2	1
Choice of Character	Selects and consistently focuses on one of the four main characters.	Selects and generally focuses on one of the four main characters.	Selects one of the four main characters.	Considers more than one character.
Identification of Personality Traits	Identifies personality traits that are true of the character selected and significant reflections of human nature.	Identifies personality traits that are true of the character selected and, for the most part, reflections of human nature.	Identifies one personality trait that is true of the character selected.	Does not identify or inaccurately identifies personality trait(s) of characters.
Gathering of Evidence of Character Development	Accurately gathers quality textual evidence of the author's techniques for developing that character.	Gathers textual evidence of the author's techniques for developing that character.	Gathers some textual evidence of the author's techniques for developing that character.	Gathers inaccurate or no textual evidence of the author's techniques for developing characters.
Understanding of Author's Insight	Clearly and perceptively expresses the author's insight about human nature as revealed through the development of that character.	Generally expresses the author's insight about human nature as revealed through the development of that character.	Suggests an understanding of the author's insight about human nature through the development of that character.	Lacks understanding of the author's insight about human nature through the development of any character.

Reflection Journal

Rubric

3

- **Identifies a piece of literature which they have read, heard read aloud, or viewed in film form which led them to recognize a “truth” about themselves.**
- **Explains that insight fully, including how the point of view and character development of the piece influenced their perceptions and insights.**
- **Explores the experience in detail, describing their response to the insight.**

2

- **Identifies a piece of literature which they have read, heard read aloud, or viewed in film form which led them to make connections with themselves.**
- **Explains those connections, including how the point of view or the character development of the piece influenced their thinking.**
- **Explores the experience, describing their response to those connections.**

1

- **Identifies a piece of literature which they have read, heard read aloud, or viewed in film form.**
- **Mentions the point of view and/or the character development of the piece.**
- **Describes their reaction to the piece of literature.**

Feedback from the Editorial Board

Performance Task #2 – Feedback Form

Writer _____ Peer Evaluator _____

Genre

-What genre did the writer choose for his/her writing?

-Is the genre appropriate for the purpose of this task? Why or why not?

Point of View

-What point of view did the writer select?

-How did this choice of point of view impact you as the reader? Why?

-Was the point of view maintained consistently? How do you know?

Character Develop.

-How were the characters developed (words, actions, thoughts and feelings, others' reactions)?

-How did the characters influence your understanding of the writer's insight about human nature?

Insight about Human Nature

-What insight about human nature was expressed through this piece of writing?

-What factor listed on this form most strongly influenced your understanding of the writer's insight? Why?

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: **Our Brother's Keeper?**
 Of Mice and Men

Designed by: **Rebecca Sharp, Pat Clements, Ann Lewis**
 Modified by Sharon McMahon, Innovative Schools

Content Area: **ELA**

Grade Level(s): **Ninth Grade**

Summary of Unit

This ninth grade language arts unit addresses an author's development of character with a focus on the use of language to reveal the motivations, values and beliefs of characters. Students are expected to analyze a character and assume his/her persona, explaining his life before, during and after the time frame represented in the text. Thematically, this unit explores the impact of the values of an era on the portrayal of characters and the circumstances of their lives as shown through text that grew out of the era. Although other literary concepts may be discussed throughout the unit, the focus and assessments of this unit reflect characterization, the readers' connections with text, and text-to-text connections.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit, *Of Mice and Men*, was chosen for this course because it is one of the great literary texts of the 20th century and magnificently portrays what life was like for migrant workers during the Great Depression. As in other texts read in this course on American Literature, the characters in the story are products of their society and culture. In addition, Steinbeck challenges the reader by including the notion of disability and difference – through Lennie, of course, but also through Curley's wife, Crooks, and Candy. This American classic has lessons for all students from every background. In the Newark Charter School English curriculum, *Of Mice and Men* will be taught in tandem with a social studies unit on the Great Depression.

The Sussex Preparatory Academy will utilize extended readings of fiction, non-fiction and time period pieces to advance students' concept knowledge of this specific time in history as well as assist them in making the connection between history and modern day events. These additional readings will provide students with increased academic rigor in both concept and content and opportunities to dive deeper into the rich literary history of our time.

In addition to a utilizing the film version of the novel after reading the story, the Sussex Preparatory Academy curriculum will extend the notion of "being my brother's keeper," introduced through the use of *Radio* and "Someone to Lean On," by including selected speeches from President Obama. Throughout his presidential campaign President Obama used the phrase, "I am my brother's keeper. I am my sister's keeper" when talking about our obligation to each other as human beings. He is a role model for all students, and indeed the nation, as he advocates a departure from the comfort of our self-absorbed perspectives, to an attitude of compassion and caring for each other. Through his words, students will be asked to look around their community, nation, and world to see how people treat those on the margins – those who live with a disability or difference, those within poverty, or those who live otherwise isolated from others. A hopeful outcome of this extension will be student writing or other avenue that persuasively addresses issues of social justice and political action.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Stage 1 – Desired Results

What students will know, do, and understand

Common Core State Standards

CC 9-10 RL 1
CC 9-10 RL 2
CC 9-10 RL 3
CC 9-10 RL 4
CC 9-10 RL 5
CC 9-10 RL 8
CC 9-10 RL 9
CC 9-10 RL 10
CC 9-10 W 9a
CC 9-10 W 9b

Big Idea(s)

Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. It presents complex stories in which the inner and outer lives of human beings are revealed.

Unit Enduring Understanding(s)

Students will understand that...

- Authors place their characters in believable situations, where they face difficult decisions.
- The solution to a problem often reflects the values of the era.
- A writer's word choice and syntax are characteristics of voice that help to personalize text.
- Reading helps us form our opinions.

Unit Essential Questions(s)

- How does an author make characters seem real?
- Can a wrong action ever be right?
- What responsibility do we have for each other's welfare?

Knowledge and Skills

Students will know...

- that writers convey characters' attitudes and beliefs through character development.
- that writers use language to help the reader develop a rich image of the character's world.

Students will be able to... (21st century skills)

- analyze a character's motivation, beliefs and values in order to assume a persona.
- plan, organize, and create a graphic depiction of a character's life, explicit and inferred.
- relate themes, dilemmas, and challenges found in a novel to other real-life situations.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

1. **IT'S MY LIFE!** - Imagine you are one of the characters in *Of Mice and Men*. Create a scrapbook that depicts your life before, during and after the time portrayed in this novel. This scrapbook should reflect major events, feelings and

relationships in your life -- those that were revealed in the book and those that may have happened before or after the events of the book. The end result should provide an image through which those close to you can really come to “know” you as a person. This scrapbook can contain pictures, mementos, journal entries, captions or other appropriate memorabilia. This task will be capstoned by your presentation of the scrapbook to the class, speaking as your character. Your understanding will be assessed by the attached rubric.

G: Reflect character’s motivation and predict his actions
 R: A character in Of Mice and Men
 A: A family member or close friend
 S: Creating a scrapbook chronicling a character’s life, real and inferred
 P: Scrapbook
 S: See rubric

2. WHOSE BEST INTEREST? - Imagine you are a member of a town council. The council is facing a difficult zoning decision. A new prison will be constructed in your town. The town council must select the best location for this prison from among four available sites in the town: next to a nursing home, next to an elementary school, on the marshlands near the town park, or in the neighborhood where you live. As a council member, you will be attending an upcoming meeting, during which each council member must present his recommendation for the site to be selected. Write a speech advocating your choice of site for the prison and supporting your thinking.

G: To persuade others to understand and accept your choice
 R: Town council member
 A: Other council members and the community members attending the meeting
 S: Selecting an appropriate site for a prison
 P: Speech
 S: Locating, analyzing and evaluating information, formulating and supporting an opinion (This will be scored using the Delaware State Writing Rubric.)

Rubric for Transfer Task #1- *IT’S MY LIFE*

	4	3	2	1
The Novel	Scrapbook provides a complete, insightful understanding of the novel.	Scrapbook provides a thorough understanding of the novel.	Scrapbook provides partial understanding of the novel.	Scrapbook provides little understanding of the novel.
The Character	The memorabilia as presented shows a perceptive	The memorabilia as presented shows a complete understanding of	The memorabilia as presented shows a partial understanding of	The memorabilia as presented shows little understanding of

		understanding of the character's motivations, actions, values and beliefs.	the character's motivations, actions, values and beliefs.	the character's motivations, actions, values and beliefs.	the character's motivations, actions, values and beliefs.
The Persona		The presentation shows a perceptive, accurate, believable depiction of the character before, during and after the novel.	The presentation shows an accurate, believable depiction of the character before, during and after the novel.	The presentation shows a partial depiction of the character before, during and after the novel.	The presentation shows limited depiction of the character before, during and after the novel.

Transfer Task #2 – *WHOSE BEST INTEREST?*

Use Delaware State General Rubric for Writing (in appendix).

Other Evidence

(e.g., tests, quizzes, prompts, work samples, observations)

- Character Notes graphic organizer
- Three-Column Notes (Use of Language in *Of Mice and Men*) organizer
- Personal Response Essay (See holistic rubric in appendix for evaluating these personal responses.)
- Persuasive speech to the jury (See adapted Delaware State General Rubric for Writing in appendix for use with this assessment.)
- Character Interview Responses - Each student in the class will select an interview question for his/her chosen character to explore. Writing as that character, they will create a possible response to the question. They will be writing in the first-person point of view, as that character. They will use everything they understand about the character (the character's thinking, his/her motivation, his/her way of expressing himself, etc.) to help them formulate a response to the question.

Student Self-Assessment and Reflection

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Before Reading Activities (*Of Mice and Men*):

1. Show students video clips or photographs from the 1930's in America. Ask them to identify the time period and offer any previous impressions they may have about that era in American history. H
2. Using available resources, lead students in an investigation to establish background knowledge concerning what life was like in the 1930's for migrant workers. This may include an internet search on the 1930's and/or the Great Depression. W, E-1, H
3. Introduce any vocabulary reflective of the 1930's setting which may be unfamiliar to the students. Have students offer current vernacular counterparts to these words. E-1
4. Ask students to extend their thinking and brainstorm what they believe it would have been like to be a person with a disability (physical, mental, or emotional) and few financial or family resources, during this era in our country's history. As students predict what problems such a person might encounter, record those predictions on the board or overhead on the left side of a T-chart. (See appendix for sample T-chart.)
5. Share with students one or more textual accounts of what it is like to live in today's world with a disability (physical, mental, or emotional). (See appendix for one possibility of text sample, "It's OK to Be Different," an account of a person living with cerebral palsy.)
6. Have students then think-pair-share with a partner what it might have been like for that person if he/she had been living during the 1930's and had very few financial or family resources. Encourage students to refer to those predictions they had made on the T-chart. E-1, O
7. Introduce the novel, *Of Mice and Men*, as a story of just such a person – an individual living with a disability during the 1930's, whose life takes a dramatic turn as a direct result of his disability and the era in which he lives. H,W

During Reading Activities (*Of Mice and Men*):

8. As students are reading the novel, prepare them for their focus on Steinbeck's characterization as it reflects the motivations, values, and beliefs of this segment of the American population during the Depression era, by involving students in the following types of learning experiences:
 - Have students maintain a list of language (word choice and sentence structure) typical of each character in the novel. Based on the context in which the language appears, have students record notes concerning the significance of each example. (See appendix for Three-Column Notes organizer.) E-1, O)
 - Have students keep a learning log reacting to their reading of each chapter. These responses to the key plot elements, character developments, etc. will guide students to reflect about their reading and make real-life connections with the text. They will also be a resource for the culminating performance task. E-1, R, E-2, O

- Have students select one particular character in whom they have a special interest. Have them take notes on this character, focusing on the character's actions, reactions to others, thoughts etc. (See appendix for the Character Notes graphic organizer.) E, T, O
9. Using the Three-Column Notes, the Character Notes graphic organizer, and/or the learning logs of chapter response/reflections, have students meet in small expert groups to analyze chosen characters in terms of complexity and growth. (These expert groups might meet several times as they are reading the novel to give on-going consideration to questions such as the following:
- a. What kind of person is _____? How do we know?
 - b. How has the time period in which he/she lives impacted his/her life?
 - c. What decisions has he/she made that have perhaps changed the course of his/her life?
 - d. Has this person grown in any way as the novel has progressed?
 - e. How is _____ like a lot of other people? R, T, O
10. When students have finished the novel, have the expert groups jigsaw so that all new groups have an expert representative for each character. Have students share insights about the complexity and growth of the characters in the novel. R, T, O
11. Direct students to write a personal response reacting to George's actions in the final chapter. Provide the following questions to prompt students' thinking:
- a. Were George's actions wrong or right? Why?
 - b. What justification might be offered to support George's actions?
 - c. Were there other solutions that might have been feasible? If so, what are they?
- If not, what implications of the era in which the novel took place might have limited the choices the characters had? R, E-2
- (See appendix for holistic rubric to evaluate student responses.)

12. Have students respond to the following writing prompt: R. E-2, T

Following Lennie's death, George was arrested and charged with his murder. Imagine that you are either the prosecutor trying to convict George of Lennie's death or the defense attorney trying to acquit him. Write a persuasive speech to the jury in which you give your closing argument in support of a guilty or not guilty verdict. Use insights from the novel to support your arguments.

After Reading Activities (Of Mice and Men):

13. Show students one or both film versions of *Of Mice and Men* and have them draw comparisons to the book. Have students consider questions such as,
- How did the actors portray the characters compared to how you envisioned them?

- Were the language choices of the characters in the film true to those in print? (i.e., word choice, dialect, etc.) How were they similar? different?
 - How did the director's choice of cinematic techniques (blocking, costuming, props, set design, etc.) support/contradict what you had inferred about the nature of each character?
 - If you were the director of the film, how would you have changed it to better reflect your understanding of the characters?" R, E-2
14. To help students "get inside the head" of key characters, explain that they are going to imagine what it might be like to talk to these characters. Divide the class into groups, by character. Have each group develop a list of interview questions they would like to ask their character. Have the groups record their questions on poster paper to put up around the room. Ask each group to share their questions, adding any other that the rest of the class suggests. E-2, R, T, O
 15. Have each student in the class select one of the questions for his/her chosen character to explore. Ask students to imagine that they are that character as they create a possible response to the question. They should write in the first-person point of view, as that character. Encourage students to use everything they understand about the character to help them formulate a response to the question. E-2, R, T
 16. Introduce students to the expectations of Transfer Task #1- *It's My Life* by sharing the actual task and its accompanying rubric. Explain that everything they have done as they worked with text and film version(s) of the story have prepared them to know their characters inside and out. This scrapbook and its presentation should reveal that understanding. (See appendix for handouts of transfer task and rubric.)

Transition/Before Reading ("Someone To Lean On"/*Radio*):

17. Pose the essential question, "What responsibility do we have for each other's welfare?" Have students suggest areas in which we may have taken on responsibility for each other in today's world. Encourage them to identify some social and political issues which arise out of this concern (i.e., welfare, medical care in third world countries, organ donation, care of the homeless, etc.). Have students also suggest areas in which we may have abandoned or ignored responsibility for each other (i.e. breakdown of neighborhoods, focus on personal benefits rather than the good of the whole, political apathy, lack of concern for the environment, etc.) W, H
18. Ask students to apply that question to their previous reading of Steinbeck's novel, *Of Mice and Men*. Have them consider what kind of support existed in the 1930's for people like Lennie. How might things have been different for him if he were living in today's world? W, H
19. Have students suggest any other books, stories, movies, etc. which they've read or seen that consider this question of our responsibility for each other.

To guide them as they make these connections, encourage them to consider questions such as the following:

- What aspects of *Of Mice and Men* reminded me of another book or film?
 - How was _____(Book/Move Title)_____like _____(Character) _*Of Mice and Men*?
 - How was _____ like Lennie? How was the situation similar?
 - How was this book or movie different from *Of Mice and Men*? How was this character different than Lennie? How was the situation different?
 - Have I read about situations which are parallel to this before? E-1, O
20. A recent movie which shares both similarities and differences with *Of Mice and Men* is the 2003 film, *Radio*. Survey students to see who might be familiar with this film. Bring all students on board by providing a brief synopsis of the film (See appendix for synopses and other support material. Also see “Resources and Teaching Tips” for a list of possible websites.) E-1
21. Explain to students that this film actually grew out of an article written by Delaware native Gary Smith for the December 16, 1996, issue of Sports Illustrated. This article, entitled “Someone To Lean On,” is Smith’s account of an actual person, James Robert Kennedy. Prepare students for the reading of this article by explaining that although “Radio,” as he came to be known, had many challenges in his life, he was ultimately embraced and loved by an entire community, thanks to a school, its football coach, and its students. W, H, E-1

During Reading (“Someone To Lean On/*Radio*):

22. Have students read “Someone To Lean On” to see how it was both similar to and different from *Of Mice and Men*. (Students who are familiar with the movie may also compare and contrast the story with the film version.) Consider having students use a Venn Diagram or other comparison/contrast organizer to record their insights and observations as they read. Students may work with a partner to “pair-read” and complete their organizer. E-2, R, T, O
23. Combine pairs of students to form groups of six to share their insights and observations. As they share with each other, have them add any new thoughts to their organizers. E-2, R, T, O
24. To synthesize students’ perceptions, create a whole-class version of the organizer. For example, recorders from each student group might contribute ideas from their groups by writing on a large Venn Diagram created on bulletin board paper. E-2, T, O

After Reading (“Someone To Lean On”/*Radio*):

25. Show segments of *Radio*, the film version of this article, with the purpose of highlighting areas of similarity and difference between Lennie’s and Radio’s

- stories. Help students begin to come to the understanding that the eras in which these two stories happened had an impact on the outcome of these characters' situations. Have students explore how our society has changed in its attitude toward and assumption of responsibility for the welfare of people "on the margins," as Gary Smith describes them.
26. Encourage students to step outside the literary and film treatments of the issue of our responsibility to each other, and consider "What are the challenges and potential effects of being our brother's keeper?" Refer students back to the list they created previously of areas in which our society has assumed responsibility and areas in which we have not. As they discuss this question, guide them to explore the implications of making decisions with each other in mind.
27. Introduce the second transfer task of the unit by telling students that they are going to imagine themselves in a real-life situation where there is no easy answer, where looking out for each other is challenging, at best. Explain that they will receive a scenario in which they will have to make a decision and defend that decision based on their own thinking about how best to assume responsibility.

WHOSE BEST INTEREST?

Imagine you are a member of a town council. The council is facing a difficult zoning decision. A new prison will be constructed in your town. The town council must select the best location for this prison from among four available sites in the town: next to a nursing home, next to an elementary school, on the marshlands near the town park, or in the neighborhood where you live. As a council member, you will be attending an upcoming meeting, during which each council member must present his recommendation for the site to be selected. Write a speech advocating your choice of site for the prison and supporting your thinking.

28. Use the Delaware State General Rubric for Writing (in appendix) to guide and evaluate student writing.

Code

IP = international education perspective

IL = information literacy

WR = Workplace readiness/21st century skills

FA = a formative assessment, used to check for understanding

Resources and Teaching Tips

What resources best enrich or support this unit?

- *Of Mice and Men*, the novel by John Steinbeck
- *Of Mice and Men*, the film versions
 - www.amazon.com (1939 version with Burgess Meredith and Lon Chaney, Jr.)
 - www.imdb.com (1992 version with Gary Sinise and John Malkovich)
- Attached graphic organizers (See appendix)
- Access to a variety of research materials about the 1930's, the living conditions of migrant workers, and the Great Depression
- Video clips and/or photographs of life in America during the 1930's
- Supplies for scrapbooks (optional)
- "It's Okay to be Different" by Angie Erickson (See appendix-Originally published in *Newsweek*, Oct. 24, 1994.)
- "Someone To Lean On" by Gary Smith (*Sports Illustrated*, December 16, 1996, Vol. 85, Issue 25, p.78.) (Can be accessed through an online database at the local public library or a university library.)
- *Radio*, the 2003 film adaptation of Gary Smith's real-life account of James Robert Kennedy (www.sonypictures.com/homevideo/radio/index.htm)
- Miscellaneous textual materials for use with "Someone To Lean On" and *Radio*
 - www.scstatehouse.net/sess116_200502006bills/4267
 - <http://www.radioandcoachjones.com/>
 - www.chasingthefrog.com/reelfaces/radio.php
 - www.hollywoodjesus.com/radio_about.htm
 - www.writingstudio.co.za/page480.html
 - www.calendarlive.com:Movie
 - [http://movies2.nytimes.com/mem/movies/review.html?title1=Radio%20\(Movie](http://movies2.nytimes.com/mem/movies/review.html?title1=Radio%20(Movie)
 - <http://movies.about.com/cs/radio/a/raddvd012804.htm>
- Other possible texts dealing with the issue of our responsibility for each other:
 - *My Sister's Keeper* by Jodi Picoult
 - *The Outsiders* by S.E. Hinton
 - *The Car* by Gary Paulsen
 - *Don't You Dare Read This, Mrs. Dunphrey* by Margaret Peterson Haddix
 - *Ellen Foster* by Kaye Gibbons
 - *The Secret Life of Bees* by Sue Monk Kidd

Differentiation

- The focus of this unit is characterization, text-to-reader and text-to-text connections. Since the textual material in this unit is very rich, it easy to lose focus.

- Before reading, prepare students and parents for language that may be construed as offensive, when taken out of context.
- Consider reading the first chapter of *Of Mice and Men* as a teacher read-aloud, in order to help students understand the dialect.
- Because some students may have a negative reaction to the harsh language used by the characters in the text in this unit, the teacher may spend some time working on an author's use of dialogue to establish the characters.
- Key chapters or sections of *Of Mice and Men* could be read aloud with a partner or read as an audio book, to support struggling readers.
- Key chapters of the novel can also be read as Reader's Theater selections. In order to accommodate this, select several chapters, each one focusing on the dialogue of one particular character, to maintain the focus of the unit.
- Also, for struggling readers, key segments of text may be targeted for student reading while using the film version to provide the story in its entirety.

Appendix
Brainstorming T-Chart

Depression-Era America
1930's

Modern America
1960-Present

Writing Prompt

Following Lennie's death, George was arrested and charged with his murder. Imagine that you are either the prosecutor trying to convict George of Lennie's death or the defense attorney trying to acquit him. Write a persuasive speech to the jury in which you give your closing argument in support of a guilty or not guilty verdict. Use insights from the novel to support your arguments.

Of Mice and Men Character Notes

Name of Character _____

Event	Thoughts	Actions	Reactions

Name _____

Three-Column Notes
Use of Language in *Of Mice and Men*

Character	Language	Notes
Lennie		
George		
Curley		
Curley's Wife		
Slim		
Candy		

Write a personal response reacting to George's actions in the final chapter in *Of Mice and Men*. Use the following questions to prompt your thinking:

- a. Were George's actions wrong or right? Why?
 - b. What justification might be offered to support George's actions?
 - c. Were there other solutions that might have been feasible? If so, what are they?
- If not, what implications of the era in which the novel took place might have limited the choices the characters had?

Holistic Rubric for Personal Response

3 — The personal response-

- reflects a thorough analysis of the author's viewpoint and message in relation to the historical and cultural context of the novel.
- reveals a thoughtful evaluation of the information and message presented in the novel by formulating and expressing an insightful personal response.

2 — The personal response-

- reflects some analysis of the author's viewpoint and message in relation to the historical and cultural context of the novel.
- reveals a general evaluation of the information and message presented in the novel by formulating and expressing a personal response.

1 — The personal response-

- reflects a superficial analysis of the author's viewpoint and message in relation to the historical and cultural context of the novel.
- reveals little evaluation of the information and message presented in the novel and neglects to formulate any adequate personal response.

Delaware Student Testing Program – Instructional Guide for Writing TBWs

(An Analytic Adaptation of the DSTP General Rubric for Writing)

The following characteristics determine the success of the response in
meeting the needs of the audience and fulfilling the writing purpose.

Score of 5	Score of 4		Score of 3	Score of 2	Score of 1
<i>Score point 5 meets all the criteria listed in score point 4. In addition, a paper receiving this score shows an exceptional awareness of readers' concerns and needs.</i> <i>The student may have shown an exceptional use of:</i> <i>Development strategies specific to the purpose for writing</i> <i>Distinctive style, voice, tone</i> <i>Literary devices</i> <i>Compositional risks.</i>	Organization	Unified with smooth transitions, a clear and logical progression of ideas, and an effective introduction and closing.	Generally unified with some transitions, a clear progression of ideas, and an introduction and closing.	Minimally unified and may lack transitions or an introduction or closing.	Lacks unity.
	Development	Sufficient, specific, and relevant details* that are fully elaborated.	Specific details* but may be insufficient, irrelevant, or not fully elaborated.	Some specific details* but may be insufficient, irrelevant, and/or not elaborated.	No or few specific details* that are minimally elaborated.
	Sentence Form.	Consistently complete sentences with appropriate variety in length and structure.	Generally complete sentences with sufficient variety in length and structure.	Some sentence formation errors and a lack of sentence variety.	Frequent and severe sentence formation errors and/or a lack of sentence variety.
	Style/Word Choice	A consistent style with precise and vivid word choice.	Some style and generally precise word choice.	Sometimes general and repetitive word choice.	Often general, repetitive, and/or confusing word choice.
	Lang. Conventions	Few, if any, errors in standard written English that do not interfere with understanding.	Some errors in standard written English that rarely interfere with understanding.	Several kinds of errors in standard written English that interfere with understanding.	Frequent and severe errors in standard written English that interfere with understanding.

More information, materials, and resources available at <http://www.doe.state.de.us/englangarts/elahome.html>

It's OK to Be Different

Stop making fun of my disability

BY ANGIE ERICKSON

WHY ME? I often ask myself, why did I have to be the one? Why did I get picked to be different? Why are people mean to me and always treating me differently? These are the kinds of questions that I used to ask myself. It took more than 10 years for me to find answers and to realize that I'm not *more* different than anyone else.

I was born on June 29, 1978. Along with me came my twin sister, Stephanie. She was born with no birth defects, but I was born with cerebral palsy. For me, CP made it so I shake a little; when my sister began to walk, I couldn't. The doctors knew it was a minor case of cerebral palsy. But they didn't know if I'd ever walk straight or do things that other kids my age could do.

At first my disability did not bother me, because when you're a toddler, you do things that are really easy. When it took me a little longer to play yard games, because I couldn't run that well, my friends just thought I was slow. My disability was noticed when other children were learning how to write and I couldn't. Kids I thought were my friends started to stay away from me because they said I was different. Classmates began commenting on my speech. They said I talked really weird. Every time someone was mean to me, I would start to cry and I would always blame myself for being different.

People thought I was stupid because it was hard for me to write my own name. So when I was the only one in class to use a typewriter, I began to feel I was different. It got worse when the third graders moved on to fourth grade and I had to stay behind. I got held back because the teachers thought I'd be unable to type fast enough to keep up. Kids told me that was a lie and the reason I got held back was because I was a retard. It really hurt to be teased by those I thought were my friends.

After putting up with everyone making fun of me and me crying about it, I started sticking up for myself when I was 10, in fourth grade. I realized if I wanted them to stop, I would have to be the person who make them stop. I finally found out who my real friends were, and I tried to ignore the ones who were mean. Instead of constantly thinking about the things I couldn't do, I tried to think about the things I *could* do, and it helped others, and myself, understand who I really was. When there was something I couldn't do, such as play Pictionary, I sat and I watched or I would go find something else to do. A few people still called me names and made fun of me, but after a while, when they saw they didn't get a reaction, they quit, because it wasn't fun anymore. When they didn't know was that it did still hurt me. It hurt me a lot more than they could ever imagine.

When I was 12, my family moved. I kept this fairy tale in my head that, at my next school, no one would be mean to me or would see that I had a disability. I'd always wished I could be someone other than myself. I found out the hard way that wasn't going to change, that I'd never be able to write and run with no problems. When kids in my new school found out that I couldn't write and my talking and walking were out of the ordinary, they started making fun of me. They never took time to know me.

Everything went back to the way it was before, I went back to blaming myself and thinking that since I was different, I'd never fit in. I would cry all the time, because it was so hard for me to make friends again. I didn't know whether I should trust anyone—I thought that if people knew that I had a disability they would not like me anymore. It took me a long time to understand that I had to return to not caring about what other people say.

People make fun of others because of insecurity. They have to show off to feel better about themselves. When a person made fun of me everyone thought it was just a big joke. After a while I just started laughing along with them or walking away. I really made some kids mad that they weren't getting any reaction out of me. Yeah, it still hurt a lot. I wanted to break down and start crying right then and there, but I knew I didn't want them to get their pleasure out of my hurt feelings. I couldn't cry.

I still get really frustrated when I can't do certain things, and I probably always will. I thought I should give people a better chance to get to know me, but I knew that I would probably get hurt. I never thought that anyone would want to be friends with somebody who had cerebral palsy. At times I have trouble dealing with kids making fun of me, but these are people who need help finding out things in life and need to be treated better themselves. Maybe then they'll treat others the same. They look disappointed when I walk away or laugh when they try to make fun of me. Perhaps they're hurting more than I am.

It took a lot of willpower on my part and a lot of love from family and friends to get where I am today. I learned that no one was to blame for my disability. I realize that I can do things and I can do them very well. Some things I can't do, like taking my own notes in class or running in a race, but I will have to live with that. At 16, I believe I've learned more than many people will learn in their whole lives. I have worked out that some people are just mean because they're afraid of being nice. They try to prove to themselves and others that they are cool, but,, sooner or later, they're going to wish they hadn't said some of those hurtful things. A lot of people will go through life being mean to those with disabilities because they don't know how to act or what to say to them — they feel awkward with someone who's different.

Parents need to teach their children that it's all right to be different and it's all right to be friends with those who are. Some think that the disabled should be treated like little kids for the rest of their lives. They presume we don't need love and friends, but our needs are the same as every other human being's.

There are times when I wish I hadn't been born with cerebral palsy, but crying about it isn't going to do me any good. I can only live once, so I want to live the best I can. I am glad I learned who I am and what I am capable of doing. I am happy with who I am. Nobody else could be the Angela Marie Erickson who is writing this. I could never be, or every want to be, anyone else.

ERICKSON, now a sophomore at Wayzata High School in Plymouth, Minn., wrote this essay as a ninth grader at junior high.

TRANSFER TASK #1 *IT'S MY LIFE!*

Imagine you are one of the characters in *Of Mice and Men*. Create a scrapbook that depicts your life before, during and after the time portrayed in this novel. This scrapbook should reflect major events, feelings and relationships in your life -- those that were revealed in the book and those that may have happened before or after the events of the book. The end result should provide an image through which those close to you can really come to “know” you as a person. This scrapbook can contain pictures, mementos, journal entries, captions or other appropriate memorabilia. This task will be capstoned by your presentation of the scrapbook to the class, speaking as your character. Your understanding will be assessed by the attached rubric.

Rubric for Transfer Task #1- *IT'S MY LIFE*

	4	3	2	1
The Novel	Scrapbook provides a complete, insightful understanding of the novel.	Scrapbook provides a thorough understanding of the novel.	Scrapbook provides partial understanding of the novel.	Scrapbook provides little understanding of the novel.
The Character	The memorabilia as presented shows a perceptive understanding of the character's motivations, actions, values and beliefs.	The memorabilia as presented shows a complete understanding of the character's motivations, actions, values and beliefs.	The memorabilia as presented shows a partial understanding of the character's motivations, actions, values and beliefs.	The memorabilia as presented shows little understanding of the character's motivations, actions, values and beliefs.
The Persona	The presentation shows a perceptive, accurate, believable depiction of the character before, during and after the novel.	The presentation shows an accurate, believable depiction of the character before, during and after the novel.	The presentation shows a partial depiction of the character before, during and after the novel.	The presentation shows limited depiction of the character before, during and after the novel.

TRANSFER TASK #2 - *WHOSE BEST INTEREST?*

Imagine you are a member of a town council. The council is facing a difficult zoning decision. A new prison will be constructed in your town. The town council must select the best location for this prison from among four available sites in the town: next to a nursing home, next to an elementary school, on the marshlands near the town park, or in the neighborhood where you live. As a council member, you will be attending an upcoming meeting, during which each council member must present his recommendation for the site to be selected. Write a speech advocating your choice of site for the prison and supporting your thinking.

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: **Between a Rock and a Hard Place - *The Crucible***

Designed by: **Ann Lewis, Elizabeth Tiffany, Aleta Thompson, Becky Sharp**
Modified by Sharon McMahon, Innovative Schools

Content Area: **American Literature**

Grade Level(s): **Eleventh Grade** **Time Frame: 3-4 weeks**

Summary of Unit

In this secondary ELA unit, students will explore moral issues related to truth and justice, utilizing informational literacy skills to research events in recent history related to “witch hunts” and summarize their findings in both written and oral formats. As a result, they will recognize that “history repeats itself.”

Students will read Arthur Miller’s play *The Crucible*, study the play in terms of both historical and contemporary context, and respond to the issues of truth and justice presented by the play through written, oral, and kinesthetic tasks.

As one final assessment, students will take on the persona of a character in the play and defend in writing that character’s choices and actions. In a second assessment, students will research situations from recent history that reflect similar issues as those presented in *The Crucible* and discuss their findings as a panelist in a symposium format.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools’ curricular submission?

Arthur Miller’s *The Crucible*, was selected for this course because it is a play whose themes of truth, law, justice, and social action will be highly relevant to the students at the Sussex Preparatory Academy as they explore our nation’s history and identify themselves as key players in their community and world. This unit is positioned

in the American Literature course during the unit linking the Great Depression and the Era of Protest. It is placed here because Arthur Miller wrote the play to comment on the hysteria of McCarthyism. Studying this play will continue to link the themes of truth, law, justice, and social action through history, beginning with the Salem Witch trials, into slavery, emancipation and the Civil War, into *Of Mice and Men*, and beyond the McCarthyism of the 1950's into the Era of Protest and social action and into the present day.

Since *The Crucible* will be taught in a humanities approach with social studies, instruction will seek to draw connections and parallels between the literature and historical events. At the Sussex Preparatory Academy, a slightly greater emphasis on McCarthyism will be included, and students will be asked to draw parallels between the play and society during the 1950's, considering how the play, a work of historical fiction, both comments on and reflects the culture of the time and works as a voice of change within that culture. To this end, some additional readings will be included in the curriculum that pull out the issues of McCarthyism and draw parallels to the Salem Witch Trials. In addition, the play, which portrays characters who are part of a tide of fear or who are destroyed by that fear, will be contrasted with the social action studied in the unit which follows *The Crucible* – the Era of Protest, which will cover the Civil Rights Movement and literature from that time period. During the Era of Protest, people used social action and nonviolence to confront unfounded fears and to gain equality. The notion that literature both reflects culture and encourages social change is repeated.

At the Sussex Preparatory Academy, students will be introduced to Performance Task 1 earlier in the unit. In the DOE unit, students don't learn of the assignment until after reading. At the Sussex Preparatory Academy, students will learn of the assignment early in the unit so that they can use a note-taking strategy, such as double-columned notes or sticky-notes, as they read to collect text information on John Proctor or Rev. John Hale. Students will also work with a partner to collect this information, meeting occasionally as the play is read to compare notes, discuss ideas, and share information. These slight revisions will help students actively engage with the reading by allowing the students to read with a set purpose, allowing them to mark important passages as they read, and building their understanding of character motivation.

For Performance Task 2, students will be encouraged to examine issues of evil, ambition, law, and justice on three levels: community, nation, and world. This examination will be done prior to selecting a final topic for the symposium. The intention of adding this additional step is to ensure that students don't automatically generalize the issues presented in *The Crucible* to national or world issues which seem too distant to spur immediate action. Instead, students will be encouraged to look around them and into their community to see how the themes of evil, ambition, truth, law, and justice touch their lives. After exploring all three of these levels, students will select one issue that is meaningful to further research and prepare for the symposium. It is anticipated that this additional step in the process will scaffold the learning for students and produce a symposium that is rich with diversity and issues relevant to the lives of the students at the Sussex Preparatory Academy.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Stage 1 – Desired Results

What students will know, do, and understand

Common Core State Standards

CC 11-12 RL 1
CC 11-12 RL 2
CC 11-12 RL 3
CC 11-12 RL 4
CC 11-12 RL 5
CC 11-12 RL 8
CC 11-12 RL 9
CC 11-12 RL 10
CC 11-12 W 9a
CC 11-12 W 9b
CC 11-12 W 3a

Big Idea(s)

Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. It presents complex stories in which the inner and outer lives of human beings are revealed.

Unit Enduring Understanding(s)

Students will understand that...

1. Truth is not determined by the number of people who believe it. Perception and belief are often assumed to be true, yet truth stands apart from human fallibility.
2. Law and justice are often equated, yet laws are determined by men, while justice is often beyond the scope of law. Law is man's imperfect attempt to interpret and insure justice.
3. Along with responsibility come risk and sacrifice.
4. Historical and cultural context of an author's work influences the author's viewpoint and theme.

5. In an individual's quest to take a stand or be a pioneer, he/she may be met with obstacles out of his/her control, and may not always reach the goals he or she sets for him/herself.
6. Stepping out into any frontier brings potential risks and sacrifices.
7. Good readers make personal connects to the text.
8. Time and place influences text.
9. An effective summary can synthesize ideas from various sources.
10. Writers often use other authors' ideas to stimulate their own thoughts and incorporate these ideas in their writings, avoiding plagiarism.
11. Speakers orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

Unit Essential Questions(s)

Thematic questions

1. What is evil? What forms does it take?
2. When do ambition and the need to protect one's own become destructive?
3. What responsibility does an individual have in combating injustice?
4. What is the difference between law and justice?
5. What is more important, one's life or one's principles, and why?
6. To what extent do we influence each other's behavior and thoughts?
7. What is the cost/risk of tolerating (understanding) and accepting each other's differences?

Standards-based questions

8. How am I like some or one of the characters in this text?
9. How does the historical and cultural context of this text find its way into the author's message?
10. What do I think about the characters' choices and why?
11. How do the issues and themes presented in the play compare and contrast with those presented in the films?
12. How can I capture the main points of this text?
13. How can I use other authors' ideas to stimulate my own thinking and writing?
14. How can I use other authors' ideas in my own writing without plagiarizing?
15. How can I plan and organize my speaking to best convince my audience?

Knowledge and Skills

Students will know...

- that writers convey characters' attitudes and beliefs through character development
- that a summary captures main ideas of a piece of text
- that good readers make personal connections with texts

Students will be able to...

- analyze a character's motivation, beliefs, etc. and assume a persona, writing consistently as that character

- research events in history, using primary and secondary sources
- plan, organize, and write an abstract that compares/contrasts events in play to history
- use information researched or discussed to form a logical and insightful opinion summarize main ideas presented in a text

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Performance Task #1

A Legacy

Imagine that you are either John Proctor or Rev. John Hale and that you want to leave behind a written document defending your choices and actions as related in *The Crucible*, by Arthur Miller. Your hope is to leave a legacy for generations to come justifying your actions in the play in the form of a letter, sermon, speech, essay, etc. Your final document should reflect your beliefs (as Proctor or Hale), which guided your actions.

G: to explain/defend Proctor's choice to die rather than renounce his principles or to explain/defend Hale's opposition to Proctor's decision

R: John Proctor or Rev. John Hale

A: the next generation

S: to leave a legacy that truth to your convictions is more important than life or that "life . . . is God's most precious gift"

P: letter, sermon, essay, speech

S: (rubric) use appropriate textual evidence to support an opinion, Consistency in tone (Proctor or Hale), Framework of exposition--organization (for letter, sermon, letter, speech)

Performance Task #2

The Lessons of Salem

Can it happen again? What can we do to minimize the likelihood of it happening again? ("The Lessons of Salem." *Newsweek*, Aug. 31, 1992)

You have been invited to present as a panelist in a symposium. This symposium will explore situations from recent world history in which issues of "prejudice over reason and fear over courage" may have dictated people's actions/reactions. As one of the panelists, you should select an event and research it, examining the parallels to the Salem Witch Hunt of 1692 that Miller uses as the basis of *The Crucible*. Consider what you have discovered about evil, ambition, law, and justice to suggest what we could learn that might prevent or minimize the likelihood of such a reoccurrence. Present the results of your research with an accompanying abstract to give to symposium participants.

G: to have students explore situations in recent history where "prejudice over reason and fear over courage" prevail.

R: researchers

A: listening/viewing public (the classroom)

S: symposium with expert panel members, result of research—goal of symposium is to prevent this sort of thing from happening in the future

(symposium includes a panel presentation and a forum—Q and A with audience)

P: panel presentation with written abstracts of individual presentations

S: panel participation and abstract evaluation (see rubric)

Performance Task 1: Adaptation of DSTP General Rubric for Writing
(Note: addition from General Reading Rubric added to “development”)

The following characteristics determine the success of the response in meeting the needs of the audience and fulfilling the writing purpose.

Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
Score point 5 meets all the criteria listed in score point 4. In addition, a paper receiving this score shows an exceptional awareness of readers' concerns and needs. The student may have shown an exceptional use of: • Development strategies specific to the purpose for writing • Distinctive style, voice, tone • Literary devices • Compositional risks	Unified with smooth transitions, a clear and logical progression of ideas, and an effective introduction and closing. Sufficient, specific, and relevant details that are fully elaborated. A thorough understanding and interpretation of the generalizations, concepts, and facts specific to the task or question, providing new insights into some aspect of this information. Consistently complete sentences with appropriate variety in length and structure. A consistent style with precise and vivid word choice that reflects character. Few, if any, errors in standard written English that do not interfere with understanding.	Generally unified with some transitions, a clear progression of ideas, and an introduction and closing. Specific details but may be insufficient, irrelevant, or not fully elaborated. A reasonably accurate understanding of the generalizations, concepts, and facts specific to the task or situation. Generally complete sentences with sufficient variety in length and structure. Some style and generally precise word choice that reflect character. Some errors in standard written English that rarely interfere with understanding.	Minimally unified and may lack transitions or an introduction or closing. Some specific details but may be insufficient, irrelevant, and/or not elaborated. An incomplete, limited, and/or sketchy understanding and interpretation of the text; responses may be fragmented or unfocused Some sentence formation errors and a lack of sentence variety. Sometimes general and repetitive word choice. Several kinds of errors in standard written English that interfere with understanding.	Lacks unity. No or few specific details that are minimally elaborated. Serious misconceptions about the generalizations, concepts, specific to the text. Frequent and severe sentence formation errors and/or a lack of sentence variety. Often general, repetitive, and/or confusing word choice. Frequent and severe errors in standard written English that interfere with understanding.

For non-scorable responses see below:

- Blank
- Off topic
- Written in a language other than English
- Refusal
- Illegible
- Insufficient

Performance Task 2: An adaptation of Delaware General Reading Rubric

(Note: last two bullets under “Going Beyond the Text” dropped)

	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
Going Beyond the Text (Process)	• Demonstrates a thorough understanding and interpretation of the generalizations, concepts, and facts specific to the task or question and may provide new insights into some aspect of this information. • Exhibits insightful extension of the text by making a variety of strong connections to other texts, experiences, and/or concepts.	• Demonstrates a reasonably accurate understanding of the generalizations, concepts, and facts specific to the task or situation. • Exhibits superficial extensions of the text by making literal connections to other texts and/or experiences.	• Demonstrates an incomplete, limited, and/or sketchy understanding and interpretation of the text; responses may be fragmented or unfocused. • Exhibits attempted extensions of the text by making unfocused references to other texts and/or experiences.	• Demonstrates serious misconceptions about the generalizations, concepts, specific to the text. • Exhibits no real extension of the text; responses are disjointed and incomplete or irrelevant and/or inappropriate.	• Inappropriate and irrelevant response or blank response.
Focusing on the Text (Content)	• Cites ample text-based facts with complete accuracy. • Includes extensive pertinent information from the text to support understanding. • Retells or paraphrases texts to illustrate central ideas.	• Cites some text-based facts with relative accuracy. • Includes some pertinent information from the text to support understanding. • Retells or paraphrases texts without explicitly illustrating central details.	• Cites research text-based facts with minimal accuracy. • Includes details from the text that do not support understanding. • Retells parts of texts without showing understanding of central ideas.	• Cites text-based facts inaccurately or cites no text-based facts. • Includes isolated bits of information from the text that do not support understanding. • Copies part of the texts without showing an understanding of central ideas.	

Note: In using the reading rubric, note that “text” and “texts” refer to research texts used to prepare for oral presentation and abstract.

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

1. Vocabulary quizzes, reading quizzes that focus on ideas presented in the Enduring Understandings and Essential Questions
2. Formative assessments on characterization and summary
3. Reading reflections entries during reading. In stage 3, the sample reading responses could be adapted as informal reader responses/journal entries or be assigned as more formal essay topics or prompt assignments.

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results?
How will the design

W = Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)

H = Hook all students and Hold their interest?

E = Equip students, help them Experience the key ideas and Explore the issues?

R = Provide opportunities to Rethink and Revise their understandings and work?

E = Allow students to Evaluate their work and its implications?

To = Be Tailored (personalized) to the different needs, interests, and abilities of learners?

O = Be Organized to maximize initial and sustained engagement as well as effective learning?

1. Hook students with improvisational activities.

- Relate improvisational scenes to themes present in *The Crucible* (for example, some situations where people react with “crowd” mentality, situations of extreme peer pressure, etc.). **H, E**
- Create good guy/bad guy situation that shows that tolerance can be a step to understanding and accepting differences. Ask students to create a situation and two characters—a good guy and a bad guy. Run improv first where the “bad guy” shows no tolerance; Run situation a second time where tolerance is shown. (for example, a new kid comes to school and is not part of the “accepted” cliques. A second student belittles this new kid. Take 2: The second student decides to befriend him

2. Introduce essential questions/enduring understandings and key vocabulary and literary terms. **W, E**

1. What is evil? What forms does it take?
 - a. In whom or where does the evil reside in *The Crucible*?
2. When do ambition and the need to protect one’s own become destructive?
 - a. Is Proctor’s view of his responsibility to his family right?
3. What responsibility does an individual have in combating injustice?

- a. Does Hale share any guilt in the final scenes of the play?
 4. What is the difference between law and justice?
 5. What is more important, one's life or one's principles, and why?
 - a. Who is right—Proctor or Hale?
 - b. How does (or can) Elizabeth justify her compliance?
 6. To what extent do we influence each other's behavior and thoughts?
 7. What is the cost/risk of tolerating (understanding) and accepting each other's differences?
 8. Why do learned men like Danforth, Parris, and Hale accept the girls' accusations?
 9. Is there anything that could have been done to protect their society from the mass hysteria? Are there signs they should have seen? Are there signs we need to watch out for today, in our world?
 10. Why does Hale "quit this court"?
 11. Is there any future checks the Salem community could use? That we could use?
 12. Besides the obvious sacrifice that Proctor makes, what sacrifices do you think Hale has or will have to make?
 13. Do you consider Elizabeth's sacrifice of lesser importance than her husband's? Why or why not?
 14. How do the events of the 1950's influence Miller's choice of subject and theme?
 15. What message do you think Miller intended to convey through *The Crucible*?
 16. How can some of the characters in the play be seen as pioneers (i.e. Elizabeth, Proctor, Hale)?
3. While not appropriate to read the entire play out loud in class, as students work their ways through the play, they might read critical scenes from the play aloud in class or in small groups to increase understanding (teacher should "think aloud" to both check and increase student comprehension). This would also help prepare novice speakers for the Performance Task 2. **R, T**
 4. Divide students into groups and assign each group a short but important scene from the play. The students will also view film versions of their assigned scene to compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters. Have small groups of students perform key, short scenes from the play. This would help prepare novice speakers for the Performance Task 2. **E, R, T**
 5. View a movie version of *The Crucible* (Daniel Day Lewis, Wynona Ryder) and compare treatment of a specific scene, discuss the decision to leave in the scene between Abigail and Proctor in the woods that Miller deleted from many of his stage productions, etc. **E, R**
 6. Reading responses **E, R, T (E2)**:
 - Write alternate scenes not included in the play itself (this could be conversations between Betty and Abigail before the play opens, meetings between the girls once the trial begins, etc)

- Write a correspondence between Elizabeth and John while Elizabeth is in jail, reflecting their individual personalities in their letters.
 - What does Parris learn? Write a letter or his final sermon after the “witch hunts” are finished, etc.
 - Does Abigail ever learn? Look 20 years into the future, after Proctor’s death, and write about Abigail’s journey through life.
 - What happens to Elizabeth? How does she help her young children grow up proud of their father?
 - To what extent are jealousy, greed, and ambition like natural disasters or supernatural evils? To what extent are they different? Relate this to *The Crucible*.
7. What is the significance of the title? How do the different definitions of the word *crucible* relate to themes Miller presents in the play? Organize ideas using an appropriate graphic or visual organizer. **E, R,**
 8. To synthesize the concepts of motivation and reasons for characters’ decisions, assign Performance Task #1. Provide students with handouts of the task and the rubric. You will need to spend some time explaining the symposium format to the students. When the assignment has been completed, use the rubrics to provide feedback to the students.
 9. Read and discuss *Newsweek* article “The Lessons of Salem,” *Newsweek*, Aug 31, 1992 in preparation for Performance Task 2. **E, R**
 10. As students prepare the written portions of both performance tasks, they should use the writing process, including self and peer evaluation. **R, E2**
 11. View scenes from other films related to McCarthy’s Red Scare **E, R:**
 - Watch the movie about the McCarthy trials (*Guilty by Suspicion*) and discuss its value to today’s society, to *The Crucible*, etc.
 - View the clips of the trial scenes from *The Way We Were* and do the same thing.

To synthesize the concepts in this unit, introduce the Performance Task #2. Provide students with handouts of the task and the rubric. You will need to spend some time explaining the symposium format to the students. When the assignment has been completed, use the rubrics to provide feedback to the students.

Resources and Teaching Tips

The Crucible, by Arthur Miller

“The Lessons of Salem” (*Newsweek*, Aug. 31, 1992)

Films:

- *Guilty by Suspicion*
- *The Crucible*
- *The Way We Were*

Abstract format and summarizing skills may need to be reviewed and modeled.

Informational literacy skills (research, plagiarism, note-taking, website evaluation, etc) will need to be reviewed.

Format and guidelines for symposium presentation and Q and A with class audience may need to be discussed and modeled.

If reading responses are used as prompt or essay assignments, formats/guidelines/rubrics will need to be presented.

Some students misunderstandings and misconceptions:

- Proctor's decision—what is the big deal about his principles?

Why does Elizabeth acquiesce? Why doesn't she protest more vehemently?

Differentiation

Play may be read aloud, students taking parts, teacher thinking aloud to explain or interpret events, actions, speeches, etc.

Key scenes from the film *The Crucible* could be viewed after reading the scenes to enhance understanding.

Curriculum Framework for Mathematics

School: Sussex Preparatory Academy

Curricular Tool: Holt McDougal Algebra

Course: Algebra I

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: An Introduction To Algebra Timeline : 2 weeks			
Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context.* CC.9-12.A.SSE.1 a. Interpret parts of an expression, such as terms, factors, and coefficients. CC.9-12.A.SSE.1a b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> CC.9-12.A.SSE.1b	Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.	Translate verbal expressions into mathematical expressions Write an expression containing identical factors as an expression using exponents Solve open sentences by performing arithmetic operations Recognize and use the properties of identity and equality Translate verbal expressions into equations and formulas Explore problem situations by asking and answering questions	Informal: Lesson Quiz Exit Tickets Journal Prompts Homework Formal Assessment: Unit Test Portfolio
Unit Two: Rational Numbers Timeline: 2 weeks			
Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> CC.9-12.A.CED.1 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. CC.9-12. A.REI.3	An equation is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function.	Graphing/ Identifying Independent and Dependant variables Simplify expressions that contain rational numbers Multiply rational numbers Divide rational numbers	Informal: Lesson Quiz Exit Tickets Journal Prompts Homework Formal Assessment: Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. CC.9-12.N.RN.3	Numeric relationships can be symbolically represented as equations and inequalities and fluency in transforming these symbolic representations is a tool for graphing and solving problems. Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation. How properties of rational exponents, rational number, and irrational number are defined using characteristic patterns of equivalency and computation, to build a comprehensive knowledge of the structure and order of the real number system.	Define variables and write equations for verbal problems Write verbal problems for equations Solve problems involving direct variations Solve problems involving inverse variations	
Unit Three: Equations and Inequalities Timeline: 3 weeks			
Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> CC.9-12. A-CED.1 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. CC.9-12. A-CED.2 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For</i>	An equation is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Numeric relationships can be symbolically represented as equations and inequalities and fluency in transforming these symbolic representations is a tool	Solve equations and inequalities by using addition Solve equations and inequalities by using subtraction Solve equations and inequalities by using multiplication. Solve equations and inequalities by using division. Solve problems by working	Informal: Lesson Quiz Exit Tickets Journal Prompts Homework Formal Assessment: Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<i>example, rearrange Ohm's law $V = IR$ to highlight resistance R. CC.9-12. A-CED.4</i> Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. CC.9-12. A-REI.1. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. CC.9-12. A-REI.3	for graphing and solving problems. Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.	backwards Solve equations and inequalities involving more than one operation Solve equations and inequalities with the variables on both sides Solve equations and inequalities containing grouping symbols Solve equations and inequalities containing fractions or decimals	
Unit Four: Linear Functions Timeline: 2 weeks			
Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. CC.9-12. A-REI.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. CC.9-12. F-IF.6. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. CC.9-12. F-IF.7. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. Distinguish between situations that can be modeled with linear functions and with exponential functions. CC.9-12. F-LE.1. a. Prove that linear functions grow by equal	Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation. Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns.	Rate of Change in equations, tables, and graphs Graphing using slope intercept form Parallel and perpendicular lines Writing equations given various forms of information Scatter plot and Lines of Best Fit Solve problems involving uniform motion by using the formula $d = rt$	Informal: Lesson Quiz Exit Tickets Journal Prompts Homework Formal Assessment: Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). CC.9-12. F-LE.2. Interpret the parameters in a linear or exponential function in terms of a context. CC.9-12. F-LE.5. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. CC.9-12. S-ID.6 c. Fit a linear function for a scatter plot that suggests a linear association. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. CC.9-12. S-ID.7.	Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken. When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing predictions with data. Causation implies correlation yet correlation does not imply causation.		
Unit Five: Polynomials Timeline: 2 weeks			
Add, subtract, and multiply polynomials. CC.9-12. A.APR.1 Apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x-a$ is $p(a)$, so $p(a) = 0$ if and only if $(x-a)$ is a factor of $p(x)$. CC9-12 A.APR.2	How to extend and apply the conceptual understanding of arithmetic structures and operation to polynomials. Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation	Solve problems by looking for a pattern Multiply monomials Simplify expressions involving powers of monomials Simplify expressions involving	Informal: Lesson Quiz Exit Tickets Journal Prompts Homework Formal Assessment: Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Identify zeros of polynomials when suitable factorizations are defined by the polynomial. CC. 9-12.A.APR.3 Prove polynomial identities and use them to describe numerical relationships. CC. 9-12.A.APR.4 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. CC. 9-12.A.APR.6		quotients of monomials Simplify expressions containing negative exponents Express numbers in scientific and decimal notation Find products and quotients of numbers expressed in scientific notation. Find the degree of a polynomial Arrange the terms of a polynomial so that the powers of a certain variable are in ascending or descending order Add and subtract polynomials Multiply a polynomial by a monomial Simplify expressions involving polynomials Multiply any two polynomials by using the distributive property Use the patterns for $(a+b)^2$, $(a-b)^2$, and $(a+b)(a-b)$	
Unit Six: Functions and Graphs Timeline: 2 weeks			
Knows that a graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). CC.9-12. A.REI.10 Determine an explicit expression, a recursive process, or steps for calculation from a context. CC.9-12.	Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.	Identify the domain, range, and inverse of a relation Show relations as sets of ordered pairs and mappings Solve linear equations for a specific	Informal: Lesson Quiz Exit Tickets Journal Prompts Homework Formal Assessment:

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
F.BF.1a For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> CC.9-12.F-IF.4. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i> CC.9-12.F-IF.5. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.	Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.	variable Solve linear equations for a given domain Determine whether a given relation is a function Calculate functional values for a given function Graph inequalities in the coordinate plane Write an equation to represent a relation, given a chart of values Solve problems by using bar graphs and line graphs	Unit Test Portfolio
Unit Seven: Graphing Linear Equations Timeline: 3 weeks			
Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i> * CC.9-12.F-IF.5 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. * CC.9-12.F-IF.6	Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.	Find the slope of a line, given the coordinates of two points on the line Write a linear equation in standard form given the coordinates of a point on the line and the slope of the line Write a linear equation in standard form given the coordinates of two points on the line Write an equation in slope-intercept	<u>Informal:</u> Lesson Quiz Exit Tickets Journal Prompts Homework <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* CC.9-12.F.IF.7 Graph linear and quadratic functions and show intercepts, maxima, and minima. CC.9-12.F.IF.7a Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. CC.9-12.F.IF.7b Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. CC.9-12.F.IF.7c Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. CC.9-12.F.IF.7e Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. CC.9-12.F.IF.8		from given the slope and y-intercept Determine the x- and y-intercept of a graph Determine the x- and y-intercepts of a graph Graph linear equations using the x- and y-intercepts or the slope and y-intercept Write a linear equation in slope-intercept form given the slope of a line and the coordinates of a point on the line Write a linear equation in slope-intercept form given the coordinates of two points on the line Write an equation of a line that passes through a given point and is parallel or perpendicular to the graph of a given equation Find the coordinates of the midpoint of a line segment in the coordinate plane given the coordinates of the endpoints Solve problems by using pictographs, circle graphs, and comparative graphs	

Curriculum Framework for Mathematics

School: Sussex Preparatory Academy

Curricular Tool: Holt McDougal Geometry

Course: Geometry

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Exploring Geometry Timeline : 3 weeks			
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. CC.9-12.G.CO.1 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). CC.9-12.G.CO.2	The concept of congruence and symmetry can be understood from the perspective of geometric transformation.	<u>Essential Questions:</u> How do points, lines, and rays differ? What definitions are used to classify angles? How can you describe the relationship between two lines? Why is Geometry important to us? <u>Learning Targets:</u> Begin to construct a geometry portfolio that will help to organize their work throughout the course. Understand and identify the undefined terms point, line and plane Define segment, ray, angle, collinear, intersect, intersection and coplanar Investigate postulates about points, lines and planes Construct a geometry ruler Define length, and congruent Identify and use the Segment Addition Postulate Measure angles with a protractor Identify and use the Angle Addition Postulate	<u>Informal:</u> Lesson Quiz Exit Tickets Journal Prompts Homework Math Connections Problems Chapter Review <u>Formal Assessment:</u> Chapter Test Chapter Project Cumulative Assessment Geometry Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		Use paper folding to construct perpendicular lines, parallel lines, segment bisectors and angle bisectors Define and make geometry conjectures Discover points of concurrency in triangles. Draw the inscribed and circumscribed circles of triangles. Identify and draw the three basic rigid transformations: translation, rotation, and reflection Review the algebraic concepts of coordinate plane, origin, x and y-coordinates, and ordered pair. Construct translations, reflections across axes, and rotations about the origin on a coordinate plane	
Unit Two: Parallels and Polygons Timeline: 2 weeks			
Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. CC.9-12.G.CO.9</i> Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. CC.9-12.G.CO.10</i>	The concept of congruence and symmetry can be understood from the perspective of geometric transformation. Once the triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles,	<u>Essential Questions:</u> What similarities and differences exist between triangles? <u>Learning Targets:</u> Identify the properties of quadrilaterals and the relationships among properties Define transversal, alternate interior angles, alternate exterior angle, same-side interior angles and corresponding angles Identify and use the converse of the Corresponding	<u>Informal:</u> Lesson Quiz Exit Tickets Journal Prompts Homework Math Connections Problems Chapter Review <u>Formal Assessment:</u> Chapter Test Chapter Project Cumulative Assessment Geometry Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i> CC.9-12.G.CO.11	quadrilaterals, and other geometric figures Construction is another way to visualize and create a strategic pathway to proof.	Angles Postulate. Prove that lines are parallel by using theorems and postulates Identify and use the Parallel Postulate and the Triangle Sum Theorem Define interior and exterior angles of a polygon Develop and use formulas for the sums of the measures of interior and exterior angles of a polygon Define midsegment of a triangle and midsegment of a trapezoid. Develop and use formulas based on the properties of triangle and trapezoid midsegments Develop and use theorems about equal slopes and slopes of perpendicular lines Solve problems involving perpendicular and parallel lines in the coordinate plane by using appropriate theorems.	
Unit Three: Geometric Transformations and Triangle Congruence Timeline: 3 weeks total			
Sub-Unit One: Using Technology to Explore Geometric Transformations (DDOE Model Unit)			
Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). CC.9-12.G.CO.2	Objects in space can be oriented in an infinite number of ways. An object's location in space can be	<u>Essential Questions:</u> - How are objects transformed mathematically? - Why are objects transformed mathematically? - How can motion be described mathematically? - How can we use our knowledge of transformations to describe them mathematically?	<u>Formative Assessment:</u> Sketch and Describe Quizzes Student Self-Assessment <u>Summative Assessment:</u> Transformations Test

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. CC.9-12.G.CO.3 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. CC.9-12.G.CO.4 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. CC.9-12.G.CO.5 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. CC.9-12.G.CO.6 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. CC.9-12.G.CO.7 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. CC.9-12.G.CO.8	described quantitatively. There are multiple ways to transform an object.	- Which transformations are commutative? <u>Student Learning Targets:</u> <i>Students will know...</i> - the differences between reflections, translations, rotations, and dilations. - which transformations create similar and/or congruent figures. <i>Students will be able to...</i> (21st century skills) - describe various transformations a shape has undergone. - develop their own designs and describe them using geometric transformations. - graph composite transformations on the Cartesian plane.	<u>Transfer Task:</u> Develop a repetitive design using composite transformations (of at least two types). Including a precise mathematical description, professional drawing on a Cartesian plane with the location of the pre-image clearly marked. If you choose to use graphing technology, be sure to format the diagram with axes on. For extra credit, create a model product for the client.
Sub-Unit Two: Properties of Polygons			
Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a</i>	Once the triangle congruence criteria	Develop and use the Isosceles Triangle Theorem	<u>Informal:</u> Lesson Quiz

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<i>transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. CC.9-12.G.CO.9</i> Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. CC.9-12.G.CO.10</i> Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals. CC.9-12.G.CO.11</i>	(ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures	Prove quadrilateral conjectures by using triangle congruence postulates and theorems Develop conjectures about special quadrilaterals- parallelograms, rectangles, and rhombuses Construct congruent copies of segments, angles, and triangles. Construct an angle bisector Translate, rotate, and reflect figures by using a compass and straightedge Prove that translations , rotations, and reflections preserve congruence and other properties Use the Betweenness Postulate to establish the Triangle Inequality Theorem	Exit Tickets Journal Prompts Homework Math Connections Problems Chapter Review Formal Assessment: Chapter Test Chapter Project Cumulative Assessment Geometry Portfolio
Unit Four: Special Right Triangles Timeline: 2 weeks			
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.* CC.9-12.G.GPE.7 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. CC.9-12.G.SRT.6 Explain and use the relationship between the sine and cosine of complementary angles. CC.9-12.G.SRT.7	Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor"	Identify and use the Area of a Rectangle and the Sum of Areas Postulates Solve problems involving fixed perimeters and fixed areas Develop formulas for the areas of triangles, parallelograms, and trapezoids. Solve problems by using the formulas for the areas of triangles, parallelograms, and trapezoids	Informal: Lesson Quiz Exit Tickets Journal Prompts Homework Math Connections Problems Chapter Review Formal Assessment: Chapter Test Chapter Project

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* CC.9-12.G.SRT.8	developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent. The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa	Identify and apply formulas for the circumference and area of a circle. Solve problems by using the formulas for the circumference and area of a circle. Identify and apply the Pythagorean theorem and its converse Solve problems by using the Pythagorean Theorem Identify and use the 45-45-90 Triangle Theorem and the 30-60-90 Triangle Theorem Identify and use the formulas for the area of a regular polygon Develop and apply the distance formula Use the distance formula to develop techniques for estimating the area under a curve. Develop coordinate proofs for the Triangle Midsegment Theorem, the diagonals of a parallelogram and the reflection point across the line $y=x$ Use the concepts of coordinate proofs to solve problems on the coordinate plane. Develop and apply the basic formula for geometric probability	Cumulative Assessment Geometry Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Five: Surface Area and Volume Timeline: 2 weeks			
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* CC.9-12.G.GMD.3 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* CC.9-12.G.MG.1 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).* CC.9-12.G.MG.2 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).* CC.9-12.G.MG.3	Perimeter, Area, and Volume of Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of shape (composing, decomposing or slicing) correspond to algebraic changes in their equations. Real-world situations are not organized and labeled for analysis; formulating flexible geometric models, representing such models, and analyzing them is a creative process. The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and	Explore the ratios of surface area to volume Develop the concepts of maximizing volume and minimizing surface area Define and use the formula for finding the surface area of a right prism. Define and use the formula for finding the volume of a right prism Use Cavalieri's Principle to develop the formula for the volume of a right or oblique prism Define and use the formula for the surface area of a regular pyramid Define and use the formula for the volume of a pyramid Define and use the formula for the surface area of a right cylinder Define and use the formula for the volume of a cylinder Define and use the formula for the surface area of a cone Define and use the formula for the volume of a cone Define and use the formula for the surface area of a sphere Define and use the formula for the volume of a sphere	Informal: Lesson Quiz Exit Tickets Journal Prompts Homework Math Connections Problems Chapter Review Formal Assessment: Chapter Test Chapter Project Cumulative Assessment Geometry Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	technical skills, and our ability to recognize significant variables and relationships among them.	Define various transformations in three-dimensional space Solve problems by using transformation in three-dimensional space	
Unit Six: Similar Shapes Timeline: 2 weeks			
Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. CC.9-12.G.SRT.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. CC.9-12.G.CO.6 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. CC.9-12.G.CO.7 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. CC.9-12.G.CO.8	Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades. Transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent. The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles.	Constructing a dilation of a segment and a point by using a scale factor Construct a dilation of a closed plane figure Define similar polygons Use Properties of Proportions and scale factor to solve problems involving similar polygons Develop the AA Triangle Similarity Postulate and the SSS and SAS Triangle Similarity Theorems Develop and prove the Side-Splitting Theorem Use the Side-Splitting Theorem to solve problems Use the triangle similarity to measure distances indirectly Develop and use similarity theorems for altitudes and medians of triangles Develop and use ratios for areas of similar figures Develop and use ratios for volumes of similar solids Explore relationships between cross-sectional area, weight, and height.	Informal: Lesson Quiz Exit Tickets Journal Prompts Homework Math Connections Problems Chapter Review Formal Assessment: Chapter Test Chapter Project Cumulative Assessment Geometry Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Seven: Circles Timeline: 2 weeks			
Prove that all circles are similar. CC.9-12.G.C.1 Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i> CC.9-12.G.C.2 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. CC.9-12.G.C.3 (+) Construct a tangent line from a point outside a given circle to the circle. CC.9-12.G.C.4 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. CC.9-12.G.C.5	Properties of Circles can be described by theorems that integrate algebraic and geometric understanding, modeling, and proof. Properties of Circles can be used to derive an understanding of the radian measure of an angle.	Define a circle and its associated parts, and use them in constructions Define and use the degree measure of arcs Define and use the length measure of arcs Prove a theorem about chords and their intercepted arcs Define tangents and secants of circles Understand the relationship between tangents and certain radii of circles Understand the geometry of a radius perpendicular to a chord of a circle Define inscribed angle and intercepted arc Develop and use the Inscribed Angle Theorem and its corollaries Define angles formed by secants and tangents of circles Develop and use theorems about measures of arcs intercepted by these angles. Define special cases of segments related to circles, including secant-secant, secant-tangent, and chord-chord Develop and use theorems about measures of the segments	Informal: Lesson Quiz Exit Tickets Journal Prompts Homework Math Connections Problems Chapter Review Formal Assessment: Chapter Test Chapter Project Cumulative Assessment Geometry Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		Develop and use the equation of a circle Adjust the equation for a circle to move the center in a coordinate plane	

Curriculum Framework for Mathematics

School: Sussex Preparatory Academy

Curricular Tool: Holt McDougal Algebra 2

Course: Algebra 2

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Sampling and Reasoning Timeline : 2 weeks			
Solve quadratic equations with real coefficients that have complex solutions. CC.9-12.N.CN.7 Solve quadratic equations in one variable. CC.9-12.A.REI.4 a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. CC.9-12.A.REI.4a b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. CC.9-12.A.REI.4b Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* CC.9-12.F.IF.7 a. Graph linear and quadratic functions and show intercepts, maxima, and minima. CC.9-12.F.IF.7a Choose and produce an equivalent form of an	How knowledge of number properties in the Real Number System can be use to develop and apply properties of the Complex Number System. Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation. Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure	Graph quadratic equations Implement the parent function for quadratic equations Determine the properties of the graph of $y = ax^2 + bx + c$ Determine minimum and maximum values Graph quadratic functions in vertex form or intercept form Create the graph of Vertex Form $y = a(x-h)^2 + k$ Determine the FOIL method Graph functions expressed symbolically and show key features of the graph Graph linear and quadratic functions Determine intercepts, maxima and minima Solve quadratic equations Factor a quadratic expression to reveal the zeros of the function it defines Determine special factoring patterns Implement the zero product property Use factoring to solve equations of the form $ax^2 + bx + c = 0$ Factor a quadratic expression to reveal the zeros of	Informal Assessment: Countdown to Mastery Exit Tickets Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary Mixed Review Formal Assessment: Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
expression to reveal and explain properties of the quantity represented by the expression.* CC.9-12.A.SSE.3 a. Factor a quadratic expression to reveal the zeros of the function it defines. CC.9-12.A.SSE.3a Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. CC.9-12.N.CN.1 Solve quadratic equations in one variable. CC.9-12.A.REI.4 a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. CC.9-12.A.REI.4a b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. CC.9-12.A.REI.4b		the function it defines Factor out monomials Solve multi-step problems Solve quadratic equations by finding square roots Solve quadratic equations by completing the square, the quadratic formula and factoring. Recognize when the quadratic formula gives complex solutions Rationalize denominators of fractions Perform operations with complex numbers Use the relation $i^2 = -1$ Implement the commutative, associative and distributive properties to add, subtract, and multiply complex numbers Determine the square root of a negative number Determine the sums and differences of complex numbers Plot complex numbers Determine the absolute values of complex numbers Solve quadratic equations by completing the square Make a perfect square trinomial Solve $ax^2 + bx + c = 0$ when $a = 1$ Solve $ax^2 + bx + c = 0$ when $a \neq 1$ Write a quadratic function in vertex form Find the maximum value of a quadratic function Solve quadratic equations using the quadratic	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		formula Implement the discriminant Graph and solve quadratic inequalities Graph an quadratic inequality in two variables Solve a quadratic inequality using a table Solve a quadratic inequality by graphing Use a quadratic inequality as a model Solve a quadratic inequality algebraically	
Unit Two: Polynomials and Polynomial Functions Timeline: 1 week			
Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* CC.9-12.F.IF.7 (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. CC.9-12.F.IF.7d Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. CC.9-12.F.IF.8	Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.	Simplify expressions involving powers Evaluate numerical expressions Use scientific notation in real life Evaluate and graph other polynomial function Identify polynomial functions Add and subtract polynomials vertically and horizontally Multiply and divide polynomials vertically and horizontally Use special product patterns Find a common monomial factor Factor polynomials in quadratic form Solve a polynomial equation Factor a polynomial Use a polynomial model List possible rational zeros	<u>Informal Assessment:</u> Countdown to Mastery Exit Tickets Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary Mixed Review <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		Solve a multi-step problem Find the number of solutions or zeros in a polynomial function Use zeros to write a polynomial function	
Unit Three: Rational Exponents and Radical Functions Timeline: 1 week			
Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* CC.9-12.F.IF.7 c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. CC.9-12.F.IF.7c Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. CC.9-12.F.IF.8 a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. CC.9-12.F.IF.8a b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</i> CC.9-12.F.IF.8b Explain how the definition of the meaning of rational exponents follows from extending the	Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical. How properties of rational exponents, rational number, and irrational number are defined using characteristic patterns of equivalency and computation, to build a comprehensive knowledge of the structure and order of the real number system. Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.	Find nth roots Evaluate expressions with rational exponents Approximate roots with a calculator Solve equations using nth roots Use n^{th} roots in problem solving Use properties of exponents Apply properties of exponents Use properties of radicals Write radicals in simplest form Add and subtract like radicals and roots Simplify expressions involving variables Write variable expressions in simplest form Add and subtract expressions involving variables Add and subtract functions Multiply and divide functions Solve a multi-step problem Find compositions of functions Solve a multi-step problem Find an inverse relation	Informal Assessment: Countdown to Mastery Exit Tickets Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary Mixed Review Formal Assessment: Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.</i> CC.9-12.N.RN.1 Rewrite expressions involving radicals and rational exponents using the properties of exponents. CC.9-12.N.RN.2 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* CC.9-12.F.IF.7 a. Graph linear and quadratic functions and show intercepts, maxima, and minima. CC.9-12.F.IF.7a b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. CC.9-12.F.IF.7b Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. CC.9-12.A.REI.2		Verify that functions are inverses Solve a multi-step problem using inverses Find the inverse of a power function Find the inverse of a cubic function Find the inverse of a power model Use an inverse power model to make a prediction Graph a square root function Graph a cube root function Solve a multi-step problem Graph a translated square root function Graph a translated cube root function Solve a radical equation Solve a radical equation given a function Solve an equation with a rational exponent Solve an equation with an extraneous solution Solve an equation with two radicals	
Unit Four: Exponential and Logarithmic Functions Timeline: 1 week			
Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential,	Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.	Graph $y = b^x$ for $b > 1$ Graph $y = ab^x$ for $b > 1$ Graph $y = ab^{x-h} + k$ for $b > 1$ Solve a multi-step problem using the exponential growth model Find the balance in an account	<u>Informal Assessment:</u> Countdown to Mastery Exit Tickets Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
and logarithmic functions.* CC.9-12.A.REI.11 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* CC.9-12.F.IF.7 e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. CC.9-12.F.IF.7e Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. CC.9-12.F.IF.8 b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</i> CC.9-12.F.IF.8b Distinguish between situations that can be modeled with linear functions and with exponential functions. CC.9-12.F.LE.1 a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. CC.9-12.F.LE.1a b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. CC.9-12.F.LE.1b c. Recognize situations in which a quantity grows	Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation. Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken. When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing predictions with data.	Graph $y = b^x$ for $0 < b < 1$ Graph $y = ab^2$ for $0 < b < 1$ Graph $y = ab^{x-h} + k$ for $0 < b < 1$ Solve a multi-step problem using an exponential decay function Simplify natural base expressions Evaluate natural base expressions Graph natural base functions Solve a multi-step problem using a function involving e Model continuously compounded interest Rewrite logarithmic equations Evaluate logarithms Evaluate common and natural logarithms Evaluate a logarithmic model Use inverse properties Find inverse functions Graph logarithmic functions Translate a logarithmic graph Use properties of logarithms Expand a logarithmic expression Use the change-of-base formula Use properties of logarithms in real life Solve by equating exponents Take a logarithm of each side of an equation Use an exponential model	Mixed Review <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
or decays by a constant percent rate per unit interval relative to another. CC.9-12.F.LE.1c Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). CC.9-12.F.LE.2 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. CC.9-12.F.LE.4 Interpret the parameters in a linear or exponential function in terms of a context. CC.9-12.F.LE.5 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. CC.9-12.S.ID.6 a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i> CC.9-12.S.ID.6a	Causation implies correlation yet correlation does not imply causation.	Solve a logarithmic equation Exponent each side of an equation Use a logarithmic model Write an exponential function Find an exponential model Use exponential regression Write a power function Find a power model Use power regression	
Unit Five: Rational Functions Timeline: 2 weeks			
Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. CC.9-12.A.APR.6	How to extend and apply the conceptual understanding of arithmetic structures and operation to polynomials. Algebraic manipulations are governed by the properties of operations and exponents, and	Graph a rational function of the form $y = a/x$ Graph a rational function of the form $y = a/x-h + k$ Graph a rational function of the form $y = ax + b/cx + d$ Solve a multi-step problem using simple and	Informal Assessment: Countdown to Mastery Exit Tickets Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. CC.9-12.A.APR.7 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i> CC.9-12.F.BF.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* CC.9-12.G.GMD.3 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* CC.9-12.F.IF.6 Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</i> CC.9-12.F.IF.8b For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features</i>	the conventions of algebraic notation. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models. Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical. Perimeter, Area, and Volume of Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of shape (composing, decomposing or slicing) correspond to algebraic changes in their equations.	rational functions Graph a rational function ($m < n$) Graph a rational function ($m = n$) Graph a rational function ($m > n$) Solve a multi-step problem using rational functions Simplify a rational expression Solve a multi-step problem using surface area and volume formulas Add and subtract rational expressions Multiply a rational expression by a polynomial Multiply and divide rational expressions Divide a rational expression by a polynomial Add or subtract with like denominators Find a least common multiple (LCM) Add with unlike denominators Subtract with unlike denominators Simplify a complex fraction (Method 1) Simplify a complex fraction (Method 2) Solve a rational equation by cross multiplying Write and use a rational model	Mixed Review <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* CC.9-12.F.IF.4		Solve a rational equation with two solutions Check for extraneous solutions Solve a rational equation given a function Sketch a graph given a verbal description Investigate average rate of change Compare functions in different representations using maximums and x-intercepts Identify even and odd functions	
Unit Six: Data Analysis and Statistics Timeline: 1 week			
(+) Use permutations and combinations to compute probabilities of compound events and solve problems. CC.9-12.S.CP.9 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> CC.9-12.A.CED.3 Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.¹ CC.9-12.A.APR.5 (+) Define a random variable for a quantity of	In a probability model, sample points represent outcomes and combine to make up events. The probabilities of the events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables. How to extend and apply the conceptual understanding of arithmetic structures and	Find combinations Decide to multiply or add combinations Solve a multi-step problem using combinations Use Pascal's triangle Expand a power of a binomial sum Expand a power of a binomial difference Find a coefficient in an expansion Construct a probability distribution Interpret a probability distribution Construct a binomial distribution	<u>Informal Assessment:</u> Countdown to Mastery Exit Tickets Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary Mixed Review <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. CC.9-12.S.MD.1 (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. CC.9-12.S.MD.2 (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each nd find the expected grade under various grading schemes.</i> CC.9-12.S.MD.3	operation to polynomials. Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. An equation is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Numeric relationships can be symbolically represented as equations and inequalities and fluency in transforming these symbolic representations is a tool for graphing and solving problems.	Interpret a binomial distribution Classify distributions as symmetric or skewed Find a normal probability Interpret normally distributed data Use a z-score and the standard normal table Classify samples Identify a biased sample Choose an unbiased sample Find a margin of error Identify and correct bias in survey questioning Identify experiments and observational studies Evaluate a published report Design an experiment or observational study	
Unit Seven: Sequences and Series Timeline: 2 weeks			
Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i> CC.9-12.F.IF.3 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). CC.9-12.F.LE.2	Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models. Understand how the concept of function can be used to interpret, analyze and model	Write terms of sequences Write rules for sequences Solve a multi-step problem using a sequence table Write series using summation notation Find the sum of a series Use a formula for a sum Identify arithmetic sequences	<u>Informal Assessment:</u> Countdown to Mastery Exit Tickets Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary Mixed Review <u>Formal Assessment:</u>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.* CC.9-12.F.BF.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). CC.9-12.F.LE.2 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.*</i> CC.9-12.A.SSE.4 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i> CC.9-12.F.IF.3 Write a function that describes a relationship between two quantities.* CC.9-12.F.BF.1 Determine an explicit expression, a recursive process, or steps for calculation from a context. CC.9-12.F.BF.1a Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.* CC.9-12.F.BF.2	functions that emerge from contexts including those contexts that are purely mathematical. Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.	Write a rule for the n^{th} term Write a rule given a term and common difference Write a rule given two terms Use an arithmetic sequence and series in real life Identify geometric sequences Write a rule for the n^{th} term Write a rule given a term and common ratio Write a rule given two terms Find the sum of a geometric series Use a geometric sequence and series in real life Find partial sums Find sums of infinite geometric series Use an infinite series as a model Evaluate recursive rules Write recursive rules Write recursive rules for special sequences Solve a multi-step problem using a recursive rule Iterate a function Translate from an explicit rule to a recursive rule	Unit Test Portfolio
Unit Eight: Quadratic Relations and Conic Solutions Timeline: 1 week			
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.* CC.9-	Analytic geometry connects algebra and geometry, resulting	Classify a triangle using the distance formula	Informal Assessment: Countdown to Mastery Exit Tickets

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
12.G.GPE.7 Derive the equation of a parabola given a focus and directrix. CC.9-12.G.GPE.2 (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. CC.9-12.G.GPE.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> CC.9-12.A.CED.3	in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. An equation is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Numeric relationships can be symbolically represented as equations and inequalities and fluency in transforming these symbolic representations is a tool for graphing and solving problems	Find the midpoint of a line segment Find a perpendicular bisector Solve a multi-step problem using perpendicular bisectors Graph an equation of a parabola Write an equation of a parabola Solve a multi-step problem using a parabola Graph an equation of a circle Write an equation of a circle Graph an equation of an ellipse Write an equation given a vertex and a co-vertex Solve a multi-step problem using an ellipse equation Write an equation given a vertex and a focus Graph an equation of a hyperbola Write an equation of a hyperbola Solve a multi-problem using a hyperbola Graph the equation of a translated circle Graph the equation of a translated hyperbola Write an equation of a translated parabola Write an equation of a translated ellipse Identify symmetries of conic sections Solve a linear-quadratic system by graphing Solve a linear-quadratic system by substitution Solve a quadratic system by elimination Solve a real-life quadratic system	Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary Mixed Review <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Nine: Trigonometric Ratios and Functions Timeline: 2weeks			
Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. CC.9-12.F.TF.1 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. CC.9-12.F.TF.2 (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\square \pi/3$, $\square \pi/4$ and $\square \pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\square \pi-x$, $\square \pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number. CC.9-12.F.TF.3 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). CC.9-12.G.SRT.11 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. CC.9-12.G.CO.8 (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts;	The connection between extending the domain of trigonometric functions using the unit circle and graphing trigonometric functions in the Cartesian coordinate system to model periodic phenomena across the extended domain. That the graph of a function is a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties (amplitude, frequency, and midline). The concept of congruence and symmetry can be understood from the perspective of geometric transformation. Once the triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures Construction is another way to	Evaluate trigonometric functions Find an unknown side length of a right triangle Use a calculator to solve a right triangle Use indirect measurement Use and angle of elevation Draw angles in standard position Find co-terminal angles Convert between degrees and radians Solve a multi-step problem using angles and radians Evaluate trigonometric functions given a point Use the unit circle Find reference angles Use reference angles to evaluate functions Calculate horizontal distance traveled Model with a trigonometric function Evaluate inverse trigonometric functions Solve a trigonometric equation Write and solve a trigonometric equation Solve a triangle for the AAS or ASA case Solve SSA case with one solution Examine the SSA case with no solution	Informal Assessment: Countdown to Mastery Exit Tickets Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary Mixed Review Formal Assessment: Unit Test Portfolio

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
evaluate the solutions using technology, and interpret them in terms of the context.* CC.9-12.F.TF.7 (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. CC.9-12.F.TF.9	visualize and create a strategic pathway to proof. Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent. The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles.	Solve the SSA cased with two solutions Find the area of a triangle Solve a triangle for the SAS case Solve a triangle for the SSS case Use the law of cosines in real life Solve a multi-step problem using a triangle	
Unit Ten: Trigonometric Graphs, Identities and Equations Timeline: 2 weeks			
Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. CC.9-12.F.IF.7e Solve quadratic equations in one variable. CC.9-12.A.REI.4 a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same	Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation. The concept of congruence and symmetry can be understood from the	Graph sine and cosine functions Graph a cosine function Model with a sine function Graph a tangent function Graph a vertical translation Graph a horizontal translation Graph a model for circular motion	Informal Assessment: Countdown to Mastery Exit Tickets Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary Mixed Review Formal Assessment:

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
solutions. Derive the quadratic formula from this form. CC.9-12.A.REI.4a b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. CC.9-12.A.REI.4b Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. CC.9-12.A.REI.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). CC.9-12.G.CO.2	perspective of geometric transformation. Construction is another way to visualize and create a strategic pathway to proof. Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.	Combine a translation and a reflection using sine Combine a translation and a reflection using tangent Model with a tangent function Find trigonometric values Simplify a trigonometric expression Verify a trigonometric identity Verify a real-life trigonometric identity Solve a trigonometric equation Solve a trigonometric equation in an interval Solve a real-life trigonometric equation Use the quadratic formula Solve an equation with an extraneous solution Evaluate a trigonometric expression Solve a trigonometric equation Evaluate trigonometric expressions Derive a trigonometric model Verify a trigonometric identity Solve a trigonometric equation	Unit Test Portfolio

Curriculum Framework for Pre-Calculus/Calculus

School: Sussex Preparatory Academy Curricular Tool: Calculus I with Pre-Calculus (Larson & Edwards) Grade: 12

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
Unit P: Prerequisites Timeline : 10 days			
Interpret expressions that represent a quantity in terms of its context.* CC.9-12.A.SSE.1 - Interpret parts of an expression, such as terms, factors, and coefficients. CC.9-12.A.SSE.1a - Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> CC.9-12.A.SSE.1b Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i> CC.9-12.A.SSE.2 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* CC.9-12.A.SSE.3 - Factor a quadratic expression to reveal the zeros of the function it defines. CC.9-12.A.SSE.3a - Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. CC.9-12.A.SSE.3b - Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i> CC.9-12.A.SSE.3c Understand that polynomials form a system analogous to the integers, namely, they are closed under the	Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure. How to extend and apply the conceptual understanding of arithmetic structures and operation to polynomials. Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. An equation is a record of a computation with numbers, symbols that represent numbers, arithmetic	Learning Targets: Students will: - identify different types of equations - solve linear equations in one variable and equations that lead to linear equations - solve quadratic equations by factoring, extracting square roots, completing the square, and using the quadratic formula - solve polynomial equations of degree three or greater - solve equations using radicals - solve equations with absolute value - represent solutions of linear inequalities in one variable - represent use properties of inequalities to create equivalent inequalities and solve inequalities in one variable - solve inequalities involving absolute value - solve polynomial inequalities and rational inequalities	Formative: Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems Summative Assessment: Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. CC.9-12.A.APR.1 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. CC.9-12.A.APR.3 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. CC.9-12.A.APR.6 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> CC.9-12.A.CED.1 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. CC.9-12.A.CED.2 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> CC.9-12.A.CED.3 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> CC.9-12.A.CED.4 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the	operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Numeric relationships can be symbolically represented as equations and inequalities and fluency in transforming these symbolic representations is a tool for graphing and solving problems. Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.	- plot points in the Cartesian plane - use the distance formula to find the distance between two points and use the midpoint formula to find the midpoint of a line segment - use a coordinate plane to model and solve real-life problems - sketch graphs of equations - find x- and y- intercepts of graphs of equations - use symmetry to sketch graphs of equations - find equations of and sketch graphs of circles - use graphs of equations in solving real-life problems - Students will use slope to graph linear equations in two variable - find the slope of a line given two points on the line - write linear equations in two variables - use slope to identify parallel and perpendicular lines - use slope and linear equations in two variables to model and solve real-life problems	

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
original equation has a solution. Construct a viable argument to justify a solution method. CC.9-12.A.REI.1 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. CC.9-12.A.REI.3 Solve quadratic equations in one variable. CC.9-12.A.REI.4 a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. CC.9-12.A.REI.4a b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. CC.9-12.A.REI.4b Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. CC.9-12.A.REI.5 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. CC.9-12.A.REI.6 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</i> CC.9-12.A.REI.7 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). CC.9-			

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
12.A.REI.10 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. CC.9-12.G.CO.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. CC.9-12.G.GPE.1 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). CC.9-12.G.GPE.5 Find the point on a directed line segment between two given points that partitions the segment in a given ratio. CC.9-12.G.GPE.6			
Unit One: Functions and their Graphs (sample unit attached) Timeline : 12 days			
Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i> CC.9-12.A.SSE.2 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. CC.9-12.A.APR.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$. CC.9-12.F.IF.1	Mathematical data can be modeled with functions and their graphs. The concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the	<u>Essential Questions:</u> How are functions recognized, represented, and evaluated? How are graphs of functions sketched and analyze? How can graphs of functions be transformed? How can functions be combined? How to find inverse functions? How can functions be used to model mathematical data? <u>Learning Targets:</u> Students will: determine whether relations between two	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Summative Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. CC.9-12.F.IF.2 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i> CC.9-12.F.IF.4 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i> CC.9-12.F.IF.5 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* CC.9-12.F.IF.6 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* CC.9-12.F.IF.7 a. Graph linear and quadratic functions and show intercepts, maxima, and minima. CC.9-12.F.IF.7a Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. CC.9-12.F.IF.8 a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. CC.9-12.F.IF.8a	construction of mathematical models.	variables are functions. • use function notation and evaluate functions. • find the domains of functions. • use functions to model and solve real-life problems • use the Vertical Line Test for functions • find the zeros of functions. • determine intervals on which functions are increasing or decreasing and determine relative maximum and relative minimum values of functions. • identify and graph linear functions • identify and graph step and other piecewise-defined functions • identify even and odd functions. • recognize graphs of common functions. • use vertical and horizontal shifts to sketch graphs of functions. • use reflections to sketch graphs of functions. • use non-rigid transformations to sketch graphs of functions. • add, subtract, multiply and divide functions. • find the composition of one function with	

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i> CC.9-12.F.IF.9 Write a function that describes a relationship between two quantities.* CC.9-12.F.BF.1 a. Determine an explicit expression, a recursive process, or steps for calculation from a context. CC.9-12.F.BF.1a b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i> CC.9-12.F.BF.1b c. (+) Compose functions. <i>For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</i> CC.9-12.F.BF.1c Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i> CC.9-12.F.BF.3 Find inverse functions. CC.9-12.F.BF.4 a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i> CC.9-12.F.BF.4a		another function. - use combinations and compositions of functions to model and solve real-life problems. - find inverse functions Formatively and verify that two functions are inverse functions of each other. - use graphs of functions to determine whether functions have inverse functions. - use graphs of functions to determine whether functions have inverse functions. - use the Horizontal Line Test to determine if functions are one-on-one. - find inverse functions analytically. - use mathematical models to approximate sets of data points. - use the <i>regression</i> feature of a graphing utility to find the equation of a least squares regression line. - write mathematical models for direct variation. - write mathematical models for direct variations as an nth power. - write mathematical models for inverse variation. - write mathematical models for joint variation.	

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
b. (+) Verify by composition that one function is the inverse of another. CC.9-12.F.BF.4b c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse. CC.9-12.F.BF.4c d. (+) Produce an invertible function from a non-invertible function by restricting the domain. CC.9-12.F.BF.4d			
Unit Two: Polynomial and Rational Functions Timeline: 12 days			
Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. CC.9-12.N.CN.1 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. CC.9-12.N.CN.2 (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers. CC.9-12.N.CN.3 (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number. CC.9-12.N.CN.4 (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. <i>For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120°.</i> CC.9-12.N.CN.5 (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the	How knowledge of number properties in the Real Number System can be used to develop and apply properties of the Complex Number System. How to extend and apply the conceptual understanding of arithmetic structures and operation to polynomials. Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation. Understand how the concept of function can be used to	<u>Learning Targets:</u> Students will - analyze graphs of quadratic functions. - write quadratic functions in standard form and use the results to sketch graphs of quadratic functions. - find minimum and maximum values of quadratic functions in real-life applications. - use transformations to sketch graphs of polynomial functions. - use the Leading Coefficient Test to determine the end behavior of graphs of polynomial functions. - find and use zeros of polynomial functions as sketching aids. - divide polynomials using long division. - use synthetic division to divide polynomials by binomials of the form $(x-k)$.	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Summative Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
midpoint of a segment as the average of the numbers at its endpoints. CC.9-12.N.CN.6 Solve quadratic equations with real coefficients that have complex solutions. CC.9-12.N.CN.7 (+) Extend polynomial identities to the complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i> CC.9-12.N.CN.8 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. CC.9-12.N.CN.9 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. CC.9-12.A.APR.1 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$. CC.9-12.A.APR.2 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. CC.9-12.A.APR.3 Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i> CC.9-12.A.APR.4 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. CC.9-12.A.APR.6 (+) Understand that rational expressions form a system	interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.	• use the Remainder Theorem and the Factor Theorem. • use polynomial division to answer questions about real-life problems. • use the imaginary unit i to write complex numbers. • add, subtract and multiply complex numbers. • use complex conjugates to write the quotient of two complex numbers in standard form. • find complex solutions of quadratic equations. • understand and use the Fundamental Theorem of Algebra. • find all the zeros of a polynomial function. • write a polynomial function with real coefficients, given its zeros. • find the domains of rational functions. • find the vertical and horizontal asymptotes of graphs of rational functions. • analyze and sketch graphs of rational functions. • sketch graphs of rational functions that have start asymptote.	

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. CC.9-12.A.APR.7 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. CC.9-12.A.REI.2 Solve quadratic equations in one variable. CC.9-12.A.REI.4 - Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. CC.9-12.A.REI.4a - Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. CC.9-12.A.REI.4b Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* CC.9-12.F.IF.7 - Graph linear and quadratic functions and show intercepts, maxima, and minima. CC.9-12.F.IF.7a - Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. CC.9-12.F.IF.7b - Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. CC.9-12.F.IF.7c (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. CC.9-		use rational functions to model and solve real-life problems.	

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
12.F.IF.7d e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. CC.9-12.F.IF.7e Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. CC.9-12.F.IF.8 a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. CC.9-12.F.IF.8a b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</i> CC.9-12.F.IF.8b			
Unit Three: Limits and Their Properties Timeline: 10 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Calculus, along with geometric and analytic information, can explain the observed local and global behavior of a function. Limits can be determined using algebra, graphs and/or tables of data. The concept of a limit is one of the foundations of Calculus. The limit of a function is the	<u>Learning Targets:</u> Students will • understand what calculus is and how it compares with pre-calculus. • understand that the tangent line problem is basic to calculus. • understand that the area problem is also basic to calculus. • estimate a limit using a numerical or graphical approach.	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
	value approached by $f(x)$ as x is approaching a given value or infinity.	- learn different ways that a limit can fail to exist. - study and use a formal definition of limit. - evaluate a limit using properties of limits. - develop and use a strategy for finding limits. - evaluate a limit using dividing out and rationalizing techniques. - evaluate a limit using the Squeeze Theorem. - determine continuity at a point and continuity on an open interval. - determine one-sided limits and continuity on a closed interval. - use properties of continuity. - understand and use the Intermediate Value Theorem. - determine infinite limits from the left and from the right. - find and sketch the vertical asymptotes of the graph of a function.	
Unit Four: Differentiation Timeline: 12 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics.	The derivative is the instantaneous rate of change at	<u>Learning Targets:</u> Students will:	<u>Formative:</u> Lesson Exercises

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	a given point. Derivatives can be used to analyze curves. Derivatives can be used to model rates of change. Derivatives can be used in optimization problems.	• find the slope of the tangent line to a curve at a point. • use the limit definition to find the derivative of a function. • understand the relationship between differentiability and continuity. • find the derivative of a function using the Constant Rule. • find the derivative of a function using the Power Rule. • find the derivative of a function using the Constant Multiple Rule. • find the derivative of a function using the Sum and Difference Rules. • use derivatives to find rates of change. • find the derivative of a function using the Product Rule. • find the derivative of a function using the Quotient Rule. • find the higher-order derivative of a function. • find the derivative of a composite function using the Chain Rule. • find the derivative of a function using the General Power Rule.	Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
		- simplify the derivative of a function using algebra. - distinguish between functions written in implicit form and explicit form. - use implicit differentiation to find the derivative of a function. - find a related rate. - use related rates to solve real-life problems	
Unit Five: Applications of Differentiation Timeline: 12 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	The limit of a function is the value approached by $f(x)$ as x is approaching a given value or infinity. The first derivative determines increasing or decreasing and the second derivative determines concavity.	<u>Learning Targets:</u> Students will - understand the definition of extrema of a function on an interval. - understand the definition of relative extrema of a function on an open interval. - find extrema on a closed interval. - understand and use Rolle's Theorem. - understand and use the Mean Value Theorem. - determine intervals on which a function is increasing or decreasing. - apply the First Derivative Test to find relative extrema of a function.	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
		- determine intervals on which a function is concave upward or concave downward. - find any points of inflection of the graph of a function. - apply the Second Derivative Test to find relative extrema of a function. - determine (finite) limits at infinity. - determine the horizontal asymptotes, if any, of the graph of a function. - determine infinite limits at infinity. - analyze and sketch the graph of a function. - use calculus to solve applied minimum and maximum problems. - understand the concept of a tangent line approximation. - compare the value of the differential, dy, with the actual change in y, Δy. - estimate a propagated error using a differential. - find the differential of a function using differentiation formulas.	
Unit Six: Integration Timeline: 14 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics.	Integration is a summation process.	<u>Learning Targets:</u> Students will	<u>Formative:</u> Lesson Exercises

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	The Fundamental Theorems of Calculus relate differentiation and integration as inverse functions. Antiderivatives follow directly from derivatives. Antiderivatives can be used to solve initial condition problems, including separable differential equations. There are several numerical techniques to approximate the definite integral.	• write the general solution of a differential equation. • use indefinite integral notation for antiderivatives. • use basic integration rules to find antiderivatives. • find a particular solution of a differential equation. • use sigma notation to write and evaluate a sum. • understand the concept of area. • use rectangles to approximate the area of a plane region. • find the area of a plane region using limits. • understand the definition of a Riemann sum. • evaluate a definite integral using limits. • evaluate a definite integral using properties of definite integrals. • evaluate a definite integral using the Fundamental Theorem of Calculus. • understand and use the Mean Value Theorem for Integrals. • find the average value of a function over a closed interval.	Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
		- understand and use the Second Fundamental Theorem of Calculus. - understand and use the Net Change Theorem. - use pattern recognition to find an indefinite integral. - use a change of variables to find an indefinite integral. - use the General Power Rule for Integration to find an indefinite integral. - use a change of variables to evaluate a definite integral. - evaluate a definite integral involving an even or odd function. - approximate a definite integral using the Trapezoidal Rule. - approximate a definite integral using Simpson's Rule. - analyze the approximate errors in the Trapezoidal Rule and Simpson's Rule.	
Unit Seven: Exponential and Logarithmic Functions Timeline: 12 days			
Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example,</i>	How properties of rational exponents, rational number, and irrational number are defined using characteristic	<u>Learning Targets:</u> Students will recognize and evaluate exponential functions with base a.	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<i>we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5. CC.9-12.N.RN.1</i> Rewrite expressions involving radicals and rational exponents using the properties of exponents. CC.9-12.N.RN.2 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. CC.9-12.N.RN.3 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* CC.9-12.F.IF.7 e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. CC.9-12.F.IF.7e Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. CC.9-12.F.IF.8 b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay. CC.9-12.F.IF.8b Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i> CC.9-12.F.IF.9	patterns of equivalency and computation, to build a comprehensive knowledge of the structure and order of the real number system. Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical. Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate.	- graph exponential functions. - recognize, evaluate and graph exponential functions with base e. - use exponential functions to model and solve real-life problems. - recognize and evaluate logarithmic functions with base a. - graph logarithmic functions. - recognize, evaluate and graph natural logarithmic functions. - use logarithmic functions to model and solve real-life problems. - use the change-of-base formula to rewrite and evaluate logarithmic expressions. - use properties of logarithms to evaluate or rewrite logarithmic expressions. - use properties of logarithms to expand or condense logarithmic expressions. - use logarithmic functions to model and solve real-life problems. - solve simple exponential and logarithmic equations. - solve more complicated exponential equations.	Problem Solving problems Formal Assessment: Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. CC.9-12.F.BF.5 Distinguish between situations that can be modeled with linear functions and with exponential functions. CC.9-12.F.LE.1 - Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. CC.9-12.F.LE.1a - Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. CC.9-12.F.LE.1b - Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. CC.9-12.F.LE.1c Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). CC.9-12.F.LE.2 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. CC.9-12.F.LE.3 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. CC.9-12.F.LE.4 Interpret the parameters in a linear or exponential function in terms of a context. CC.9-12.F.LE.5		- solve more complicated logarithmic equations. - use exponential and logarithmic equations to model and solve real-life problems. - recognize the five most common types of models involving exponential and logarithmic functions. - use exponential growth and decay functions to model and solve real-life problems. - use Gaussian functions to model and solve real-life functions. - use logistic growth functions to model and solve real-life problems. - use logarithmic functions to model and solve real-life problems.	

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
Unit Eight: Exponential and Logarithmic Functions and Calculus Timeline: 10 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Exponential and Logarithmic functions are inverse functions. The definition of the derivative and integral can be applied to logarithmic, exponential and transcendental functions.	<u>Learning Targets:</u> Students will • differentiate natural exponential functions. • integrate natural exponential functions. • find derivatives of functions involving the natural logarithmic function. • use logarithms as an aid in differentiating non logarithmic functions. • find derivatives of exponential and logarithmic functions in bases other than e. • use the Log Rule For Integration to integrate a rational function. • use separation of variables to solve a simple differential equation. • use exponential functions to model growth and decay in applied problems.	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test
Unit Nine: Trigonometric Functions (sample unit attached) Timeline: 12 days			
Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. CC.9-12.F.TF.1 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. CC.9-12.F.TF.2	Trigonometric Functions can be used to model and solve real-life mathematical problems. Understand how the concept of function can be used to interpret, analyze and model functions that emerge from	<u>Essential Questions:</u> How can angles be described, radian measures be used, and degree measures be used? How can trigonometric functions be evaluate using the unit circle? How can trigonometric functions be evaluated for acute angles and how can fundamental trigonometric identities be used?	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Summative Assessment:</u>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\square \pi/3$, $\square \pi/4$ and $\square \pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\square \pi-x$, $\square \pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number. CC.9-12.F.TF.3 (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. CC.9-12.F.TF.4 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.* CC.9-12.F.TF.5 (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. CC.9-12.F.TF.6 (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.* CC.9-12.F.TF.7 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. CC.9-12.G.SRT.6 Explain and use the relationship between the sine and cosine of complementary angles. CC.9-12.G.SRT.7 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* CC.9-12.G.SRT.8	contexts including those contexts that are purely mathematical. Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent. The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles.	How can reference angles be used to evaluate trigonometric functions of any angle? How can the graphs of sine and cosine be sketched? How can the graphs of tangent, cotangent, secant, and cosecant be sketched? How can inverse trigonometric functions be evaluated? How are real-life problems involving right triangles, directional bearings, and harmonic motion solved? <u>Learning Targets:</u> Students will: • describe angles. • use radian measure. • use degree measure. • use angles to model and solve real-life problems. • identify a unit circle and describe its relationship to real numbers. • evaluate trigonometric functions using the unit circle. • use the domain and period to evaluate sine and cosine functions. • use a calculator to evaluate trigonometric functions.	Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
		• evaluate trigonometric functions of acute angles. • use fundamental trigonometric identities. • use trigonometric functions to model and solve real-life problems. • evaluate trigonometric functions of any angle. • use reference angles to evaluate trigonometric functions. • sketch the graphs of basic sine and cosine functions. • use amplitude and period to help sketch the graphs of sine and cosine functions. • sketch translations of the graphs of sine and cosine functions. • use sine and cosine functions to model real-life data. • sketch the graphs of tangent functions. • sketch the graphs of cotangent functions. • sketch the graphs of secant and cosecant functions. • sketch the graphs of damped trigonometric functions. • evaluate and graph the inverse sine	

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
		function. • evaluate and graph the other inverse trigonometric functions. • evaluate and graph the compositions of trigonometric functions. • solve real-life problems involving right triangles. • solve real-life problems involving directional bearings. • solve real-life problems involving harmonic motion.	
Unit Ten: Analytic Trigonometry Timeline: 10 days			
Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle. CC.9-12.F.TF.8 (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. CC.9-12.F.TF.9	The connection between extending the domain of trigonometric functions using the unit circle and graphing trigonometric functions in the Cartesian coordinate system to model periodic phenomena across the extended domain. That the graph of a function is a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties (amplitude, frequency, and midline).	<u>Learning Targets:</u> Students will • recognize and write the fundamental trigonometric identities. • use the fundamental trigonometric identities to evaluate trigonometric functions, simplify trigonometric expressions, and rewrite trigonometric expressions. • verify trigonometric identities. • use standard algebraic techniques to solve trigonometric equations. • solve trigonometric equations of quadratic type.	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Summative Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
		• solve trigonometric equations involving multiple angles. • use inverse trigonometric functions to solve trigonometric equations. • use sum and difference formulas to evaluate trigonometric functions, verify identities, and solve trigonometric equations. • use multiple-angle formulas to rewrite and evaluate trigonometric functions. • use power-reducing formulas to rewrite and evaluate trigonometric functions. • use half-angle formulas to rewrite and evaluate trigonometric functions. • use product-to-sum and sum-to-product formulas to rewrite and evaluate trigonometric functions. • use trigonometric formulas to rewrite real-life models.	
Unit Eleven: Trigonometric Functions and Calculus Timeline: 10 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.	Fundamental trigonometric identities can be used to simplify trigonometric expressions. Finding the derivative of a function may require the use of several rules, including rules for: sums, products,	<u>Learning Targets:</u> Students will • determine the limits of trigonometric functions. • find and use the derivatives of the sine and cosine functions. • find and use the derivatives of other	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Summative Assessment:</u>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	quotients, powers, exponentials, logarithms, trigonometric and inverse trigonometric functions, and the chain rule.	trigonometric functions. • apply the First Derivative Test to find the minima and maxima of a function. • integrate trigonometric functions using trigonometric identities and u-substitution. • use integrals to find the average value of a function. • differentiate an inverse trigonometric function. • review the basic differentiation rules for elementary functions. • integrate functions whose antiderivatives involve inverse trigonometric functions. • use the method of completing the square to integrate a function. • review the basic integration rules involving elementary functions. • develop properties of hyperbolic functions. • differentiate and integrate hyperbolic functions. • develop properties of inverse hyperbolic functions. • differentiate and integrate functions involving inverse hyperbolic functions.	Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
Unit Twelve: Topics in Analytic Geometry Timeline: 12 days			
(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. CC.9-12.G.GPE.3	Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.	<u>Learning Targets:</u> Students will - recognize a conic as the intersection of a plane and double-napped cone. - write equations of parabolas in standard form and graph parabolas. - use the reflective property of parabolas to solve real-life problems. - write equations of ellipses in standard form and graph ellipses. - use implicit differentiation to find the slope of a line tangent to an ellipse. - use properties of ellipses to model and solve real-life problems. - find eccentricities of ellipses. - write equations of hyperbolas in standard form. - find asymptotes of and graph hyperbolas. - use implicit differentiation to find the slope of a line tangent to a hyperbola. - use properties of hyperbolas to solve real-life problems. - classify conics from their general equations.	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Summative Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
		• evaluate sets of parametric equations for given values of the parameter. • sketch curves that are represented by sets of parametric equations. • rewrite sets of parametric equations as single rectangular equations by eliminating the parameter. • find sets of parametric equations for graphs. • find the slope of a tangent line to a curve given by a set of parametric equations. • understand the polar coordinate system. • rewrite rectangular coordinates and equations in polar form and vice versa. • find the slope of a tangent line to a polar graph. • graph polar equations by point plotting. • use symmetry, zeros and maximum r-values to sketch graphs of polar equations. • recognize special polar graphs. • define conic in terms of eccentricity. • write and graph equations of conic in polar form. • use equations of conic in polar form to model real-life problems.	

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
Unit Thirteen: Additional Topics in Trigonometry Timeline: 12 days			
(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\mathbf{v}$, $\mathbf{v}$, $\ \mathbf{v}\$, v). CC.9-12.N.VM.1 (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. CC.9-12.N.VM.2 (+) Solve problems involving velocity and other quantities that can be represented by vectors. CC.9-12.N.VM.3 (+) Add and subtract vectors. CC.9-12.N.VM.4 - Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. CC.9-12.N.VM.4a - Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. CC.9-12.N.VM.4b - Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of $\mathbf{w}$, with the same magnitude as $\mathbf{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise. CC.9-12.N.VM.4c (+) Multiply a vector by a scalar. CC.9-12.N.VM.5 - Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$. CC.9-12.N.VM.5a - Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\ c\mathbf{v}\ = c \mathbf{v}$. Compute the direction of $c\mathbf{v}$	Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent. The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles.	Learning Targets: Students will - use the Law of Sines to solve oblique triangles (AAS, ASA, or SSA). - find the areas of oblique triangles. - use the Law of Sines to model and solve real-life problems. - use the Law of Cosines to solve oblique triangles (SSS or SAS). - use Heron's Area Formula to find the area of a triangle. - use the Law of Cosines to model and solve real-life problems. - represent vectors as directed line segments. - write the component forms of vectors. - perform basic vector operations and represent them graphically. - write vectors as linear combinations of unit vectors. - find the direction angles of vectors. - use vectors to model and solve real-life problems. - find the dot product of two vectors and use	Formative: Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems Formal Assessment: Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
knowing that when $c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$). CC.9-12.N.VM.5b (+) Prove the Laws of Sines and Cosines and use them to solve problems. CC.9-12.G.SRT.10 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). CC.9-12.G.SRT.11		the properties of the dot product. - find the angle between two vectors and determine whether two vectors are orthogonal. - write a vector as the sum of two vector components. - use vectors to find the work done by a force. - plot complex numbers in the complex plane and find absolute values or complex numbers. - write the trigonometric forms of complex numbers. - multiply and divide complex numbers written in trigonometric form. - use DeMoivre's Theorem to find powers of complex numbers. - find nth roots of complex numbers.	
Unit Fourteen: Systems of Equations and Matrices (WEB) Timeline: 12 days			
(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network. CC.9-12.N.VM.6 (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled. CC.9-12.N.VM.7	Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.	<u>Learning Targets:</u> Students will - write, graph, and solve systems of linear equations in two variable - write, graph, and solve multivariable linear systems	<u>Formative:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Summative</u>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
(+) Add, subtract, and multiply matrices of appropriate dimensions. CC.9-12.N.VM.8 (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties. CC.9-12.N.VM.9 (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. CC.9-12.N.VM.10 (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors. CC.9-12.N.VM.11 (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area. CC.9-12.N.VM.12 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. CC.9-12.A.REI.5 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. CC.9-12.A.REI.6 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</i> CC.9-12.A.REI.7 (+) Represent a system of linear equations as a single matrix equation in a vector variable. CC.9-12.A.REI.8		• write, graph, and solve systems of inequalities • use matrices to model and solve systems of equations • operate on matrices • find and use the inverse of a square matrix • find and use the determinant of a square matrix • use Cramer's rule	<u>Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater). CC.9-12.A.REI.9 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). CC.9-12.A.REI.10 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* CC.9-12.A.REI.11 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. CC.9-12.A.REI.12			

Curriculum Framework for Calculus BC

School: Sussex Preparatory Academy

Curricular Tool: Calculus 9th Ed. (Larson & Edwards)

Grade: 12

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
Unit One: Limits and Their Properties Timeline : 9 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Introduction/Preview of Calculus Finding limits Evaluating limits analytically Continuity and one-sided limits Infinite limits	<u>Learning Targets:</u> How Calculus Compares with precalculus How Tangent line and area problems are basic to Calculus How to find limits graphically and numerically upon existence How to evaluate limits analytically: using properties of limits, dividing out, rationalizing techniques, and the Squeeze Theorem How to determine continuity at a point and on an open interval, and how to determine one-sided limits Understand and use the Intermediate Value Theorem How to determine infinite limits and find vertical asymptotes	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
Unit Two: Differentiation Timeline: 12 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	The derivative and the tangent line Basic differentiation rules and rates of change Product and quotient rules and high-order derivatives The chain rule Implicit differentiation Related rates	Learning Targets: How to find the derivative of a function using the limit definition and understand the relationship between differentiability and continuity How to find the derivative of a function using basic differentiation rules How to find the derivative of a function using the Product Rule and the Quotient Rule How to find the derivative of a function using the Chain Rule and the General Power Rule How to find the derivative of a function using implicit differentiation How to find a related rate	Informal: Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems Formal Assessment: Capstones Lesson quizzes Unit Test
Unit Three: Applications of Differentiation Timeline: 14 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and	Extrema on an Interval Rolle's Theorem and the Mean Value Theorem Increasing and Decreasing Functions and the First Derivative test Concavity and the Second Derivative test	Learning Targets: How to use a derivative to locate the minimum and maximum values of a function on a closed interval How numerous results in this chapter depend on two important theorems called Rolle's Theorem and the Mean Value Theorem	Informal: Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems Formal Assessment: Capstones

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Limits an Infinity A summary of the curve Sketching Optimization problems Newton's Method Differentials	How to use the first derivative to determine whether a function is increasing or decreasing How to use the second derivative to determine whether the graph of a function is concave upward or concave downward How to find horizontal asymptotes of the graph of a function How to graph functions using the techniques from Chapters P-3 How to solve optimization problems How to use approximation techniques to solve problems	Lesson quizzes Unit Test
Unit Four: Integration Timeline: 12 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others.	Antiderivatives and Indefinite Integration Area Riemann Sums and Definite Integrals The Fundamental Theorem of Calculus Integration by Substitution Numerical Integration	<u>Learning Targets:</u> How to evaluate indefinite integrals using basic rules How to evaluate a sum and approximate the area of a plane region How to evaluate a definite integral using a limit How to evaluate a definite integral using Fundamental Theorem of Calculus	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.		How to evaluate different types of definite and indefinite integrals using a variety of methods How to approximate a definite integral using the Trapezoidal Rule and Simpson's Rule	
Unit Five: Logarithmic, Exponential, and Other Transcendental Functions Timeline: 12 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	The Natural Logarithmic Function: Differentiation and Integration Inverse Functions Exponential Functions: Differentiation and Integration Bases Other than e and Applications Inverse Trigonometric Functions: Differentiation and Integration Hyperbolic Functions	<u>Learning Targets:</u> The properties of the natural logarithmic function. How to find the derivative and antiderivative of the natural logarithmic function How to determine whether a function has an inverse function The properties of the natural exponential function. How to find the derivative and antiderivative of the natural exponential function The properties, derivatives, and antiderivatives of logarithmic and exponential functions that have bases other than e The properties of inverse trigonometric functions. How to find the derivatives and antiderivatives of inverse trigonometric functions The properties of hyperbolic functions. How to find the derivative	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
		and antiderivative of hyperbolic functions	
Unit Six: Differential Equations Timeline: 9 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Slope fields and Euler's method Differential Equations: Growth and Decay Separation of Variables and the Logistics Equation First-Order Linear Differential Equations	<u>Learning Targets:</u> How to sketch a slope field of differential equations and find a particular solution How to use an exponential function to model growth and decay How to use separation of variables to solve a differential equation How to solve a first-order linear differential equation and a Bernoulli differential equation	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test
Unit Seven: Applications of Integration Timeline: 12 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices	Area of region Between Two Curves Volume: The Disk Method and Shell Method Arc Length and Surfaces of Revolution Work Moments, Centers of Mass, and	<u>Learning Targets:</u> How to use a definite integral to find the area of a region bounded by two curves How to find the volume of a solid of	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Centroids Fluid pressure and force	revolution by the disk and shell method How to find the length of a curve and the surface area of a surface of revolution How to find the work done by a constant force and by variable force How to find centers of mass and centroids How to find fluid pressure and fluid force	<u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test
Unit Eight Integration Techniques, L'Hopital Rule, and Improper Integrals Timeline: 15 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically.	Basic Integration Rules Integration by Parts Trigonometric Integrals Trigonometric Substitution Partial Fractions Integration by Tables and other Integration Techniques Indeterminate Forms and L'Hopital Rule Improper Integrals	<u>Learning Targets:</u> How to fit an integrand to one of the basic integration rules How to find an antiderivative using integration by parts How to evaluate trigonometric integrals How to use trigonometric substitution to evaluate an integral How to use partial fraction decomposition to integrate rational functions	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.		How to evaluate an indefinite integral using a table of integrals and using reduction formulas How to apply L'Hopital Rule to evaluate a limit How to evaluate an improper integral	
Unit Nine: Infinite Series Timeline: 15 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Sequences Series and Convergence The Integral Test and p-Series Comparison of Series Alternating series The Ratio and Root tests Taylor Polynomials and Approximations Power Series Representation of Functions by Power Series Taylor and Maclaurin Series	<u>Learning Targets:</u> How to determine whether a sequence converges or diverges How to determine whether an infinite series converges or diverges How to find Taylor and Maclaurin polynomial approximation of elementary functions How to find the radius and interval of convergence of a power series and to differentiate and integrate power series How to represent functions by power series How to find a Taylor and Maclaurin series for a function	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test
Unit Ten: Conics, Parametric Equations, and Polar Coordinates Timeline: 9 days			

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Conics and Calculus Plane Curves and Parametric Equations Parametric Equations and Calculus Polar Coordinates and Polar Graphs Area and Arc Length in Polar Coordinates Polar Equations of Conics and Kepler's Laws	<u>Learning Targets:</u> How to analyze and write equations of a parabola, an ellipse, and a hyperbola How to sketch a curve represented by parametric equations How to use a set of parametric equations to find the slope of a tangent line to a curve and the arc length of a curve How to sketch the graph of an equation in polar form, find the slope of a tangent line to a polar graph, and identify special polar graphs How to find the area of a region bounded by a polar graph and find the arc length of a polar graph How to analyze and write a polar equation of a conic	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test
Unit Eleven Vectors and the Geometry of Space Timeline: 9 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and	Vectors in the Plane Space Coordinates and Vectors in Space The Dot Product of Two Vectors The Cross Product of Two vectors in Space Lines and Planes in Space Surfaces in Space	<u>Learning Targets:</u> How to write vectors, perform basic vector operations, and represent vectors graphically How to plot points in a three-dimensional coordinate system and analyze vectors in space How to find the dot product of two vectors (in plane or in space)	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Cylindrical and Spherical Coordinates	How to find the cross product of two vectors (in space) How to find equations of lines and planes in space, and how to sketch their graphs How to recognize and write equations of cylindrical and quadric surfaces and of surfaces of revolution How to use cylindrical and spherical coordinates to represent surfaces in space	
Unit Twelve: Vector-Valued Functions Timeline: 7 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of	Vector-Valued Functions Differentiation and Integration of Vector-Valued Functions Velocity and Acceleration Tangent Vectors and Normal Vectors Arc Length and Curvature	<u>Learning Targets:</u> How to analyze and sketch a space curve represented by a vector-valued function. How apply the concepts of limits and continuity to vector-valued functions How to differentiate and integrate vector-valued functions How to describe the velocity and acceleration associated with a vector-value function How to use a vector-valued function to analyze projectile motion How to find tangent vectors and normal vectors	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
structure. 8. Look for and express regularity in repeated reasoning.		How to find the arc length and curvature of a curve	
Unit Thirteen: Functions of Several Variables Timeline: 15 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Introduction to Functions of Several Variables Limits and Continuity Partial Derivatives Differentials Chain Rules for Functions of Several Variables Directional Derivatives and Gradients Tangent Planes and Normal Lines Extrema of Functions of Two Variable And their Applications Langrange Multipliers	<u>Learning Targets:</u> How to sketch a graph, level curves, and level surfaces How to find a limit and determine continuity How to find and use a partial derivative How to find and use a total differential and determine differentiability How to the Chain Rule and find a partial derivative implicitly How to find and use a directional derivative and a gradient How to find an equation of a tangent plane and an equation of a normal line to a surface How to find the angle of inclination of a plane How to find absolute and relative extrema How to solve an optimization problem including constrained	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
		optimization using Lagrange multiplier How to the method of least squares	
Unit Fourteen: Multiple Integrations Timeline: 15 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Iterated Integrals and Area in the Plane Double Integrals and Volume Change of Variables: Polar Coordinates Center of Mass and Moments of Inertia Surface Area Triple Integrals and Applications Triple Integrals in Cylindrical and Spherical Coordinates Change of Variables: Jacobians	<u>Learning Targets:</u> How to evaluate an iterated integral and find the area of a plane region How to use a double integral to find the volume of a solid region How to write and evaluate double integrals in polar coordinates How to find the mass of a planar lamina, the center of mass of a planar lamina, and moments of inertia using double integrals How to use a double integral to find the area of a surface How to use a triple integral to find the volume, center of mass, and moments of inertia of a solid region How to write and evaluate triple integrals in cylindrical and spherical coordinates How to use a Jacobian to change variables in double integral	<u>Informal:</u> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems <u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concept Big Ideas	Student Learning Targets	Assessments
Unit Fifteen: Vector Analysis Timeline: 15 days			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Vector Fields Line Integrals Conservative Vector Fields and Independence of Path Greens' Theorem Parametric Surfaces Divergence Theorem Stokes's Theorem	Learning Targets: How to sketch a vector field, determine whether a vector field is conservative, find a potential functions, find curl, and find divergence How to find a piecewise smooth parametrization, write and evaluate a line integral, and use Green's Theorem How to use the Fundamental Theorem of Line Integrals, independence of path, and conservation of energy How to sketch a parametric surface, find a set of parametric equations to represent a surface, find a normal vector, find a tangent plane, and find the area of a parametric surface How to evaluate a surface integral, determine the orientation of a surface, evaluate a flux integral, and use the Divergence Theorem How to use Stokes's Theorem to evaluate a line integral or a surface integral and how to use curl to analyze the motion of a rotating liquid	Informal: Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems Formal Assessment: Capstones Lesson quizzes Unit Test

Curriculum Framework for Statistics

School: Sussex Preparatory Academy

Curricular Tool: Elementary Statistics

Course: Statistics

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Statistics Timeline : 4 weeks			
Understand statistics as a process for making inferences about population parameters based on a random sample from that population. CC.9-12.S.IC.1 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. CC.9-12.S.IC.3 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. CC.9-12.S.IC.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i> CC.9-12.S.CP.4	Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken. When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing predictions with data. Causation implies correlation yet correlation does not imply causation. In a probability model, sample points represent outcomes and combine to make up events. The probabilities of the events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities	Understand and be able to describe the difference between descriptive and inferential statistics Understand and be able to identify and interpret the relationships between sample and population. Know and be able to identify and describe the different types of variables Understand how conveniences and volunteer samples result in biased samples Understand the differences among and be able to identify experiments, observational studies, and judgment samples. Understand and be able to describe the single-stage sampling methods of “simple random sample” and “systematic sampling” Understand and be able to describe the multistage sampling methods of “stratified sampling” and “cluster sampling” Understand that variability is inherent in everything and in the sampling process	<u>Informal Assessments:</u> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
	relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.		
Unit Two: Descriptive Analysis and Presentation of Single-Variable Data Timeline: 3 weeks			
Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). CC.9-12.S.CP.1 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. CC.9-12.S.CP.2 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. CC.9-12.S.CP.3 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly</i>	The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn. Collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments	Create and interpret graphical displays, including pie charts, bar graphs, Pareto diagrams, dotplots, and stem-and-leaf plots displays Understand and be able to describe the difference between grouped and ungrouped frequency distributions, frequency and relative frequency and cumulative relative frequency Identify and describe the parts of a frequency distribution; class boundaries, class width, and class midpoint Create and interpret frequency histograms, and relative frequency histograms Identify the shapes of distributions Compute, describe, and compare the four measures of central tendency: mean, median, mode and midrange. Understand the effect of outliers on each of the four measures of central tendency Compute, describe, compare, and interpret the two measures of position: quartiles, percentiles, and z-scores. Create and interpret boxplots	<u>Informal Assessments:</u> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<i>selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. CC.9-12.S.CP.4</i> Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. CC.9-12.S.CP.5</i>		Understand the empirical rule and Chebyshev's theorem and be able to assess a set of data's compliance to these rules Know when and when not to use certain statistics-graphic and numeric	
Unit Three: Linear Systems and Matrices Timeline: 3 weeks			
(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network. CC.9-12.N.VM.6 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. CC.9-12.A.REI.5 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. CC.9-12.A.REI.6 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$. CC.9-12.A.REI.7</i> (+) Represent a system of linear equations as a single matrix equation in a vector variable.	Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation. Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken. When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing predictions with data.	Understand and be able to present and describe data in the form of two qualitative variables, both in contingency table format and appropriate graphs Understand and be able to present and describe data in the form of one qualitative variable and one quantitative variable, in both table format and appropriate graphs. Understand and be able to present and describe the relationship between two quantitative variables using a scatter diagram Understand and be able to explain a linear relationship Compute, describe, and interpret a correlation coefficient Compute, describe, and interpret a line of best fit Define and understand the difference between correlation and causation	Informal Assessments: Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal Formal Assessment: Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
CC.9-12.A.REI.8 (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater). CC.9-12.A.REI.9 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. CC.9-12.S.ID.7	Causation implies correlation yet correlation does not imply causation.	Determine and explain possible lurking variables and their effects on a linear relationship Understand and be able to explain the slope of the line of best fit with respect to the context it is presented in Understand and be able to explain the y-intercept of the line of best fit with respect to the context it is presented in Create a scatter diagram with the line of best fit drawn on it Compute prediction values based on the line of best fit Understand and be able to explain what predication values are. Understand that predictions should be made lonely for values within the sample domain and that caution must be exercised for values outside that domain.	
Unit Four: Probability Timeline: 4 weeks			
Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</i> CC.9-12.S.IC.2 Understand that two events <i>A</i> and <i>B</i> are independent if the probability of <i>A</i> and <i>B</i> occurring together is the product of their probabilities, and use this characterization to	The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.	Understand and be able to describe the basic concept of probability Understand and describe a simple event Understand and be able to describe the differences between empirical, theoretical, and subjective probabilities Compute and interpret relative frequencies Identify and describe a sample space for an	<u>Informal Assessments:</u> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
determine if they are independent. CC.9-12.S.CP.2 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. CC.9-12.S.CP.3 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i> CC.9-12.S.CP.4 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i> CC.9-12.S.CP.5	Collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments In a probability model, sample points represent outcomes and combine to make up events. The probabilities of the events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.	experiment Construct tables, tree diagrams, and/or Venn diagrams to aid in computing and interpreting probabilities Understand the properties of probability numbers: 1. $0 \leq \text{each } P(A) \leq 1$ 2. $\sum P(A) = 1$ Understand , describe, and use the law of large numbers to determine probabilities Understand, compute, and interpret odds of an event Understand that compound events involve the occurrence of more than one event Construct, describe, compute, and interpret a conditional probability Understand and be able to utilize the complement rule Compute probabilities of compound events using the addition rule. Compute probabilities of compound events using the multiplication rule Understand, describe, and determine mutually exclusive events Compute probabilities of compound events using the addition rule for mutually exclusive events Understand , describe, and determine independent events	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		Compute probabilities of compound events using the multiplication rule for independent events Recognize and compare the differences between mutually exclusive events and independent events	
Unit Five: Probability Distributions (Discrete Variables) Timeline: 2 weeks			
(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i> CC.9-12.S.MD.3	The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn. Collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments	Understand that random variables is a numerical quantity whose value depends on the conditions and probabilities associated with an experiment Understand the difference between a discrete and a continuous random variable Be able to construct a discrete probability distribution based on an experiment or given function Understand the terms <i>mutually exclusive</i> and <i>all-inclusive</i> as they apply to the variable for probability distributions Understand the similarities and differences between frequency distributions and probability distributions Understand and be able to utilize the two main properties of probability distribution to verify compliance Understand that a probability distribution in a theoretical probability distribution and that the mean and standard deviation (μ and σ, respectively) are parameters. Compute, describe, and interpret the mean and standard deviation of a probability distribution	<u>Informal Assessments:</u> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		Understand the key elements of a binomial experiment and be able to define x, n, p and q. Know and be able to calculate binomial probabilities using the binomial probability function Understand and be able to use Table 2 in Appendix B, Binomial Probabilities, to determine binomial probabilities. Compute, describe, and interpret the mean and standard deviation of a binomial probability distribution	
Unit Six: Normal Probability Distributions Timeline: 3 weeks			
Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. CC.9-12.S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. CC.9-12.S.ID.4	Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken. When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing predictions with data. Causation implies correlation yet correlation does not imply causation.	Understand the difference between a discrete and continuous random variable Understand the relationship between the empirical rule and the normal curve Understand that a normal curve is a bell-shaped curve, with total area under the curve equal to 1 Understand that the normal curve is symmetrical about the mean, with an area of 0.5000 on each side of the mean Be able to draw a normal curve, labeling the mean and various z-scores Understand and be able to use Table 3, Areas of the Standard Normal Distributions, in Appendix B Calculate probabilities for intervals defined on the standard normal distribution	<u>Informal Assessments:</u> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		Determine z-values for corresponding intervals on the standard normal distribution. Compute, describe, and interpret a z-value for a data value from a normal distribution Compute z-scores and probabilities for applications of the normal distribution Draw, compute, and interpret z of alpha notation, $z(\alpha)$ Understand the key elements of a binomial experiment: x, n, p, q. Know its mean and standard deviation formulas Understand that the normal distribution can be used to calculate binomial probabilities, provided certain conditions are met Understand and be able to use the continuity correction factor when calculating z-scores. Compute z-scores and probabilities for normal approximation to the binomial	
Unit Seven: Sample Variability Timeline: 2 week			
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. CC.9-12.S.IC.4	The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.	Understand what a sampling distribution of a sample statistic is and that the distribution is obtained from repeated samples, all of the same size Be able to form a sampling distribution for a mean, median, or range based on a small, finite population Understand that a sampling distribution is a probability distribution for a sample statistic.	<u>Informal Assessments:</u> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
	Collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments.	Understand and be able to present and describe the sampling distribution of sample means and the central limit theorem Understand and be able to explain the relationship between the sampling distribution of sample means and the central limit theorem Determine and be able to explain the effect of sample size on the standard error of the mean Understand when and how the normal distribution can be used to find probabilities corresponding to sample means Compute, describe, and interpret z-scores corresponding to known values of $\bar{x}$ Compute z-scores and probabilities for applications of the sampling distribution of sample means	
Unit Eight: Introduction to Statistical Inferences Timeline: 4 weeks			
Understand statistics as a process for making inferences about population parameters based on a random sample from that population. CC.9-12.S.IC.1	The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn. Collecting data from a random	Understand the difference between descriptive statistics and inferential statistics. Understand that an unbiased statistic has a sampling distribution with a mean that is equal to the population parameter being estimated. With respect to confidence intervals: Understand that a confidence interval is an interval estimate of a population parameter, with a degree of certainty, used when the population parameter is unknown	<u>Informal Assessments:</u> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
	sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments.	Understand that a point estimate for a population parameter is the value of the corresponding sample statistic Understand that the level of confidence is the long-run proportion of the intervals, which will contain the true population parameters, based on repeated sampling Understand and be able to describe the key components for a confidence interval: point estimate, level of confidence, confidence coefficient, maximum error of estimate, lower confidence limit, and upper confidence limit	
Unit Nine: Applications of Chi-Square Timeline : 3 week			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Chi-Square Statistic Inferences Concerning Multinomial Experiments Inferences Concerning Contingency Tables	Understand that enumerative data are data that can be counted and placed into categories Understand that the chi-square distributions will be used to test hypotheses involving enumerative data Understand the properties of the chi-square distribution and how series of distribution based on sample size (using degrees of freedom as the index) Understand the key elements of multinomial experiment and be able to define n, k, O_i, and P_i Know and be able to calculate $E = np$ Know and be able to calculate a chi-square statistic: $\chi^2 = \sum_{(\text{all cells})} (o - E)^2/E$ Know and be able to calculate the degrees of freedom for a multinomial experiment ($df = k - 1$)	<u>Informal Assessments:</u> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		Perform, describe, and interpret a hypothesis test for a multinomial experiment using the chi-square distribution with the p-value approach and/or the classical approach Understand and know the definition of independence of two events Know and be able to calculate expected values using $E_{ij} = R_i \cdot C_j / n$ Know and be able to calculate the degrees of freedom for a test of independence or homogeneity [$df = (r - 1)(c - 1)$] Perform , describe, and interpret a hypothesis test for a test of independence or homogeneity using the chi-square distribution with the p-value approach and/or the classical approach Understand the differences and similarities between tests of independence and tests of homogeneity	
Unit Ten: Analysis of Variance Timeline: 3 week			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision.	Introduction to the Analysis of Variance Technique The Logic behind ANOVA Applications of Single-Factor ANOVA	Understand that analysis of variance technique (ANOVA) are use to test differences among more than two means Understand that ANOVA uses variances to complete the testing of several means Understand that the F-distribution is used to test the ratio of the variation between the means being tested to the variation within the samples being tested Understand that if the variation between the means	<u>Informal Assessments:</u> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.		is significantly more than the variation within the samples ,then the means are considered unequal Compute, describe, and interpret a hypothesis test for the differences among several means, using the <i>F</i> -distribution with the <i>p</i> -value approach and/or the classical approach	
Unit Eleven: Linear Correlation and Regression Analysis Timeline: 3 weeks			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Linea Correlation Analysis Inferences about the Linear Correlation Coefficient Linear Regression Analysis Inferences Concerning the Slope of the Regression Line Confidence Intervals for Regression Understanding the Relationship between Correlation and Regression	Understand what bivariate data, independent variable, and dependent variable are Understand that the linear correlation coefficient, <i>r</i> , measures the strength of the linear relationship between two variables Understand that the centroid for bivariate data is $(\bar{x}, \bar{y})$. Understand that the centroid is used in the calculation of the correlation coefficient Understand that covariance is a measure of linear dependency but that it is affected by the spread of the data Understand that the correlation coefficient , <i>r</i> , standardizes covariance so that relative strengths can be compared Understand that the assumptions for inferences about the linear correlation coefficient are that the ordered pairs form a random sample and that the <i>y</i> values at each <i>x</i> have a normal distribution. Inferences will utilize the <i>t</i> -distribution using (<i>n</i> – 2) degrees of freedom	Informal Assessments: Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal Formal Assessment: Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		Compute, describe, and interpret a confidence interval for the population correlation coefficient, ρ, using Table 10 in Appendix B Perform, describe, and interpret a hypothesis test for the population correlation coefficient, ρ, using the t-distribution with the p-value approach and classical approach Understand that the significance of r does not imply a cause-and-effect relationship Understand that the estimate of the experimental error, e, is the difference between the observed y and the predicted y, $(y - \hat{y})$, at a given value of x Understand that the variance about the line of best fit is the same as the variance of the error, e Understand that the line of best fit passes through the centroid Compute, describe, and interpret a confidence interval for population slope of the regression line, β_1, using the t-distribution Perform, describe, and interpret a confidence interval for population slope of the regression line, β_1, using the t-distribution with the p-value approach and classical approach Compute, describe, and interpret a confidence interval for the mean value of y for a particular x, $(\mu_{y/x0})$, using the t-distribution. Compute, describe and interpret a prediction interval for an individual value of y for a particular x, (y_{x0}), using the t-distribution Understand the difference between a confidence	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		interval and a prediction interval for a y value at a particular x value	
Unit Twelve: Elements of Nonparametric Statistics Timeline: 2 weeks			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Nonparametric Statistics The Sign Test The Mann-Whitney U Test The Runs Test Rank Correlation	Understand that parametric methods are statistical methods that assume that the parent population is approximately normal or that the central limit theorem gives (at least approximately) a normal distribution of a test statistic Understand that nonparametric methods (distribution-free methods) do not depend on the distribution of the population being sampled Understand that the power of a test ($1 - \beta$) is its ability to reject a false null hypothesis Understand that efficiency of a nonparametric test takes into account the power of a test and the required sample size. Understand that the sign test is the nonparametric alternative to the t-test for one mean and the difference between two dependent means Compute, describe, and interpret a confidence interval for a population median using the sign test Perform, describe, and interpret a hypothesis test for a single median using the sign test with the p-value approach and classical approach Perform, describe, and interpret a hypothesis test for the median of paired differences using the sign test with the p-value approach and classical approach	<u>Informal Assessments:</u> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal <u>Formal Assessment:</u> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		Understand that the Mann-Whitney U test is the nonparametric alternative to the t-test for the difference between two independent means Perform, describe, and interpret a hypothesis test for the difference between two means using the Mann-Whitney U test with the p-value approach and classical approach Perform, describe, and interpret a hypothesis test for the difference between two means using the normal approximations to the Mann-Whitney U test with the p-value approach and classical approach Perform, describe, and interpret a hypothesis test for the randomness of data using the runs test with the p-value approach and classical approach Perform, describe, and interpret a hypothesis test for the randomness of data using normal approximation to the runs test with the p-value approach and classical approach Understand that the Spearman rank correlation coefficient is the nonparametric alternative to the Pearson linear correlation coefficient, r. Perform, describe, and interpret a hypothesis test for the significance of correlation between two variables using the Spearman rank correlation coefficient with the p-value approach and classical approach	

Using Technology to Explore Geometric Transformations

Delaware Recommended Curriculum Mathematics Unit Cover Page

Preface: This unit has been created as a model for teachers in their designing or redesigning of course curricula. It is by no means intended to be inclusive; rather it is meant to be a springboard for teacher thought and creativity. The information we have included represents one possibility for developing a unit based on the Delaware content standards and the Understanding by Design framework and philosophy.

Unit Title: Using Technology to Explore Geometric Transformations
(GeoMaster, Cabri Jr., Geometer's Sketchpad, etc.)

Grade Level(s): 10

Subject/Topic Area: Geometry Reasoning

Searchable Key Words: Similar, congruent, inductive reasoning, conjectures, deductive reasoning, transformations, technology, GeoMaster, Cabri, Sketchpad

Designed By: Pamela Mason, Leslie Williams
Delmar High School

Time Frame: 12 to 15 hours

Reviewed by:

Date: Spring 2006

SUMMARY OF PURPOSE: In this 10th grade Geometry unit, students will learn about Geometric Transformations and how they are used in today's workplace. They will be able to not only write mathematical descriptions of transformations but also perform these transformations by hand and on available technology. Students will use their inductive and deductive reasoning skills to explore the ideas of congruence and similarity. As a final project, students will create a design for one of three products.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit is posted on the DDOE web site as an exemplary unit of instruction for math. It teaches fundamental information and strategies for geometric reasoning.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available. Students will have access to computers to complete the work in the unit.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Using Technology to Explore Geometric Transformations

Stage 1: Desired Results

Alignment to Common Core State Standards for Mathematics

Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). **CC.9-12.G.CO.2**

Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. **CC.9-12.G.CO.3**

Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. **CC.9-12.G.CO.4**

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. **CC.9-12.G.CO.5**

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. **CC.9-12.G.CO.6**

Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. **CC.9-12.G.CO.7**

Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. **CC.9-12.G.CO.8**

Big Idea

Objects in space can be oriented in an infinite number of ways.

Enduring Understandings

Students will understand that...

- An object's location in space can be described quantitatively.
- There are multiple ways to transform an object.

Essential Questions

- How are objects transformed mathematically?
- Why are objects transformed mathematically?
- How can motion be described mathematically?

Unit Question(s)

- How can we use our knowledge of transformations to describe them mathematically?
- Which transformations are commutative?

Targeted Knowledge & Skill

Students will know...

- the differences between reflections, translations, rotations, and dilations.
- which transformations create similar and/or congruent figures.

Students will be able to... (21st century skills)

- describe various transformations a shape has undergone.
- develop their own designs and describe them using geometric transformations.
- graph composite transformations on the Cartesian plane.

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Stage 2: Assessment Evidence

Transfer Task

Performance Task

You are working for Dynamic Designs, Inc. The following accounts have requested new artwork. *Sonic Skateboard Co.* needs a new design for their deck, *Pineapple Computer* needs a new screensaver, and *Jet Tees* is developing a new line of graphic t-shirts. Since you are the senior designer, you may choose which design to develop.

Each company requires a repetitive design. You have chosen to use composite transformations (of at least two types). The company requires a precise mathematical description in order to program the design into their manufacturing software. Please include a complete professional drawing on a Cartesian plane with the location of the pre-image clearly marked. If you choose to use graphing technology, be sure to format the diagram with axes on. Your boss is offering you a bonus if you create a model product for the client.

Rubrics for Transfer Tasks

Performance Task

	4	3	2	1
Diagram	Graphs composite transformations of at least two types precisely on a Cartesian plane	Graphs composite transformations of at least two types on a Cartesian plane	Graphs composite transformations on a Cartesian plane	Attempts to graph composite transformations
Instructions	Clearly, coherently provides step-by-step instructions using sophisticated mathematical language	Provides step-by-step instructions using mathematical language	Provides step-by-step instructions	Instructions contain errors in basic understanding

Other Evidence (e.g., tests, quizzes, prompts, work samples, observations)

All copies can be found in Appendix A.

Sketch and Describe Quizzes

Quiz A

Quiz B

Quiz C

Transformations Test

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Student Self-Assessment and Reflection

Pairs Communication Activity

Directions: Partners each create a pre-image and an image using a single transformation of their choice without showing their partner. Next each student will write directions for creating their pre-image and then transforming it. First student A will read their directions to student B while the student B sketches as instructed. Once complete they will compare sketches and discuss how to make the directions more clear if necessary. Then they will switch jobs with student B reading and student A sketching. Students should be given multiple opportunities including different partners to repeat the process to build confidence and precision. At the conclusion of this activity the following reflection may be used.

Reflection:

1. On which part of this activity were you most successful and why (giving or receiving directions)?
2. Which part was most difficult and why?
3. What types of strategies did you develop with your partner to write directions more clearly?

Stage 3: Learning Plan

Key learning events needed to achieve unit goals

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results?

- **Calculator exploration of transformations using GeoMaster.**
- **Graphing transformations (single and composite) by hand on a Cartesian plane.**
- **Pairs Communication Activity.**

Group exploration using TI Navigator and Interwrite board.

Lesson 1

General Topics Introduction of formal mathematical terminology that will be used throughout the unit.

Transformation, translation, reflection, rotation, rigid, composition of transformations, line of reflection, point of rotation, horizontal and vertical shifts, dilation, scale factor

1. Use PowerPoint presentation (see sample PowerPoint in Appendix B) of people and places where knowledge of geometric transformations are applied to generate interest and discussion about transformations. Discuss with students the benefits of this unit.
W, H
2. Brainstorm as a class current knowledge about geometric transformations and formalize the correct mathematical terminology. Students will be given a Vocabulary Template (see Appendix) to organize transformation terminology. Complete template on Interwrite Board with students and print for any special needs students.
E1, O, T

Lesson 2

General Topics Reflection

1. Begin having students reflect basic polygons with paper and pencil. Make conjectures about what it's going to look like. **E1**
2. Ask students to discuss the ideas of congruence and similarity. Are all images created by reflections congruent? Are all images created by reflections similar? How could

Using Technology to Explore Geometric Transformations

- various mathematical principles be used to prove that all reflections congruent? (distance formula, slope formula, SSS, SAS, ASA, etc.) **E1, R**
3. Provide a homework problem in which student will justify congruence of a reflected triangle. **E1**
 4. Use direct instruction to show students how to reflect geometric shapes using a TI calculator with GeoMaster and Cabri Jr. (or using a computer with Geometer's Sketchpad software). **E1**
 5. Allow students time to reflect polygons using any line, not just vertical and horizontal lines. Various student designs should be projected via TI Navigator (or computer projector) in order to encourage further exploration and generate possible conjectures for multiple reflections. **E1, T, R**
 6. Informally assess student work via the TI Navigator and assist and encourage exploration as needed. **E1, E2**

Lesson 3

General Topics Rotations

1. As a warm-up begin class by polling students using the TI Navigator to informally assess reflection knowledge. **E2**
2. Using TI Navigator send students FLAGTURN program (see Appendix). Discuss what is occurring in the program. Allow students time to change the geometric shape being rotated by changing the coordinates in matrix B. **E1**
3. Use direct instruction to show students how to rotate geometric shapes using GeoMaster, Cabri Jr. or Geometer's Sketchpad, emphasizing the need to specify a center point and an angle of rotation. **E1**
4. Allow students time to rotate polygons using appropriate technology and explore the effects of rotations around various points with various angles of rotation. **E1**
5. Again discuss with students the ideas of similarity and congruence. When geometric shapes are rotated, is the image similar or congruent to the pre-image? How can this be proved using previous knowledge? **E1, R**
6. Provide a homework problem in which student will justify congruence of a rotated triangle. **E1**
7. Distribute graph paper, rulers, and protractors and discuss how to rotate by hand. Provide various examples of rotating segments and triangles 90 degrees, 180 degrees, 270 degrees, and 360 degrees. **E1**
8. Students should complete Quiz A (see Appendix).

Lesson 4

General Topics Translations

1. As a warm-up display the visual (see Appendix) and ask students to describe the transformations using correct mathematical terminology. **E2**
2. Discuss how to describe translations mathematically with the students. Again discuss with students the ideas of similarity and congruence. When geometric shapes are translated, is the image similar or congruent to the pre-image? How can this be proved

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- using previous knowledge? **E1, R**
3. Provide examples and practice problems of translating triangles. **E1**
 4. Have students complete the Rigid Transformation Organizer (see Appendix) individually. Discuss results as a class using the Interwrite Board. Print for special needs students. **T, O**
 5. Students complete the Pairs Communication Activity (see Stage 2: Student Self-Assessment and Reflection). **E2**
 6. Provide a homework problem in which student will justify congruence of a translated parallelogram. **E1**
 7. Students should complete Quiz B (see Appendix).

Lesson 5

General Topics Dilations

1. Discuss the need for dilations with scale drawings in construction, photo enlargement, camera operations, zoom feature on calculator, nesting cups, etc. **W**
2. Allow students time to dilate polygons using appropriate technology and explore the effects of various scale factors. **E1**
3. Again discuss with students the ideas of similarity and congruence. When geometric shapes are dilated, is the image similar or congruent to the pre-image? How can this be proved using previous knowledge? (AA, SAS, SSS) **E1, R**
4. Provide a homework problem in which student will justify similarity of a dilated triangle. **E1**
5. Students should complete Quiz C (see Appendix).

Lesson 6

General Topics Review and Assess

1. Students will complete the Pairs Communication Activity using different student groupings than in Lesson 4. (see Stage 2: Student Self-Assessment and Reflection). **E2**
2. Students should complete the Unit Test (see Appendix).
3. Students will work with a partner to correct any errors and misunderstandings from the Unit Test. Students will write two paragraphs each addressing each category from the Unit Test Reflection Checklist (see Appendix). One paragraph will highlight their strengths on the test. In the second paragraph students will explain any misunderstandings from the test including test corrections. **R, E2, O**
4. Students should complete the Performance Assessment.

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)

H – Hook all students and Hold their interest?

E – Equip students, help them Experience the key ideas and Explore the issues?

R – Provide opportunities to Rethink and Revise their understandings and work?

E – Allow students to Evaluate their work and its implications?

T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?

O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Code

Using Technology to Explore Geometric Transformations

IP = international education perspective

IL = information literacy

WR = Workplace readiness/21st century skills

FA = a formative assessment, used to check for understanding

Resources & Teaching Tips

- What resources best enrich or support this unit?

Internet

<http://www.shodor.org/interactivate/activities/transform/index.html>

This site can be used by students and teachers to transform geometric rigid shapes on the coordinate plane.

http://education.ti.com/educationportal/sites/US/productDetail/us_ti_navigator.html

This part of the Texas Instruments website for educators discusses the TI Navigator.

http://education.ti.com/educationportal/activityexchange/activity_list.do?cid=us

This part of the Texas Instruments website for educators includes classroom activities using their technology.

<http://www.calcomp.com/interwriteschoolpad.htm>

This site shows how to use the Interwrite SchoolPad in the classroom, complete with video and ordering details.

http://education.ti.com/educationportal/sites/US/productDetail/us_geomaster_83_84.html

This site is where GeoMaster may be downloaded for free, complete with users guide.

Media

PowerPoint

Print

Coxford, Arthur F., Fey, James T., Hirsch, Christian R., Schoen, Harold L., Burrill, Gail, Hart, Eric W., & Watkins, Ann E. (1997). *Contemporary Mathematics in Context Course II*. Chicago, IL: Everyday Learning.

- What tips to teachers of the unit can you offer about likely rough spots/students misunderstandings and performance weaknesses, and how to troubleshoot those issues?

Accommodation/Differentiation ideas and tips

The time period needed to complete this unit will vary depending upon student achievement levels and class grouping.

Appendix A

Sample Resources

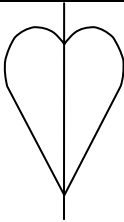
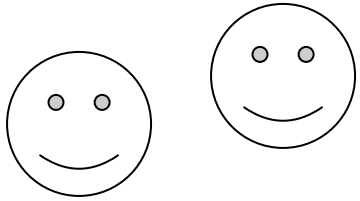
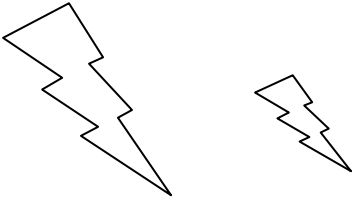
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Vocabulary Template

Transformation	Related Terms	Sketch

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Example of Completed Vocabulary Template

Transformation	Related Terms	Sketch
Reflection (flip across a line)	Line of reflection Pre-image and image Rigid	
Rotation (turn about a point in a specific direction)	Point of rotation Degrees Clockwise or counterclockwise Rigid	
Translation (shifted copy)	Vertical and horizontal shift Rigid	
Dilation (reduction or enlargement)	Scale factor Not rigid	

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Flagturn Program

```
ClrDraw
For(N,1,8,1)
[A]*[B]→[B]
Line([B](1,1),[B](2,1),[B](1,2),[B](2,2))
Line([B](1,2),[B](2,2),[B](1,3),[B](2,3))
Line([B](1,3),[B](2,3),[B](1,4),[B](2,4))
For(K,1,25,1)
End
ClrDraw
End
Stop
```

Pre-load matrices A and B as follows:

$$A = \begin{bmatrix} 0.707 & -0.707 \\ 0.707 & 0.707 \end{bmatrix} \quad B = \begin{bmatrix} 0 & 0 & 3 & 0 \\ 0 & 8 & 6 & 4 \end{bmatrix}$$

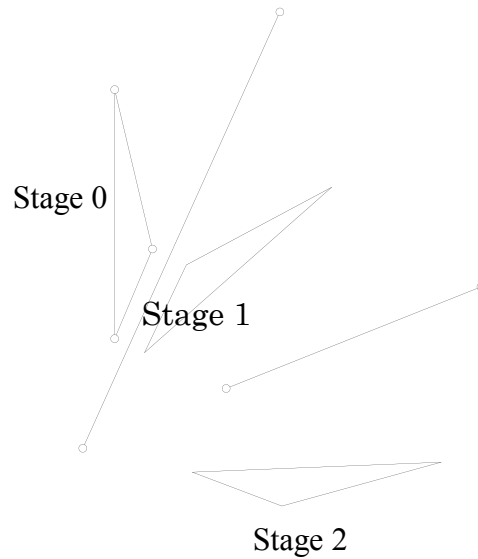
Reproduced from:

Coxford, Arthur F., Fey, James T., Hirsch, Christian R., Schoen, Harold L., Burrill, Gail, Hart, Eric W., & Watkins, Ann E. (1997). *Contemporary Mathematics in Context Course II*. Chicago, IL: Everyday Learning. (Page 153)

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Quiz A

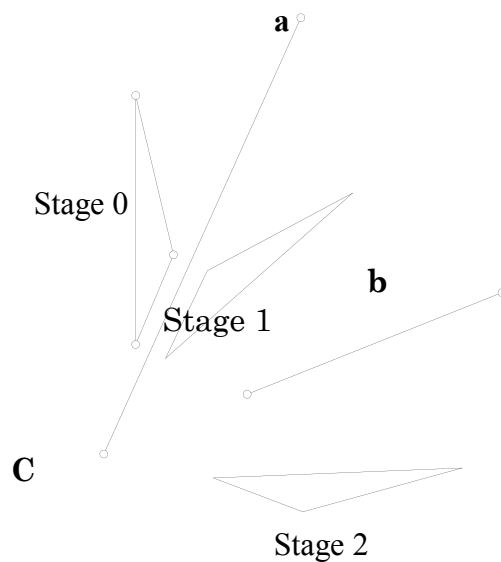
Use the following diagram to answer the questions below. You may use a protractor and ruler as needed.



1. Describe the transformation from the pre-image at stage 0 to the image at stage 1.
1. Describe the transformation from the image at stage 1 to the image at stage 2.
2. Describe in a single transformation how the pre-image can be formed into the image at stage 2.

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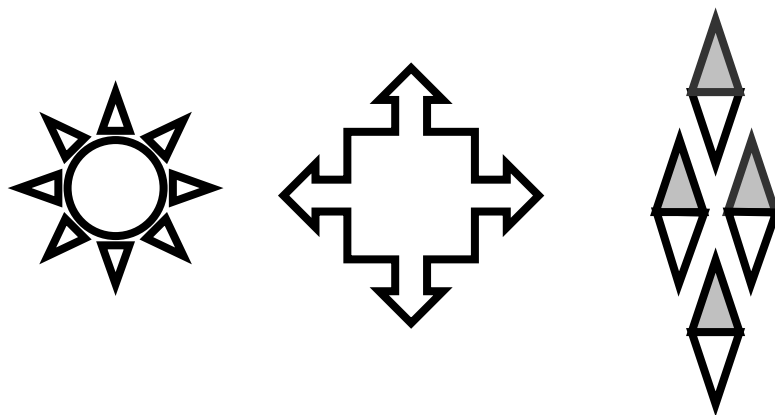
Key to Quiz A



1. reflection across line a (see above)
2. reflection across line b (see above)
3. 80 – 90 degree clockwise rotation about point C (see above)

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Lesson 4 Warm-Up Visual



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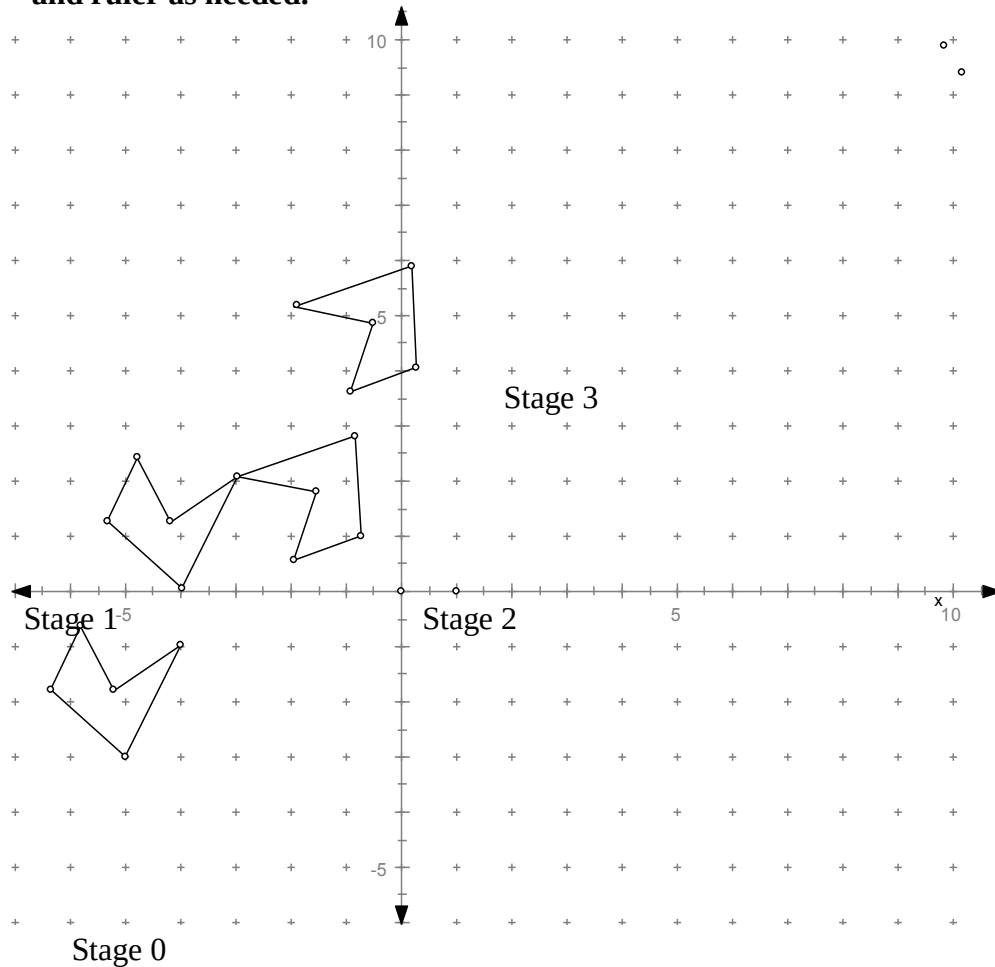
Rigid Transformation Organizer

Reflections	
x-axis	$(x, y) \rightarrow (\quad , \quad)$
y-axis	$(x, y) \rightarrow (\quad , \quad)$
$y = x$	$(x, y) \rightarrow (\quad , \quad)$
$y = -x$	$(x, y) \rightarrow (\quad , \quad)$
Rotations Counterclockwise	
90° about the origin	$(x, y) \rightarrow (\quad , \quad)$
180° about the origin	$(x, y) \rightarrow (\quad , \quad)$
270° about the origin	$(x, y) \rightarrow (\quad , \quad)$
Translations	
horizontal translation: h vertical translation: k	$(x, y) \rightarrow (\quad , \quad)$

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Quiz B

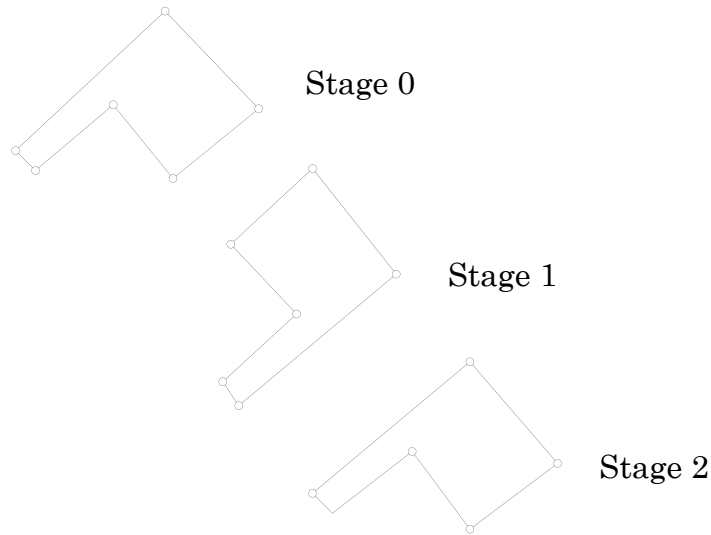
Use the following diagram to answer the questions below. You may use a protractor and ruler as needed.



1. Describe the transformation from the pre-image at stage 0 to the image at stage 1.
2. Describe the transformation from the image at stage 1 to the image at stage 2.
3. Sketch stage 4 and stage 5 on the Cartesian plane above.

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Use the following diagram to answer the questions below.

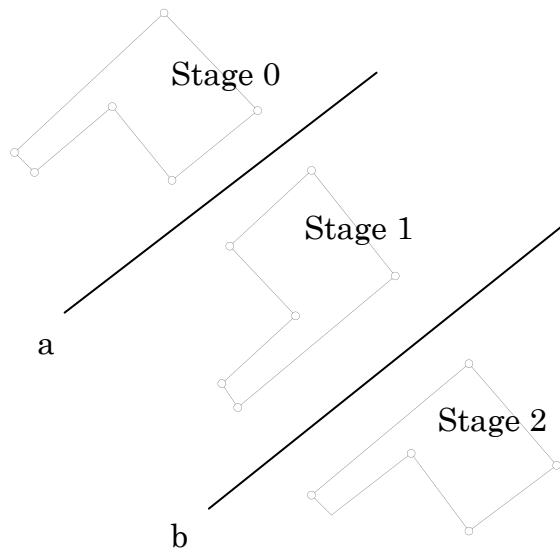
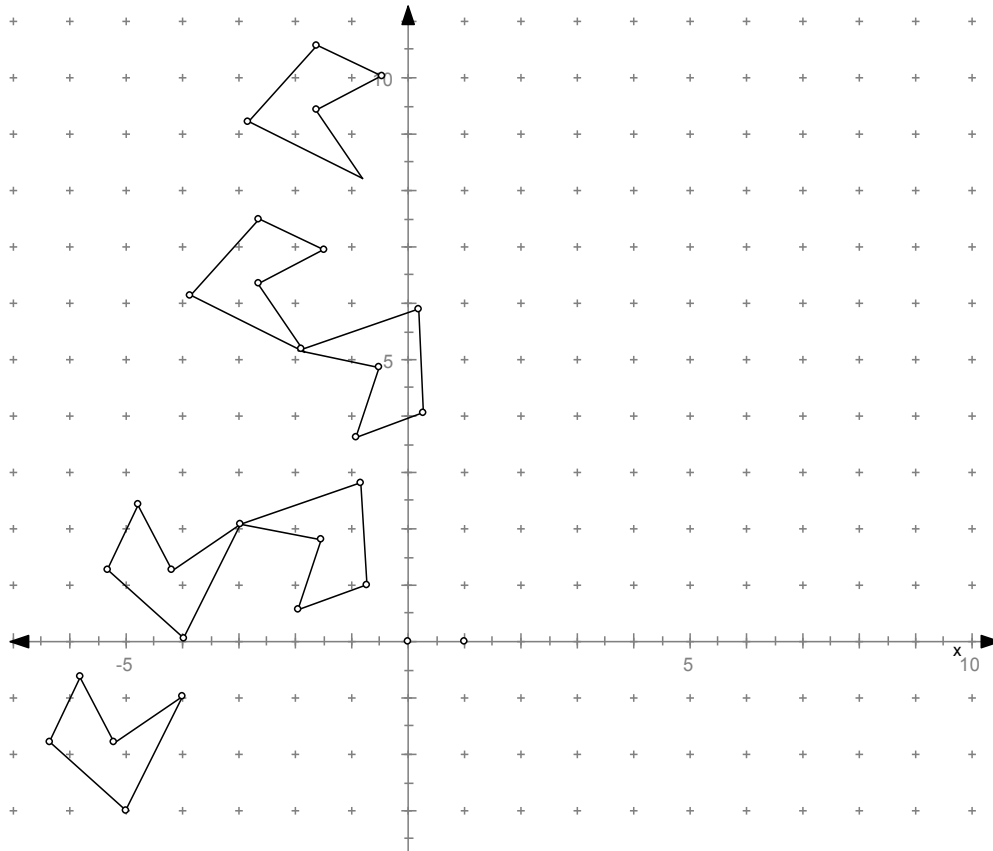


4. Describe the transformation from the pre-image at stage 0 to the image at stage 1.
5. Describe the transformation from the image at stage 1 to the image at stage 2.
6. Describe in a single transformation how the pre-image can be formed into the image at stage 2.

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Key to Quiz B

1. translation $(x+1, y+3)$ or equivalent expression
2. rotation of 135° counterclockwise about $(-3,2)$ – tall tip of pentagon

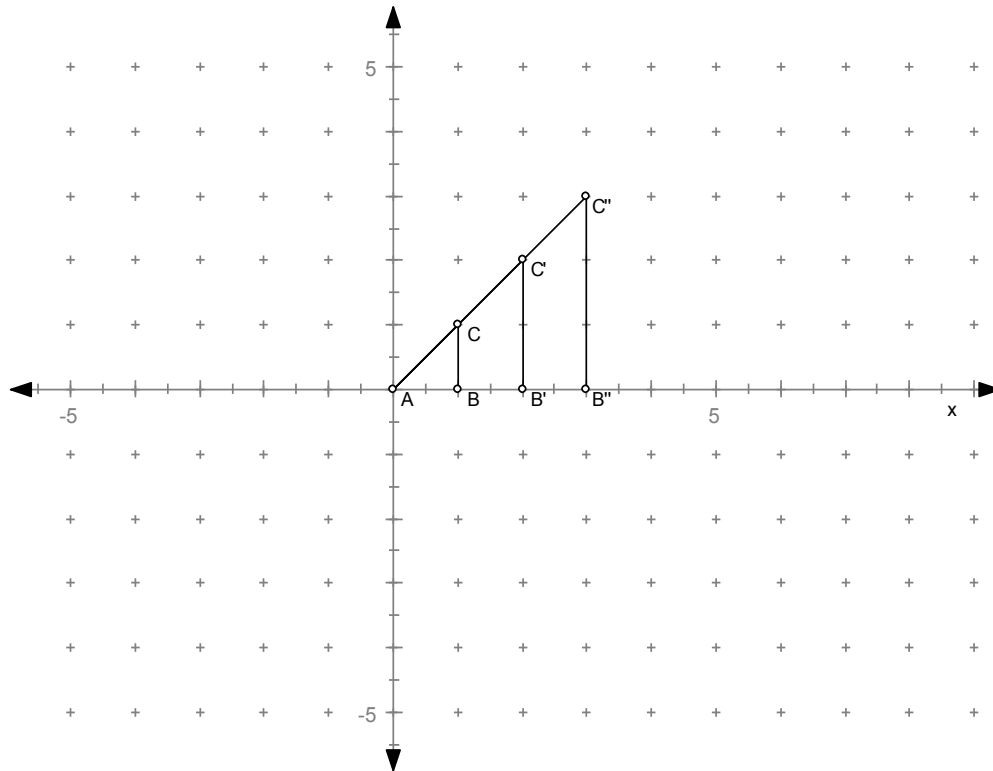


1. reflection across line a, (see above)
2. reflection across line b, (see above)
3. translation down and to the right, twice the distance between lines a and b

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Quiz C

Use the following diagram to answer the questions below. You may use a protractor and ruler as needed.



1. Describe the transformation from the pre-image $\triangle ABC$ to image $\triangle A'B'C'$.
2. Describe the transformation from the image $\triangle A'B'C'$ to the image at $\triangle A''B''C''$.
3. Describe in a single transformation how the pre-image $\triangle ABC$ can be formed into the image $\triangle A''B''C''$.

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Key to Quiz C

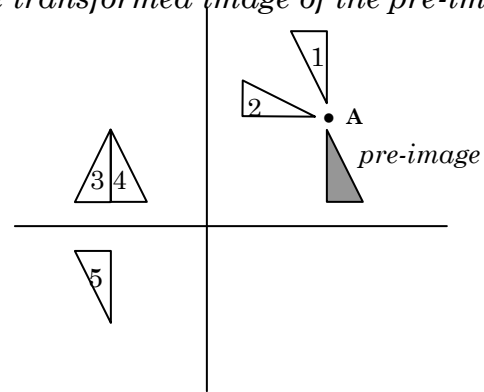
1. dilation scale factor 2
2. dilation scale factor 1.5
3. dilation scale factor 3

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Transformations Unit Test

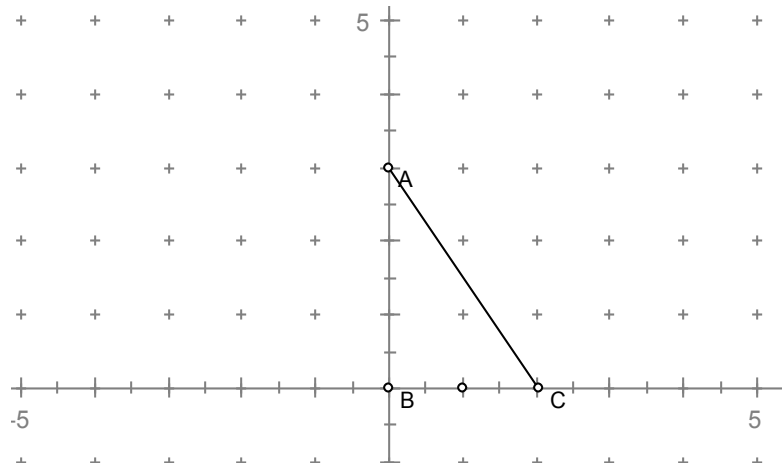
1. *MATCHING* – Write the number of the transformed image of the pre-image, that best matches the description.

- _____ a. translation
- _____ b. 180° rotation about the origin
- _____ c. 180° rotation about point A
- _____ d. reflection across the y-axis
- _____ e. reflection across $y = x$



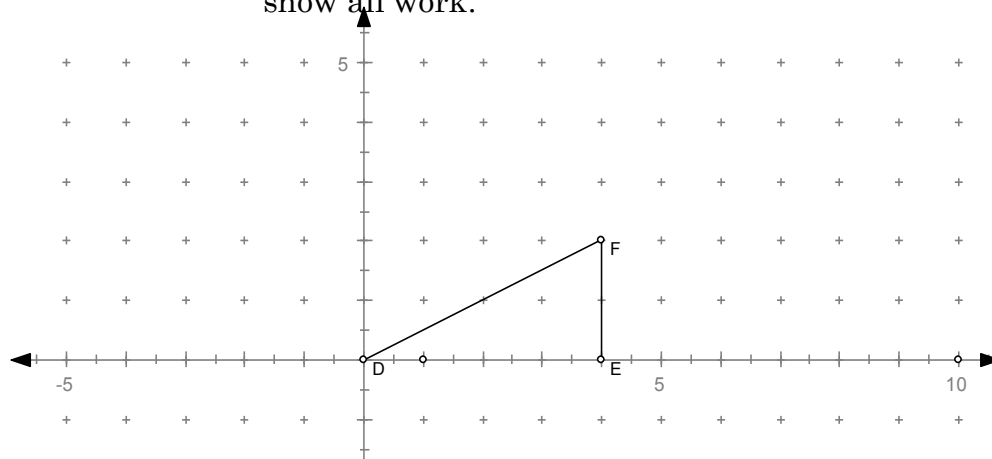
2. Describe what happens to the x & y coordinates when a pre-image is
- a. rotated 180° .
 - b. reflected across the x -axis.

3. *Transform and Justify*
- a. Reflect triangle ABC across the y -axis.
 - b. Justify that the image is congruent to the pre-image. Explain and show all work.



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- c. Dilate triangle DEF by a scale factor of $\frac{1}{2}$.
- d. Justify that the image is similar to the pre-image. Explain and show all work.



4. *Commutativity*

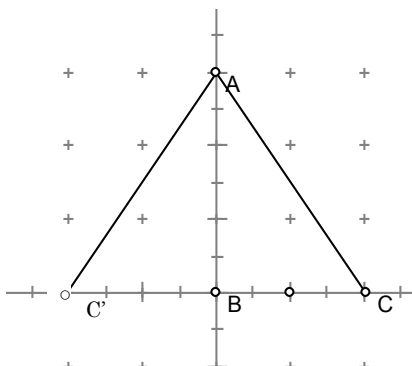
- a. Draw one example, complete with explanation, of a composition of geometric transformations that is commutative.
- b. Draw one example, complete with explanation, of a composition of geometric transformations that is NOT commutative.

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ANSWER KEY for Transformations Test

1. a. 4 c. 1 e. 2
b. 5 d. 3
2. a. $(-x, -y)$ or equivalent expression
b. $(x, -y)$ or equivalent expression

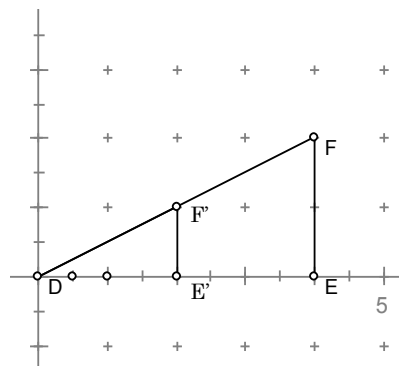
3. a.



- b. $AB = 3$; $BC = 2$; $AC = \sqrt{13}$;
 $A'B' = 3$; $B'C' = 2$; $A'C' = \sqrt{13}$

Since three pairs of corresponding sides are congruent, the triangles (the pre-image and image) are congruent by the SSS Theorem.

c.



- d. Since EF and DE are perpendicular, angle E is a right angle. Likewise, since $E'F'$ and $D'E'$ are perpendicular, angle $F'E'D'$ is a right angle. Since both are right angles, angle E and angle $F'E'D'$ are congruent. Also, angle FDE is congruent to angle $F'D'E'$. Therefore, the triangles (the pre-image and image) are similar by the AA Theorem.

4.

	2	1
Diagram	Contains clear composite transformation which is (or is not) commutative	Contains composite transformation which is (or is not) commutative
Explanation	Clear explanation using sophisticated mathematical knowledge	Explanation contains a minor error

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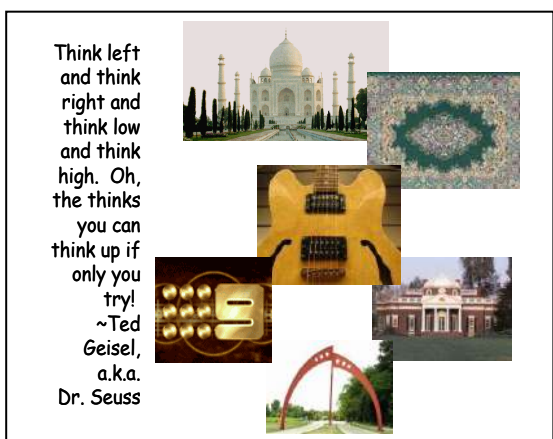
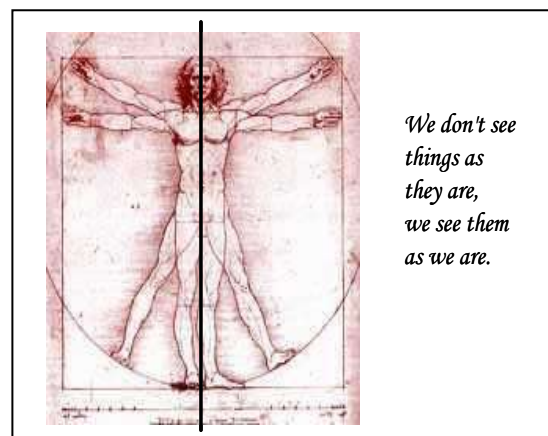
Unit Test Reflection Checklist

	Fully	Partially	Not At All
I explained at least 3 strengths that I demonstrated on this test.			
I explained all major misunderstandings I had when I took this test.			
I corrected all errors on my test.			

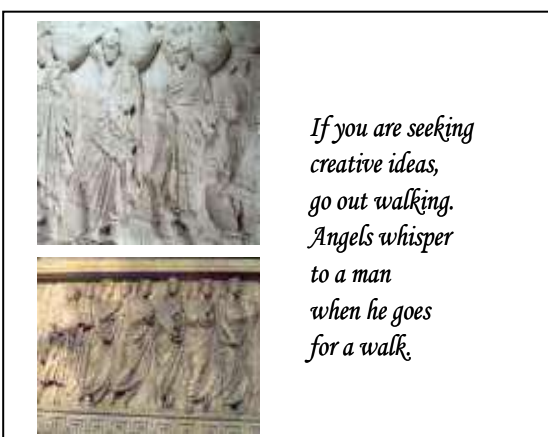
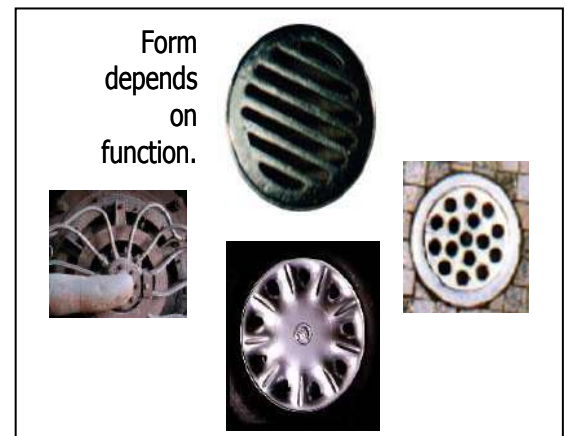
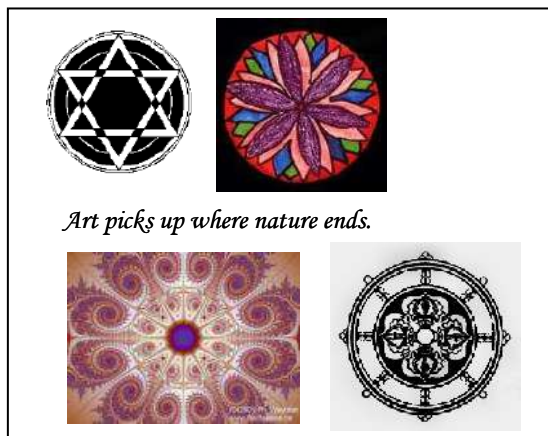
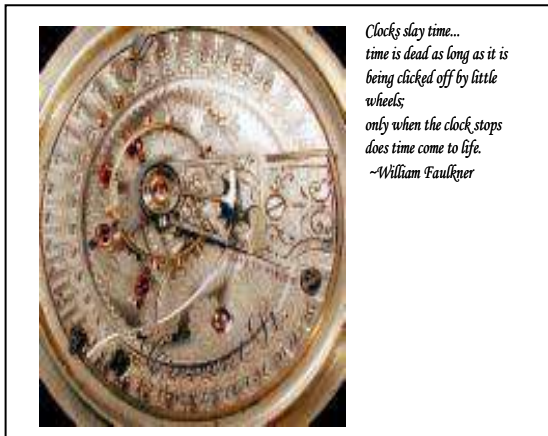
Appendix B

Sample PowerPoint Presentation

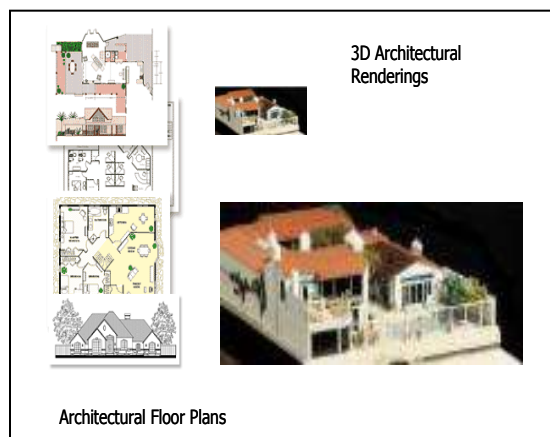
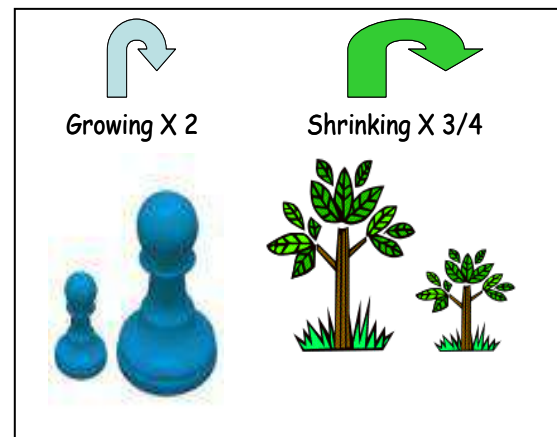
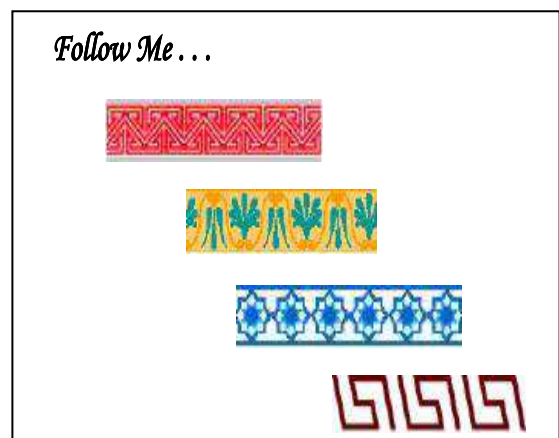
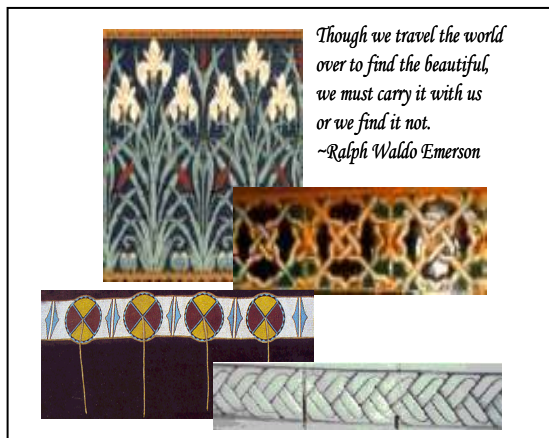
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Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Trigonometric Functions

Designed by: Christine Bichler and Takashi Rhoulac

For: Innovative Schools

Content Area: Calculus with Pre-Calculus

Grade Level(s): 9-12

Summary of Unit: In this Calculus with Pre-Calculus unit, students will learn about Trigonometric functions. Students will use Trigonometric functions to find relationships between sides and angles of triangles. Students will be able to model quantities that are periodic. Trigonometric Functions will be used to model real-life quantities.

Stage 1 – Desired Results

What students will know, do, and understand

Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. **CC.9-12.F.TF.1**

Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. **CC.9-12.F.TF.2**

(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number. **CC.9-12.F.TF.3**

(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. **CC.9-12.F.TF.4**

Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.* **CC.9-12.F.TF.5**

(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. **CC.9-12.F.TF.6**

(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.* **CC.9-12.F.TF.7**

Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. **CC.9-12.G.SRT.6**

Explain and use the relationship between the sine and cosine of complementary angles. **CC.9-12.G.SRT.7**

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* **CC.9-12.G.SRT.8**

Big Idea(s)

Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades.

These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles.

Unit Enduring Understanding(s)

Students will understand that.....

- Trigonometric Functions can be used to model and solve real-life mathematical problems

Unit Essential Questions(s)

How can angles be described, radian measures be used, and degree measures be used?

How can trigonometric functions be evaluate using the unit circle?

How can trigonometric functions be evaluated for acute angles and how can fundamental trigonometric identities be used?

How can reference angles be used to evaluate trigonometric functions of any angle?

How can the graphs of sine and cosine be sketched?

How can the graphs of tangent, cotangent, secant, and cosecant be sketched?

How can inverse trigonometric functions be evaluated?

How are real-life problems involving right triangles, directional bearings, and harmonic motion solved?

Knowledge and Skills

Students will know...

- how to describe angles.
- how to use radian measure.
- how to use degree measure.
- how to identify a unit circle and describe its relationship to real numbers.
- how to use the domain and period to evaluate sine and cosine functions.
- how to use a calculator to evaluate trigonometric functions.
- how to evaluate trigonometric functions of acute angles.
- how to use fundamental trigonometric identities.
- how to evaluate trigonometric functions of any angle.
- how to use reference angles to evaluate trigonometric functions.
- how to use amplitude and period to help sketch the graphs of sine and cosine functions.

- how to translations of the graphs of sine and cosine functions.

Students will be able to...

- use angles to model and solve real-life problems.
- evaluate trigonometric functions using the unit circle.
- use sine and cosine functions to model real-life data.
- use trigonometric functions to model and solve real-life problems.
- evaluate and graph the inverse sine function, the other inverse trigonometric functions, and the compositions of trigonometric functions
- sketch the graphs of sine and cosine functions, tangent functions, cotangent functions, secant and cosecant functions, and damped trigonometric functions.
- solve real-life problems involving right triangles.
- solve real-life problems involving directional bearings.
- solve real-life problems involving harmonic motion

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

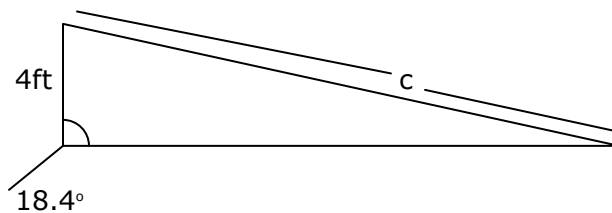
Suggested Performance/Transfer Task(s)

- Performance/Transfer tasks as evidence of student proficiency

1.

	Juan is standing due west of Charlie. They are 50 meters apart. An island is spotted and the bearings from Charlie and Juan are $N40^\circ W$ and $N30^\circ E$ respectively. Find the distance ? of the island from the line formed between Juan and Charlie. Show your work.

2. Find the length of the skateboard ramp c , shown below.



3. In right triangle trigonometry, explain why $\sin 30^\circ = \frac{1}{2}$ regardless of the size of the triangle.

Rubric(s)

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency

	3	2	1	0
	Student provide a correct answer with work to support the answer	Students have made minor mathematical errors	Attempt was made but their were major mathematical flaws	No attempt was made

Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task)

Capstones

Lesson quizzes

Unit Test

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments)

Lesson Exercises

Review Exercises

Writing about Concepts

Textbook Chapter Test

Problem Solving problems

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- *Align with expectations of Stage 1 and Stage 2
- *Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- *Include a wide range of research-based, effective, and engaging strategies
- *Differentiate and personalize content, process, and product for diverse learners
- *Provide ongoing opportunities for self-monitoring and self-evaluation
- Identify the basic ratios for the six trigonometric functions

- Identify the graphs of the six trigonometric functions
- Geometer's Sketchpad
- Texas Instrument Graphing Calculator

Lesson 1

General Topics: Radian and Degree Measure

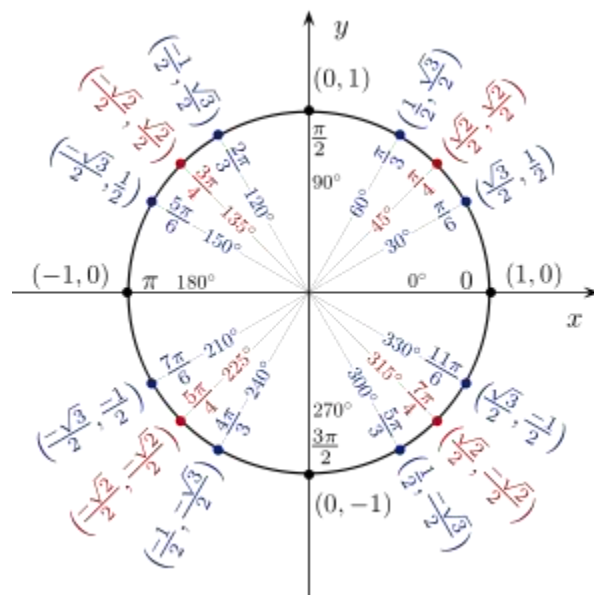
1. Discuss and review/ define the following vocabulary terms as encountered within the context of the lesson:
2. *trigonometry, angle, initial side, terminal side, vertex, standard position, positive angles, negative angles, θ (theta), α (alpha), β (beta), π (pi) coterminal, measure of an angle (acute, obtuse), radian measures, central angles, complementary, supplementary, degrees, arc length ($S = 2\pi r$).* **E1, R**
3. Use direct instruction to model for students how to find the measure of an angle and how to convert the measure to either radian to degree measure depending upon the initial measure. Students should be shown how to derive the common angle/ radian measures $\frac{\pi}{6}$ (30), $\frac{\pi}{4}$, (45) $\frac{\pi}{3}$ (60), $\frac{\pi}{2}$ (90), π (180), 2π (360). Students should also be shown how to find the coterminal angle. Demonstrate on the graphing calculator how to convert between radian and degree measures. **E1**
4. Students will work with a partner and sketch diagrams using Geometer's Sketch Pad. Students should draw angles and identify the initial and terminal sides as well as classify them as acute or obtuse and positive or negative. Their partner should draw the corresponding coterminal angle. **E2**
5. Have students work in pairs to complete even exercise problems. Discuss results whole class using the Interactive write Board to draw figures. Print for special needs students. **T, O**
6. Students complete writing about concepts and capstone problems (Student Self-Assessment and Reflection). **E2**
7. For homework, students should complete the fill in the blanks section problems 1-10 to review vocabulary terms. Additional odd problems should be assigned to provide students with an independent opportunity. A real-world problem should also be assigned from problems 104 – 109 to allow students the opportunity to make practical application. **E1**
8. Students should complete quiz lesson 9:1

Lesson 2

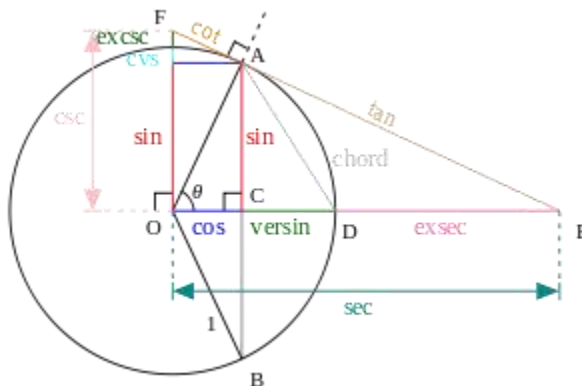
General Topics: Trigonometric Functions: The Unit Circle

1. Discuss and review/ define the following vocabulary terms as encountered within the context of the lesson:
unit circle, trigonometric functions – sine, cosine, tangent, cotangent, secant, cosecant and (their abbreviations) sin, cos, tan, cot, sec, sec. **E1, R**
2. Direct instruction should be provided to explain how the formula for the unit circle: $x^2 + y^2 = 1$ is derived. Students should be given a copy of the unit circle and label corresponding information as it is presented. Students should also be shown how the points (x,y) on the unit circle are determined. **E1**

- Provide handouts with practice unit circle problems where the students identify the point (x,y) for the corresponding real number. The diagram below should be shared with students. **E1**



- Direct instruction should be provided to introduce the six trigonometric functions and corresponding points on the unit circle. Similar to the figure below.



- Have students work in pairs to complete problems 28 – 34 even. Discuss results as a class using the Interactive write Board. Print for special needs students. **T, O**
- Students complete writing about concepts and capstone problems (Student Self-Assessment and Reflection). **E2**
- For homework students should complete problems 5 – 8 and 27 – 33 odd. **E1**
- Students should complete quiz lesson 9:2

Lesson 3

General Topics: Right Triangle Trigonometry

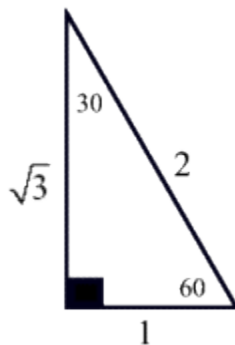
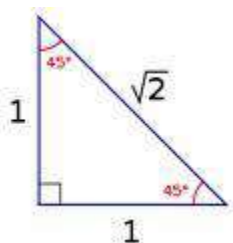
- Discuss and review/ define the following vocabulary terms as encountered within the context of the lesson:

Hypotenuse, opposite side, adjacent side and (their abbreviations) opp, adj, hyp

E1, R

- Have students complete problems 1 – 4 to review vocabulary terms.

- Provide direct instruction and to explain the special right triangles 30-60-90 and 45-45-90. Have a handout with the triangles drawn and have students complete angle measures and side lengths to use as a reference. **E1**



- Have students complete problems 5 – 8 with a partner to ensure they are able to find the values of the six trigonometric functions. Discuss results as a class using the Interactive write Board. Print for special needs students. **T, O**
- Students complete writing about concepts and capstone problems (Student Self-Assessment and Reflection). **E2**
- For homework, have students complete problems 9 – 29 odd. Students should also complete problems 71 – 79 for a real world application of trigonometry. **E1**
- Students should complete quiz lesson 9:3

Lesson 4

General Topics: Trigonometric Functions of Any Angles

- Discuss and review/ define the following vocabulary terms as encountered within the context of the lesson:
Quadrant, reference angle **E1, R**
- Provide direct instruction on how to define the trigonometric functions of any angle using the formula $r = \sqrt{x^2 + y^2} \neq 0$ where (x,y) is a point on the terminal side. **E1, R**
- Have students complete examples and practice problems identifying trigonometric functions using any angles and evaluate them. **E1**
- Have students work in pairs to complete even exercise problems. Discuss results as a class using the Interactive write Board. Print for special needs students. **T, O**
- Students complete writing about concepts and capstone problems (Student Self-Assessment and Reflection). **E2**
- For homework, have students complete problems 1 – 17 odd in addition to problem 100 to provide a real word context of finding the trigonometric values of any angle. **E1**
- Students should complete quiz lesson 9:4

Lesson 5

General Topics: Graphs of Sine and Cosine Functions

- Discuss and review/ define the following vocabulary terms as encountered within the context of the lesson:

Sine curve, one cycle, key points in one period, amplitude, reflection, phase shift, cosine graph, horizontal translation, vertical translation **E1, R**

2. Provide direct instruction to students as to how the graphs of Sine and Cosine functions are created for one cycle. Use a graphing calculator overhead to project the images and allow the students to see the differences in the graphs **E1, R**
3. Have students construct and label the key points using graph paper. **E1**
4. After students construct their own graphs, show students how to graph the sine and cosine functions using their graphing calculators and allow students to check their work. **E1**
5. Provide examples and practice problems using graphs of sine and cosine functions **E1**
6. Have students work in pairs to complete problems using Geometer's Sketch Pad. Review whole class. **T, O**
7. Students complete writing about concepts and capstone problems (Student Self-Assessment and Reflection). **E2**
8. For homework, have students complete problems 1 – 10 all. Students should also complete problems 95 – 97 for real world application. **E1**
9. Students should complete quiz lesson 9:5

Lesson 6

General Topics: Graphs of Other Trigonometric Functions

1. Discuss and review/ define the following vocabulary terms as encountered within the context of the lesson:
domain, symmetry, asymptotes, reciprocal **E1, R**
2. Discuss whole class the graphs of tangent, cotangent, secant, cosecant trigonometric functions. Use a graphing calculator overhead to project the images and allow the students to see the differences in the graphs. **E1, R**
3. Provide examples and practice problems using graphs of tangent, cotangent, secant, cosecant trigonometric functions. **E1**
4. Have students work in pairs to complete even exercise problems. Use a graphing calculator overhead to project the images. **T, O**
5. Students complete writing about concepts and capstone problems (Student Self-Assessment and Reflection). **E2**
6. For homework, have students complete problems 1 – 14 all and then have students use their graphing calculators and sketch the responses indicated in problems 15 – 21. **E1**
7. Students should complete quiz lesson 9:6

Lesson 7

General Topics: Inverse Trigonometric Functions

1. Discuss and define inverse trigonometric functions – *acrsin, arccos, arctan, domain, range*. **E1, R**
2. Provide direct instruction and examples problems using inverse trigonometric functions. A graphing calculator should be used to show students how to obtain exact values. Use an overhead projector to display each graph and its inverse. Allow students to compare the differences in the graphs. **E1**

3. Have students work in pairs to complete problems using Geometer's Sketchpad. Discuss results as a class. Print for special needs students. **T, O**
4. Students complete writing about concepts and capstone problems (Student Self-Assessment and Reflection). **E2**
5. For homework, have students complete problems 1 – 11 odd and 23 – 35 odd. Students should also complete problems 110 and 111 to provide a real world context. **E1**
6. Students should complete quiz lesson 9:7

Lesson 8

General Topics: Applications and Models

1. Have students brainstorm how trigonometric functions can model real-life problems. **E1, R**
2. Have students work with a partner to complete various problems 30 – 60. Discuss the results whole class. **E1**
3. Students complete writing about concepts and capstone problems (Student Self-Assessment and Reflection). **E2**
4. For homework, have students complete additional real world problems in the areas that are interest to them. **E1**
5. Students should complete quiz lesson 9:8

Lesson Review and P.S. Problem Solving

General Topics: Review and problem solving

1. Students will work in pairs to complete review excises and problem solving set at the end of the unit. **E2**
2. Students should complete the Unit Test.
3. Students will work with a partner to make corrections on their unit test **E2**

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)

H – Hook all students and Hold their interest?

E – Equip students, help them Experience the key ideas and Explore the issues?

R – Provide opportunities to Rethink and Revise their understandings and work?

E – Allow students to Evaluate their work and its implications?

T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?

O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Code

IP = international education perspective

IL = information literacy

WR = Workplace readiness/21st century skills

FA = a formative assessment, used to check for understanding

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links)
- Help in identifying and correcting student misunderstandings and weaknesses

Print

Larson, Ron, Edwards, Bruce, & Falvo, David (2012). *Calculus with Precalculus: a one year course*. Boston, MA: Brooks/Cole.

Web Links

<http://www.cengagebrian.com>

<http://www.CalcChat.com>

<http://www.mathgraphs.com>

Media

Power Lecture through CengageBrain.com

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

The time period needed to complete this unit will vary depending upon student achievement levels and class grouping.

Provide additional examples and use additional exercise problems to provide additional support when needed.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

Universal Design for Learning – using multiply representations of a function: equations, tables, and graphs

21st Century Learning – Student solve application, real-world problems, and conceptual problems throughout the practice exercise and in the problem solving section.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

TI – Calculator applications will be integrated throughout the book

Content Connections

Content Standards integrated within instructional strategies

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Functions and Their Graphs

Designed by: Christine Bichler and Takashi Rhoulac

District: Innovative Schools

Content Area: Calculus with Pre-Calculus

Grade Level(s): 9-12

Summary of Unit: In this Calculus with Pre-Calculus unit, students will learn about Functions and their graphs. Students will learn how functions can be used to model and solve real-world problems fitting mathematical data to functions. Students will be able to write and evaluate a function as well as combinations of functions. Students will sketch, analyze, and transform graphs of functions.

Stage 1 – Desired Results

What students will know, do, and understand

Common Core Standards

- Include those addressed in Stage 3 and assessed in Stage 2.

Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

CC.9-12.A.SSE.2

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. **CC.9-12.A.APR.1**

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. **CC.9-12.F.IF.1**

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. **CC.9-12.F.IF.2**

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.** **CC.9-12.F.IF.4**

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.** **CC.9-12.F.IF.5**

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* **CC.9-12.F.IF.6**

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* **CC.9-12.F.IF.7**

- a. Graph linear and quadratic functions and show intercepts, maxima, and minima. **CC.9-12.F.IF.7a**

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. **CC.9-12.F.IF.8**

- a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. **CC.9-12.F.IF.8a**

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* **CC.9-12.F.IF.9**

Write a function that describes a relationship between two quantities.* **CC.9-12.F.BF.1**

- a. Determine an explicit expression, a recursive process, or steps for calculation from a context. **CC.9-12.F.BF.1a**
- b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.* **CC.9-12.F.BF.1b**
- c. (+) Compose functions. *For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.* **CC.9-12.F.BF.1c**

Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.* **CC.9-12.F.BF.3**

Find inverse functions. **CC.9-12.F.BF.4**

- a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.* **CC.9-12.F.BF.4a**
- b. (+) Verify by composition that one function is the inverse of another. **CC.9-12.F.BF.4b**
- c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse. **CC.9-12.F.BF.4c**
- d. (+) Produce an invertible function from a non-invertible function by restricting the domain. **CC.9-12.F.BF.4d**

Big Idea(s)

- Transferable core concepts, principles, theories, and processes from the Content Standards

Mathematical data can be modeled with functions and their graphs.

Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations

Students will understand that.....

- Mathematical data can be modeled with functions and their graphs.
- The concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.
- Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

Unit Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning

How are functions recognized, represented, and evaluated?

How are graphs of functions sketched and analyze?

How can graphs of functions be transformed?

How can functions be combined?

How to find inverse functions?

How can functions be used to model mathematical data?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2

Students will know...

- whether relations between two variables are functions.
- how to use function notation and evaluate functions.
- how to find the domains of functions.
- how use the Vertical Line Test for functions
- how to find the zeros of functions.
- how to determine intervals on which functions are increasing or decreasing and determine relative maximum and relative minimum values of functions.
- how to identify and graph linear functions
- how to identify and graph step and other piecewise-defined functions
- how to identify even and odd functions.
- how to recognize graphs of common functions.
- vertical and horizontal shifts effects on sketching graphs of functions.
- how reflections cab be used to sketch graphs of functions.
- how nonrigid transformations can be used to sketch graphs of functions.
- how to add, subtract, multiply and divide functions.
- how to find the composition of one function with another function.
- how to find inverse functions informally and verify that two functions are inverse functions of each other.
- how to use graphs of functions to determine whether functions have inverse functions.
- how to use graphs of functions to determine whether functions have inverse functions.
- how to use the Horizontal Line Test to determine if functions are one-on-one.
- how to find inverse functions analytically.
- how to use the *regression* feature of a graphing utility to find the equation of a least squares regression line.

Students will be able to...

- use functions to model and solve real-life problems
- use combinations and compositions of functions to model and solve real-life problems.

- use mathematical models to approximate sets of data points.
- write mathematical models for direct variation.
- write mathematical models for direct variations as an n th power.
- write mathematical models for inverse variation.
- write mathematical models for joint variation

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

- Performance/Transfer tasks as evidence of student proficiency

1. The weekly cost C of producing x units in a manufacturing process is given by
 $C(x) = 60x + 750$

The number of units x produced in t hours is $x(t) = 50t$

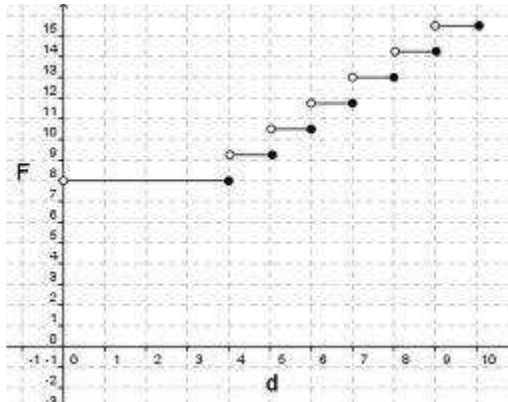
- Find and interpret $C(x(t))$
- Find the number of units produced in 4 hours. Show your calculations
- Produce a graph of the cost as a function of time. Use your graph to estimate the time that must elapse until the cost increases to \$15,000.

Rubric:

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency

	3	2	1	0
Part a			Correctly write the compound function	Incorrectly writes the compounded function
Part b		Student used the function from part a and showed their calculators with the correct answer	Student made a minor in their calculations	Calculations are completely wrong
Part c	Correctly graphed the function with labels and correctly estimated the solution	Correctly graphed the function with labels and did not estimate the solution correctly Correctly graphed the function but did not label the graph and did estimate the solution correctly	Made minor errors in graphing and estimated the solution correctly Graphed but did not provide labels and did not estimate the solution	Show little to no attempt at graphing the function and estimating the solution

2. Determine whether the following diagram is a function. Give proof to verify your answer.



3. An auditorium has 1200 seats. For the past several shows, the auditorium has been filled to capacity. Tickets currently cost \$5 and the owner wants to increase the ticket prices. She estimates that for each \$.50 increase in price, 100 fewer people will attend. What ticket price will maximize the profit?

Rubric for problems 2 and 3:

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency

	3	2	1	0
	Student provide a correct answer with work to support the answer	Students have made minor mathematical errors	Attempt was made but their were major mathematical flaws	No attempt was made

Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task)

Capstones
Lesson quizzes
Unit Test

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments)

Lesson Exercises

Review Exercises

Writing about Concepts

Textbook Chapter Test

Problem Solving problems

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- *Align with expectations of Stage 1 and Stage 2
- *Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- *Include a wide range of research-based, effective, and engaging strategies
- *Differentiate and personalize content, process, and product for diverse learners
- *Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson 1

General Topics: Functions

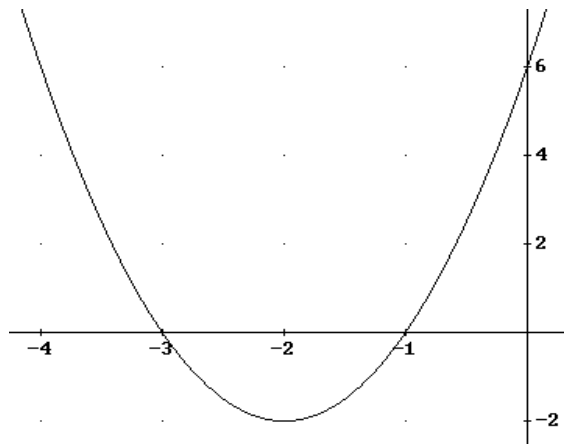
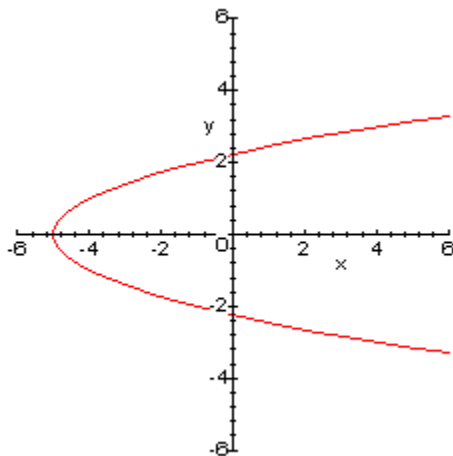
1. Discuss and review/ define the following vocabulary terms when applicable within the lesson:
function, characteristics of a function, domain, range, relation, independent variable, dependent variable, function notation, piecewise-defined function, implied domain. E1, R
2. Provide direct instruction along with example problems showing students how to identify functions, represent functions verbally, numerically and analytically. Students must also know what a piecewise function is. **E1**
3. Have students work in pairs to complete even exercise problems. Discuss results as a class using the Interactive write Board. Print for special needs students. **T, O**
4. Students will complete Writing about Concepts and Capstone problems. (Student Self-Assessment and Reflection). **E2**
5. For homework, students will complete vocabulary review and problems in which student will practice with functions. **E1**
6. Students should complete quiz lesson 1:1

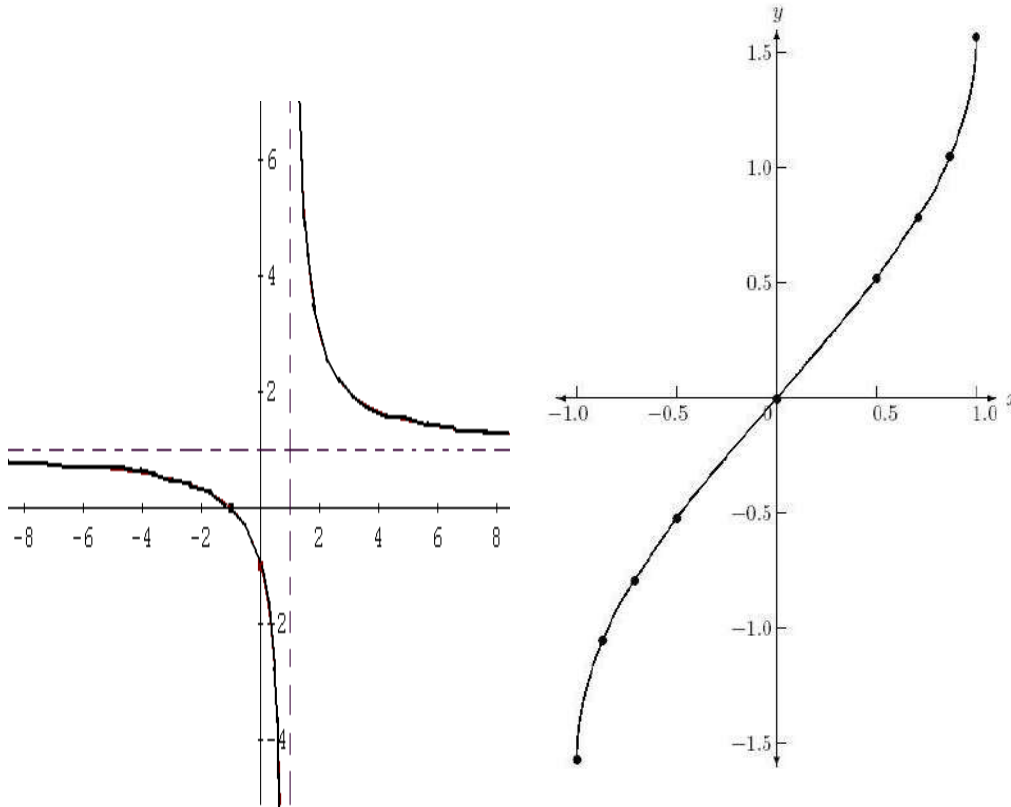
Lesson 2

General Topics: Analyzing Graphs of Functions

1. Discuss and review/ define the following vocabulary terms when applicable within the lesson:
graph of a function, vertical line test, zeros of a function, increasing, decreasing, constant as it relates to functions, relative minimum, relative maximum. E1, R

2. Provide direct instruction to show students how to:
 - use the vertical line test to determine a function
 - find the zeros of a function
 - determine whether a function is increasing, decreasing or constant
 - graph a piecewise function
 - identify even and odd functions **E1**
3. Have students work in pairs to complete exercise problems. Discuss results as a class using the Interactive write Board. Print for special needs students. **T, O**
4. Also have students sort diagrams in piles of functions and not functions. Some example problems are below. Have students use the vertical line test to determine if the graph is a function. If so, students should be able to find the zeros of a function, determine whether a function is increasing, decreasing or constant and identify even and odd functions. **T, O**





5. Students will complete Writing about Concepts and Capstone problems in their Math Journals (Student Self-Assessment and Reflection). **E2**
6. For homework, students will complete the vocabulary review and other example problems that will allow them to work with functions analytically and graphically. **E1**
7. Students should complete quiz lesson 1:2

Lesson 3

General Topics: Transformations of Functions

1. Discuss and review/ define the following vocabulary terms when applicable within the lesson:
vertical and horizontal shifts, reflections, rigid transformations, nonrigid transformations, vertical stretch and shrink, horizontal stretch and shrink. **E1, R**
2. Provide direct instruction using examples to show students how to perform rigid and nonrigid transformations. **E1**
3. Have students work in pairs to with Geometer's Sketchpad to experiment with various shifts, reflections, stretches and shrinkage. Have students identify/ sketch the original function and explain what transformation took place. **T, O**
4. Students will complete Writing about Concepts and Capstone problems in their Math Journals (Student Self-Assessment and Reflection). **E2**
5. Provide a homework problem in which student review vocabulary as well as practice rigid and nonrigid transformations. **E1**
6. Students should complete quiz lesson 1:3

Lesson 4

General Topics: Combinations of Functions

1. Discuss and review/ define the following vocabulary terms when applicable within the lesson:
Sum, difference, product and quotient of functions, composition of a function **E1, R**
2. Provide direct and instruction to model and explain the arithmetic compositions of a function as well as composite functions. **E1**
3. Have students work in pairs to complete exercise problems. Discuss results as a class using the Interactive write Board. Print for special needs students. **T, O**
4. Students will complete Writing about Concepts and Capstone problems in their Math Journals (Student Self-Assessment and Reflection). **E2**
5. For homework, students should complete the vocabulary review along with problems that allow students practice with composite functions. **E1**
6. Students should complete quiz lesson 1:4

Lesson 5

General Topics: Inverse Functions

1. Discuss and review/ define the following vocabulary terms when applicable within the lesson:
inverse functions, f^{-1} , horizontal line test, one-to-one functions **E1, R**
2. Provide examples and direct instruction to help students understand how to obtain the inverse function and use the horizontal line test. Students should also be able to determine if a function is one-to-one. **E1**
3. Have students work in pairs to complete exercise problems. Discuss results as a class using the Interactive write Board. Print for special needs students. **T, O**
4. Students will complete Writing about Concepts and Capstone problems in their Math Journals (Student Self-Assessment and Reflection). **E2**
5. Provide a homework problem in which student will practice with functions. **E1**
6. Students should complete quiz lesson 1:5

Lesson 6

General Topics: Mathematical Modeling and Variation

1. Have students brainstorm how functions can be used in real-life problems. **E1, R**
2. Have students work in pairs to complete exercise problems. Have students complete problems from several different disciplines to ensure an greater understanding of functions in real word situations. Discuss results as a class. **T, O**
3. Students will complete Writing about Concepts and Capstone problems in their Math Journals (Student Self-Assessment and Reflection). **E2**
4. Provide a homework in which student will gain additional practice with functions in the real world. **E1**
5. Students should complete quiz lesson 1:6

Lesson Review and P.S. Problem Solving

General Topics: Review and problem solving

1. Students will work in pairs to complete review excises and problem solving set at the end of the unit. E2
2. Students should complete the Unit Test.
3. Students will work with a partner to make corrections on their unit test E2

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)

H – Hook all students and Hold their interest?

E – Equip students, help them Experience the key ideas and Explore the issues?

R – Provide opportunities to Rethink and Revise their understandings and work?

E – Allow students to Evaluate their work and its implications?

T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?

O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Code

IP = international education perspective

IL = information literacy

WR = Workplace readiness/21st century skills

FA = a formative assessment, used to check for understanding

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links)
- Help in identifying and correcting student misunderstandings and weaknesses

Print

Larson, Ron, Edwards, Bruce, & Falvo, David (2012). *Calculus with Precalculus: a one year course*. Boston, MA: Brooks/Cole.

Web Links

<http://www.cengagebrian.com>

<http://www.CalcChat.com>

<http://www.mathgraphs.com>

Media

Power Lecture through CengageBrain.com

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

The time period needed to complete this unit will vary depending upon student achievement levels and class grouping.

Provide additional examples and use additional exercise problems to provide additional support when needed.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

Universal Design for Learning – using multiply representations of a function: equations, tables, and graphs

21st Century Learning – Student solve application, real-world problems, and conceptual problems throughout the practice exercise and in the problem solving section.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

TI – Calculator applications will be integrated throughout the book

Content Connections

Content Standards integrated within instructional strategies

Curriculum Framework for Physical Education

School: Sussex Preparatory Academy

Curricular Tool: N/A

Grade: 9-12

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit One: Introduction to Physical Education Timeline : 2 week			
Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings	Students understand how to move safely in a general space to avoid injury. Students will learn movement concepts necessary for physical activity.	Essential Questions: What are the personal and social behavioral expectations in physical activity settings?	Informal: - Teacher observation - Student behavior Formal Assessment: - Exit Slip
Unit Two: Fitnessgram Pre-Testing Timeline: 1 week			
Standard 4 – Achieves and maintains a health-enhancing level of physical fitness. Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.	Students will know the health benefits of physical activity, fitness is a personal choice, and how participation contributes to enjoyment Students will be able to explain how to improve physical fitness, create a list of activities that builds fitness, and explain the benefits of physical activity/physical education.	Essential Questions: Why is physical fitness good for you? How can I have fun moving?	Informal: - Teacher Observation Formal Assessment: - Student test scores entered into the fitnessgram program
Unit Three: Components of Fitness (sample unit) Timeline: 4 weeks			
Standard 3 – Participates in regularly in physical activity Standard 6 – Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will know, identify various, Fitness concepts (Flexibility, Cardiovascular endurance, Muscular Strength, Muscular Endurance, and Agility), Fitness activities can be fun, and How fitness components promote a healthy lifestyle Students will be able demonstrate stretching exercises to target major muscles groups, demonstrate knowledge and importance of aerobic activities, demonstrate the understanding of muscular strength and muscular endurance, demonstrate knowledge of	Essential Questions: What can I do to be physically active throughout my life? What personal meanings do I find through participation in physical activity?	Informal: - Teacher Observation Formal Assessment: - Exit Slip - Graphing Worksheets - Transfer task

Standards Alignment	Unit Concepts	Essential Questions	Assessments
	how agility is defined, demonstrate knowledge of body composition and how it is calculated, participate in a goal setting using the information obtained from fitnessgram testing, and participate in class discussion that will center around how fitness components promote a healthy lifestyle		
Unit Four: Team Building (DDOE Unit) Timeline: 3 weeks			
Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	Students will know physical activity performed safely prevents injuries, resolving conflict in a physical activity setting leads to a more enjoyable experience, leadership skills to complete tasks with a group, and know trust is an integral part of building relationships. Students will be able to listen to other peoples ideas, effectively resolve conflicts during activities, demonstrate self-control, and trust and depend on teammates.	Essential Questions: What are personal and social behavioral expectations in physical settings?	Informal: - Teacher observations Formal Assessment: - Journaling of the debriefing questions - Challenge Worksheet - Student check sheet for presenting - Transfer task
Unit Five: Team Sports Timeline: 10 weeks			
Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 6 – Creates opportunities for health, enjoyment, challenge, self expression, and/or social	Students will know performing movement skills in a technically correct manner, understand concepts of movement will improve performance of a specific skill and provide the foundation for variety of sports and activities, implementing effective offensive and defensive strategies necessary for game situations, and understand fitness concepts and skills and integrating them into your everyday routine that supports wellness. Students will be able to demonstrate mechanically correct form and control when combining and modifying movement skills in applied settings, use information to analyze and correct errors in movement skills and patterns for the applied settings, transfer specialized movement skills that use similar patterns form one movement activity to another, predict changes in movement performance on the application of balance, counter balance, weight transfer, and agility, demonstrate understanding and	Essential Questions: How do I make motor skills and physical activity and integral part of my life? What concepts principles, strategies and tactics do apply to specific physical activity? What personal meaning do I find through participation in physical activity?	Informal: - Teacher observation Formal Assessment: - Skills worksheet - Written test of rules and regulations - Various worksheets - Transfer task

Standards Alignment	Unit Concepts	Essential Questions	Assessments
interaction through physical activity.	assess tactical understanding using offensive and defensive strategies in applied settings, investigate the impact of rules and regulations on the game, and how participating in a sport can impact our health.		
Unit Six: Walking for a Lifetime of Fitness (DDOE Unit) Timeline: 3 weeks			
Standard 3 – Participates in regularly in physical activity. Standard 4 - Achieves and maintains a health-enhancing level of physical fitness. Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will know proper stretching for walking, the health-related components of fitness specifically related to walking, how to use a pedometer, how many steps they need to take daily to maintain fitness levels, and the health and social benefits of walking. Students will be able to use a pedometer correctly including reading and recording data, explain why walking is an important lifetime activity, plan a walking route based on their personal environment and step needs, and use the Nordic Walkerz correctly and demonstrate various techniques/grips.	Essential Questions: What can I do to be physically active throughout my life? How can I include physical fitness into my life? What personal meaning do I find through participation in physical activity?	Informal: - Teacher observation of proper pedometer usage Formal Assessment: - Guess Your Steps Worksheet - Scavenger Hunt Worksheet - Individual Walking Logs - Transfer task
Unit Seven: Individual Sports Timeline: 10 weeks			
Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	Students will know performing movement skills in a technically correct manner, understand concepts of movement will improve performance of a specific skill and provide the foundation for variety of sports and activities, implementing effective offensive and defensive strategies necessary for game situations, and understand fitness concepts and skills and integrating them into your everyday routine that supports wellness. Students will be able to demonstrate mechanically correct form and control when combining and modifying movement skills in applied settings, use information to analyze and correct errors in movement skills and patterns for the applied settings, transfer specialized movement skills that use similar patterns from one	Essential Questions: How do I make motor skills and physical activity and integral part of my life? What concepts principles, strategies and tactics do apply to specific physical activity? What personal meaning do I find through participation in physical activity?	Informal: - Teacher observation Formal Assessment: - Skills worksheet - Written test of rules and regulations - Various worksheets - Transfer task

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Standard 6 – Creates opportunities for health, enjoyment, challenge, self expression, and/or social interaction through physical activity.	movement activity to another, predict changes in movement performance on the application of balance, counter balance, weight transfer, and agility, demonstrate understanding and assess tactical understanding using offensive and defensive strategies in applied settings, investigate the impact of rules and regulations on the game, and how participating in a sport can impact our health.		
Unit Eight: Fitnessgram testing Timeline: 1 week			
Standard 4 – Achieves and maintains a health-enhancing level of physical fitness. Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.	Students will know the health benefits of physical activity, fitness is a personal choice, and how participation contributes to enjoyment Students will be able to explain how to improve physical fitness, create a list of activities that builds fitness, and explain the benefits of physical activity/physical education.	<u>Essential Questions:</u> Why is physical fitness good for you? How can I have fun moving?	<u>Informal:</u> - Teacher Observation <u>Formal Assessment:</u> - Student test scores entered into the fitnessgram program

Curriculum Framework for Health

School: Sussex Preparatory Academy

Curricular Tool: DDOE Health Model Units

Grade: 9-12

Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit One: Health and Your Wellness Timeline : 3 weeks			
Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 3 – Students will demonstrate the ability to access information, products and services to enhance health. Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health. Standard 7 – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management) Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.	Health Is Personal Power Health enhances life. Several factors influence the formation, achievement, and evaluation of a long-term personal health plan	How can I distinguish between controllable risk factors and uncontrollable risk factors? What are the six components of health? How do they work together? How do I resist the three types of direct and indirect pressure? Why is good communication important? What is the different between passive, assertive, and aggressive communication styles?	<u>Informal:</u> • Teacher Observation • Journal entries • Lesson check up questions • Participation in class discussions <u>Formal Assessment:</u> • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Unit test • Transfer task • Develop an action plan to achieve a personal goal • Skit • Rubrics • Informational pamphlet
Unit Two: Healthy Eating for Life (DE Model Unit) Timeline: 3 weeks			
Standard 1 –Students will understand essential health concepts in order to transfer knowledge into	Health Is Personal Power	What is Health?	<u>Informal:</u> • Teacher Observation

Standards Alignment	Big Ideas	Essential Questions	Assessments
healthy actions for life. Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 3 – Students will demonstrate the ability to access information, products and services to enhance health. Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health. Standard 7 – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management) Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.	Health enhances life. Personal actions impact self and others. There are barriers that can hinder healthy decision-making. Several factors influence the formation, achievement, and evaluation of a long-term personal health plan.	What prevents people from practicing healthy behavior? What is healthy eating? Does it matter? How can a healthy diet for one person be unhealthy for another? What prevents people from healthy eating?	- Journal - Lesson check up questions - Participation in class discussions - Webquest - Fast food findings - Interpretation of nutrition on food labels - Shopping list <u>Formal Assessment:</u> - Concept Review worksheets - Section review & quizzes - Reteaching worksheet - Transfer task - Create eating plan - Rubrics - Food diary and diet analysis - Self assessment and reflection
Unit Three: Fact or Fiction - Alcohol and Tobacco (DE Model Unit) Timeline: 2 weeks			
Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 3 – Students will demonstrate the ability to access information, products and services to enhance health.	Health is Personal Power Avoiding alcohol and tobacco is achieved through the understanding and application of resistance skills.	What is Health? What prevents people from practicing healthy behavior? How do personal goals, knowledge and values influence alcohol & tobacco use?	<u>Informal:</u> - Teacher Observation - Journal - Lesson check up questions - Participation in class discussions - Student self assessment and reflection <u>Formal Assessment:</u> - Concept Review worksheets

Standards Alignment	Big Ideas	Essential Questions	Assessments
Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health. Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.			• Section review & quizzes • Reteaching worksheet • Unit test • Transfer task • Informational pamphlet • Rubrics • Powerpoint presentation • Develop a presentation to persuade policy makers to sustain and support anti-alcohol and drug abuse campaign.
Unit Four: Communicating Through Feelings Timeline: 2 weeks			
Standard 1 – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health. Standard 7 – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)	What we say and how we say it will affect our relationships with others.	What is Health? What prevents people from practicing healthy behavior? What do I need to learn to improve my communication skills? How can I use my communication skills to improve my relationships with others?	• Complete a script on feelings • List and discuss four ways to improve self-esteem • Write a paragraph about listening skills in relationships • Role-plays to demonstrate listening skills • Complete a worksheet on media messages and modeling of passive, assertive, and aggressive behavior. • Design a personal action plan for maintaining your self-esteem and mental health during a challenge.

Standards Alignment	Big Ideas	Essential Questions	Assessments
Unit Four: Should I Take a Chance? Timeline: 2 weeks			
Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 3 – Students will demonstrate the ability to access information, products and services to enhance health. Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.	Addiction changes the brain. For some, substance use and gambling are a choice; for others, they are not. Advocacy strategies are important to self-management and the avoidance of use or misuse of substances and gambling. Speaking up for myself and becoming resourceful helps me avoid trouble.	What is health? What prevents people from practicing healthy behavior? Is addiction a choice? What is my tipping point?	Informal: • Teacher Observation • Journal • Lesson check up questions • Participation in class discussions Formal Assessment: • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Unit test • Design an educational campaign about addiction for sixth graders that advocates a life free of addiction
Unit Five: Making Proud Choices Timeline: 3 weeks			
Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health. Standard 7 – Students will demonstrate the ability	Sexual activity has risks and consequences. Abstinence is a choice. Students have the power to choose. Self-protection takes knowledge, skill, and intention.	What is Health? What prevents people from practicing healthy behavior? What is sexual health? Who or what influences decisions about sexuality?	Informal: • Teacher Observation • Journal • Lesson check up questions • Participation in class discussions Formal Assessment: • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Unit test • Describe your life goals for the future, and how you will stay on track. What are some of the stumbling blocks you may

Standards Alignment	Big Ideas	Essential Questions	Assessments
to practice health-enhancing and avoid or reduce health risks. (self-management) Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.			encounter, and how will you overcome them? Explain why this plan is the best for you and your life goals!
Unit Six: Healthy Relationships (DE Model Unit) Timeline: 3 weeks			
Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 7 – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management) Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.	Health is personal power. Decisions and choices that we make about our behaviors directly influence our health and the health of others. If we understand that respect for ourselves and others is a personal responsibility, we can learn to make better decisions and choices. We must choose not to support abusive or disrespectful behaviors.	What is Health? What prevents people from practicing healthy behavior? How do I recognize and practice healthy relationships? How do my decisions and choices influence my relationships and those of others?	<u>Informal:</u> • Teacher Observation • Journal • Lesson check up questions • Participation in class discussions • Student self assessment and reflection <u>Formal Assessment:</u> • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Unit test • Transfer task • Informational pamphlet • Rubrics • Compare/contrast statement on abuse vs. equal power in a relationship. • Five-paragraph essay deconstructing a media message.

Delaware Model Unit Gallery Template: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Fact or Fiction: Alcohol & Tobacco

Designed by: Michael Connors

District: Cape Henlopen

Grade Cluster: 9–12

Time Frame: 3 Lessons

Summary of Unit

Students will learn the skill of examining the effects of alcohol and tobacco use on the body. Students will study and assess appropriate prevention, intervention, and treatment resources in relation to individual, family, school, and community needs. Students will become familiar with strategies used to prevent alcohol and tobacco use. This unit on alcohol and tobacco addiction combines understanding of health knowledge that is essential to learning with the application of that knowledge through skill development in order to be effective.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit is posted on the DDOE web site as an exemplary unit of instruction for health. It teaches fundamental information about the effects of alcohol and tobacco on the body.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available. The high school will have a classroom and, if needed, a gym or multi-purpose room available for health activities.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Stage 1 – Desired Results (What students will know, be able to do and understand)

Delaware Health Education Standards

- ☒ 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:
Alcohol, tobacco, and other drugs
- ☒ 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- ☒ 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- ☐ 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- ☒ 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- ☐ 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- ☐ 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- ☒ 8. Students will demonstrate the ability to advocate for personal, family and community health.
* Includes technology integration

Big Idea: Health is Personal Power

Unit Enduring Understanding

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas and/or Content Standards and that are transferable to new situations.
- Avoiding alcohol and tobacco is achieved through the understanding and application of resistance skills.

Essential Questions

What is Health?

What prevents people from practicing healthy behavior?

Unit Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning.
- How do personal goals, knowledge and values influence alcohol & tobacco use?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- Using alcohol or tobacco will have consequences for themselves and others.
- The legal consequences of alcohol and tobacco use.

Students will be able to...

- Demonstrate resistance, refusal, negotiation, and collaboration skills and conflict resolution strategies to enhance health.
- Locate and utilize resources from home, school, and community that provide valid information concerning alcohol and tobacco use.
- Access local cessation programs.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Your school's community offers alcohol, tobacco, and other drug education programs. In order for these programs to be sustained and successful, they require support from policy makers. You have chosen to be an advocate, leading the efforts against the use of underage alcohol use and drug abuse by developing a presentation to persuade policy makers to sustain and support this program.

You must develop a PowerPoint presentation that will identify the programs that currently exist and identify needs for continued success. Your presentation will need to include strategies for community planning efforts. In addition, the presentation should include the benefits of alcohol and tobacco awareness programs that will promote positive alternatives to drug use for local community members.

Rubric(s)

Scoring guide to evaluate transfer tasks used as evidence of student proficiency

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
 - Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
4. Student's PowerPoint presentation demonstrates an in-depth understanding of the programs that currently exist and what is needed for support. Student's work grasps the benefits of alcohol and tobacco awareness programs that will promote positive alternatives. This presentation identifies benefits and notes specific strategies that may impact community-planning efforts.
 3. Student's PowerPoint presentation demonstrates a relevant understanding of existing programs and what is needed for support. Student's work demonstrates reasonable understanding of the benefits of an alcohol and tobacco awareness program that will promote positive alternatives. The PowerPoint allows for some change in the future and notes strategies that may impact community-planning efforts.
 2. Student's PowerPoint presentation shows limited understanding of existing programs or continued support needs. Few strategies are cited that could impact community-planning efforts. Student's presentation is somewhat effective and shows partial understanding of the benefits of an alcohol and tobacco awareness program that will promote positive alternatives.
 1. Student's PowerPoint presentation shows little or no understanding of programs that currently exist nor what is needed for continued support. The presentation lacks clarity and is difficult to follow. Student's work shows lack of understanding of the strategies that may impact community-planning efforts.

Other Evidence

- Performance assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
 - Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).
- True/false questionnaire to uncover prior knowledge of alcohol, tobacco, and other drugs
 - Student Resource Activator Sheet (Lesson 1/Appendix A)
 - Student chart of Alcohol and Tobacco Facts (Lesson 1/Appendix B)
 - Consequences of Tobacco Use Scenarios (Lesson 1/Appendix C)
 - Analyzing an Alcohol Ad Worksheet (Lesson 2/Appendix E)
 - Impact of Tobacco Addiction Student Resource Activator Sheet (Lesson 3/Appendix F)
 - Student Resource Reading and Processing Sheet (Lesson 3/Appendix G)

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)

Ask students to respond to one of the following questions in their journal:

1. Why have I chosen to smoke or not to smoke?
2. How would a tobacco related illness affect my future goals?

In addition, the final assignment (Lesson 3) will ask students to choose a scenario from three options to explore how they would respond.

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.
<http://www.umuc.edu/library/copy.shtml>

Lesson One: Butt Out Smoking!

Lesson Two: Lights...Camera...Alcohol!

Lesson Three: Tobacco Addiction...It's Not a Game!



Lesson One



Lesson Two



Lesson Three

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- Decisions for Health. Holt, Rinehart, and Winston, 2007
- Teen Health. The McGraw Hill Companies, Inc. 2007
- Glencoe Health. The McGraw Hill Companies, Inc. 2007
- www.lunginfo.org
- www.healthteacher.com
- www.cdc.gov
- www.cdc.gov/tobacco/basic_information/FastFacts.htm
- www.projectalert.best.org

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Students may have difficulty with this unit if family members are involved with alcohol, tobacco, and other drug (ATOD) use/abuse. Students may become defensive or emotional as they learn about the physical and social consequences of ATOD.

Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- Students with limited cognition or dexterity may demonstrate their understanding using a different method from power point presentation with teacher approval and support.
- Peer helpers and coaches or teaming are additional means to achieve the expectations of this unit.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit.

- ☐ **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- ☐ **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- ☒ **21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

21st Century learning skills are used extensively throughout this unit as students learn about the consequences of ATOD use/abuse. Their skills to draw conclusions, apply knowledge, and support the community-at-large are strengthened and encouraged. Using advocacy skills, students will share and practice presentation and computer skills. Their growth will be enhanced by the meshing of knowledge and skills and the expression of ethical behavior intentions.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

An ATOD unit often helps students identify personal and family issues that require referral to school counselors, nurses, or wellness centers and on to community providers depending on each case. School support services are valuable assets to the health education teacher.

The Delaware Chapter of the American Lung Association provides many resources to help schools. For more information about programs and services, call (302) 655-7258.

Delaware Model Unit Gallery Template: Physical Education

Unit Title: Components of Fitness

Designed by: Kristen Eaton/ Jennifer Kalinowski

Grade Cluster: 9-12

Time Frame: (Number of lessons) 4 weeks

Summary of Unit

This unit introduces students to fitness components. Each lesson focuses specifically on one component. The fitness components that students will study are cardio-respiratory endurance, muscular endurance, muscular strength, flexibility, and body composition. Lessons will be taught in sequence and can be revisited in other lessons throughout the year. Previous fitness components are revisited and reviewed in each lesson. In addition, students are given the opportunity for social interaction and responsible behavior. They will also recognize activities that can be enjoyable life-long activities.

Stage 1 – Desired Results

What students will know, be able to do and understand

Delaware Physical Education Standards

- ☐ Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- ☐ Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- ☐ Participates regularly in physical activity
- ☒ Achieves and maintains a health-enhancing level of physical fitness
- ☐ Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- ☒ Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

Big Idea: Fit For Life

Unit Enduring Understanding(s)

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

Unit Essential Questions(s)

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

Knowledge and Skills

Students will know...

- Fitness components and which body parts are affected when performing fitness component activities
- Fitness activities can be fun
- How fitness components promote a healthy lifestyle

Students will be able to...

- Use activities that students enjoy (activities will naturally improve individual fitness components)
- Demonstrate a variety of activities
- Participate in class discussion that will center around how fitness components promote a healthy lifestyle

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Unit Transfer Task(s)

APPLICATION

Create a Birthday Wish List

Imagine that your parents have said you can have any piece of equipment or game that you want for your birthday. You must choose equipment or games that improve different fitness components. Students will be given a catalog with equipment and games, and must cut out the equipment or games they want, and paste the pictures to their wish list worksheet. Students will also have pictures of variety of body parts. The task is to identify which fitness component will be improved by using the equipment or games chosen, as well as identifying which

body part is being used during the activity.

Rubric(s)

	Targeted	Acceptable	Unacceptable
Fitness Component	Students can identify all five components in relation to the pieces of equipment or games they have chosen.	Students can identify some of the five components in relation to the pieces of equipment or games they have chosen.	Students cannot identify any of the fitness components in relation to the equipment or games they have chosen.
Body Part	Students can identify all body parts that will be focused on by using chosen equipment and games.	Students can identify some body parts that will be focused on by using chosen equipment and games.	Students cannot identify any body parts that will be focused on by using chosen equipment and games.

Other Evidence

- Teacher observations
- Exit slips
- Class discussion
- Peer assessment

Student Self-Assessment and Reflection

- Oral responses to teacher questions
- Signaled response (thumbs up/down)

Stage 3 – Learning Plan

Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning

Key learning events needed to achieve unit goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
 - Provide ongoing opportunities for self-monitoring and self-evaluation
- Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws. <http://www.umuc.edu/library/copy.shtml>

Unit Title: Fitness Components

Lesson 1: Cardio Respiratory Endurance

Grade Cluster: 9-12

References: *Fitness for Children* by Curt Hinson

Vocabulary/ Keywords: cardiorespiratory endurance, pulse, heart rate, prediction

Delaware State Standards Addressed

- #4- Achieves and maintains a health-enhancing level of physical fitness.
- #6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Enduring Understanding(s)

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

Essential Questions(s)

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

Unit Transfer Task: Birthday Wish list

Materials/Equipment:

4 cones
chart paper
jump ropes

Lesson Goals

- Locomotor movements, find pulse, recognize changes in heart rate

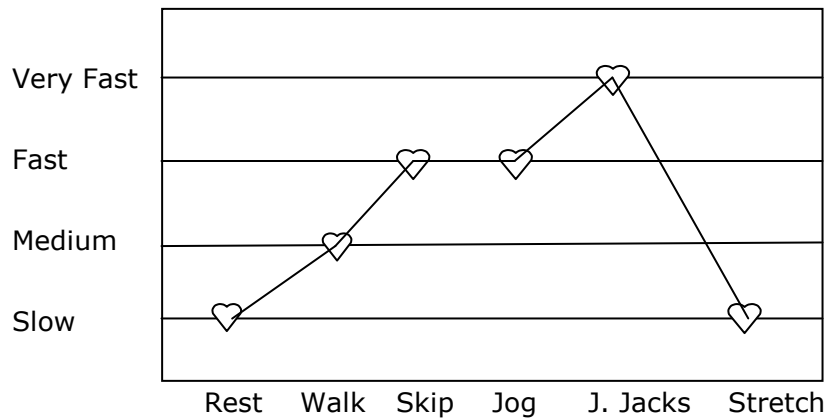
Students will be able to: • Find pulse • Demonstrate locomotor movements • Take resting and active heart rate • Recall activities that increase heart rate	Students will know: • Why heart rate increases and decreases • Jumping rope can increase heart rate • Locomotor movements can increase heart rate

Assessment Plan:

- Student performance of locomotor movements
- Teacher observation of finding pulse
- Student answers to questions about change in heart rate
- Exit slip- see attachment A

Lesson Sequence:

- Introduction
 - *Jump and Jog*- Half of the students jog around the perimeter of the gym, marked by cones. The other half stay in the middle and jump rope. On the signal students will switch roles, continuing with the activity for a few rotations.
 - Teacher will discuss with students the importance of exercise as part of a healthy lifestyle, and a healthy heart. Discuss with students that they just performed two cardiorespiratory endurance activities. Explain that cardio respiratory endurance is a fitness component, and that cardio has to do with the heart and respiratory has to do with lungs, and endurance means to do something for a long time. Explain that when we exercise our heart rate increases, works harder, and is becoming healthier.
 - Ask students which fun activities and sports make our heart work harder.
 - Find Pulse- discuss that heart rate is slow right now because you are not active.
 - Prediction- using information we just discussed, make a prediction of what will happen to your heart rate as we become active during the lesson
- Content- *Cardiograph*
 - Students will perform locomotor movements and exercises on the signal
 - After each movement or exercise, students will regroup and discuss results
 - Students will be given the choice of "slow, medium, fast, or very fast" in regards to their heart rate
 - Points will be plotted on the chart and students will be able to see the changes in heart rate on the chart. See example below.



- Closure
 - Students will walk slowly to slow their heart rate. After slow walking students will do standing stretches then sitting stretches.
 - Review with students what the hearts represent on the chart. Why are some hearts higher and some are lower? Why is the stretching heart low?
 - Ask students what exercises they do that are fun.
 - Hand out exit slips, complete and collect.

Accommodations/Differentiation

1. Students can lay jump ropes on the floor and jump over if they cannot jump rope.
2. For students who are having difficulty performing cardiorespiratory activities pair them with another student who can encourage them to do their best.

Attachment A

Directions: List 5 activities that will increase your heart rate.

Unit Title: Fitness Components

Lesson 2: Cardio respiratory Endurance- Walking

Grade Cluster: 9-12

References: *PE Central*

Vocabulary/ Keywords: pulse, heart rate (review from previous unit)

Delaware State Standards Addressed

#4- Achieves and maintains a health-enhancing level of physical fitness.

#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Enduring Understanding(s)

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

Essential Questions(s)

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

Unit Transfer Task: Birthday Wish list

Materials/Equipment:

4 cones/locomotor signs

Tickets

Lesson Goals: Moving responsibly, walking quickly to increase heart rate, working cooperatively

Students will be able to: • Find pulse • Demonstrate responsible behavior while walking quickly • Count the number of laps walked	Students will know: • That heart rate will increase while walking • Working cooperatively can be fun and rewarding

Assessment Plan:

- Student performance of locomotor movements
- Teacher observation of cooperative behavior
- Teacher observation of cooperative counting
- Question and answer self-assessment

Lesson Sequence:

- Introduction
 - Teacher will review how to take pulse, and how heart rate increases and decreases depending on activity.
 - *Around the Block*- students will move clockwise around the four cones. As they pass each cone they will perform the locomotor movement on each cone (skip, gallop, jog, walk).
- Content- *Walking*
 - Discuss with students that walking is a cardiorespiratory endurance activity that can be enjoyable and is a lifetime fitness activity.
 - Explain to students that walking cooperatively, or with partners can make the activity more fun.
 - Students will briskly walk laps around the gym, collecting a ticket each time they pass the teacher.
 - At the end of the activity students will check their pulse. After checking pulse students will count tickets cooperatively to see how many laps the class walked together
- Closure
 - Students will walk slowly to slow their heart rate.
 - Discuss with students how the number for "Willie Worm" would have been different if we walked this slowly the entire time
 - Ask students to give a "thumbs up" if they walked quickly today.
 - Ask students to give a "thumbs up" if their heart rate increased when they walked.

Accommodations/ Differentiation:

1. If a student has difficulty walking briskly, they can go at a pace that is comfortable for them.
2. Second grade students can count their own tickets, then numbers can be added together to integrate math.

Unit Title: Fitness Components

Lesson 3: Muscular Endurance

Grade Cluster: 9-12

References: *Fitness for Children* by Curt Hinson

Vocabulary/ Keywords: muscular endurance, rowing, bicep curls

Delaware State Standards Addressed

#4- Achieves and maintains a health-enhancing level of physical fitness.

#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Enduring Understanding(s)

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

Essential Questions(s)

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

Unit Transfer Task: Birthday Wishlist

Materials/Equipment:

Parachute

light weight ball

beanbags

Lesson Goals: using equipment responsibly, fun activities can increase muscular endurance, working cooperatively, identify muscles being used

Students will be able to: • Demonstrate a variety of movements • Use equipment responsibly • Identify muscles/muscles groups being focused on during activity	Students will know: • That proper use of equipment will increase muscular endurance • Muscular endurance can be increased by using atypical fitness equipment

Assessment Plan:

- Teacher observation of movement skills
- Discussion questions
- Student identification of muscles/muscle groups being used
- Exit Card- See attachment B

- Introduction
 - *All Fours Hockey Warm-up*- Students will pair up and face each other in a push-up position. The object is to score and block the bean bag, as if playing hockey by maintaining the push-up position. After activity ask students which muscles were being used, and explain that they were using muscular endurance. Teacher will discuss with students the definition of muscular endurance (being able to do an activity that involves using the muscles for a long time).
 - Explain that muscular endurance is a fitness component, and it is part of having a healthy body. The longer we can perform an activity, the more muscular endurance we have, and it also helps to make our muscles stronger. Give examples, engage students in discussion about what familiar activities involve muscular endurance.

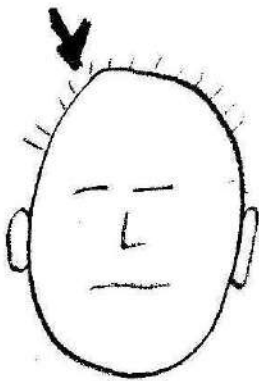
- Content- Spread parachute out on the floor and have students find their own space on the parachute. Students will perform 10-20 repetitions of the following exercises:
 - standing facing the parachute-alternate reaching for the sky and touching their toes
 - standing facing the parachute- make big waves, small waves
 - continue with big and small waves, but alternate left and right arms
 - alternating arms, travel in a specific direction using locomotor skills such as fast walk, jog, skip, gallop
 - using both hands, slide left or right on the signal
 - seated facing the parachute do sit-ups
 - seated facing the parachute bicep curls, rowing
 - stand up again, and students will work cooperatively, trying to move a ball slowly around the parachute in a circle

- Closure
 - Discussion of muscles that were used during activities. Ask students which muscle or group of muscles were used for a long time. Ask students why it is important for us to have muscular endurance. Discuss with students that making muscles stronger can be fun if we use equipment that we can have fun with.
 - Hand out exit card, complete, collect
 - Circle the muscle group you used the most today
(picture of arm, legs, feet, head)

Accommodations/ Differentiation:

1. Students who have difficulty performing locomotor movements can step away from the parachute and move at their own pace.
2. Modify the number of repetitions depending on age, skill level.

Directions: Circle the muscle groups you used the most today.



Unit Title: Fitness Components

Lesson 4: Muscular Strength

Grade Cluster: 9-12

References: *Fitness for Children* by Curt Hinson

Vocabulary/ Keywords: muscular strength, rowing (review), bicep curl (review), deltoid lift, press, overhead triceps extension, shrug

Delaware State Standards Addressed

#4- Achieves and maintains a health-enhancing level of physical fitness.

#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Enduring Understanding(s)

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

Essential Questions(s)

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

Unit Transfer Task: Birthday Wish list

Materials/Equipment:

2 tennis balls for each student

Fitness cards for secret exercises

Cones

Lesson Goals- moving responsibly, increasing muscular strength, identify muscles being used

Students will be able to: • Identify which muscle groups are being used • Demonstrate muscular strength exercises	Students will know: • Muscular strength can be increased by using light weight objects and objects they are familiar with • Muscular strength can be increased by repeating exercises

Assessment Plan:

- Teacher observation of movement skills
- Discussion questions
- Student identification of muscles/muscle groups being used
- Exit Card

Lesson Sequence:

- Introduction-
 - *Crazy Cones*-class will be divided in half, with half of the students setting the cones upright while the other half turns them on their side. After 30 to 45 seconds groups switch roles. The activity continues with the roles continually switching.
 - Discuss with students that they performed a cardiorespiratory endurance activity while using cooperation skills. Explain that cardiorespiratory endurance activities often involve muscular endurance and muscular strength.
 - Review muscular endurance, and discuss muscular strength. Explain to students that muscular strength means to make muscles stronger, and that when we repeat an exercise many time we are increasing our muscular strength.
- Content
 - *Ball exercises*- scatter students around the area performing various locomotor movements and holding a beanbag in each hand. On the signal students will stop and perform a muscular strength exercise. With each exercise that is performed ask students to point to the muscles being used. Use the following:
 1. Bent over rowing
 2. Biceps Curl
 3. Deltoid lift
 4. Overhead press
 5. Overhead triceps extension
 6. Shoulder shrug
 7. Single-arm rowing
 8. Upright rowing
 - *Group Secret Exercises*- Place the fitness cards face down in the middle of the area. Students will use locomotor movements to travel around the area. When the signal is given students will stop and one student is chosen to turn over a card in the center. The exercise card is read aloud and students perform the exercise. Continue with the activity using different locomotor movements, and choosing a different student to turn a card over each time. See attachment C
- Closure
 - Review the meaning of muscular strength. Explain to students that heavy objects don't have to be used to get stronger.

- Ask for volunteers to demonstrate with a tennis ball, an exercise that they can perform to increase muscular strength. As the exercises are being demonstrated have students point (on their own body) the muscles that are being used.
- Hand out, complete, collect exit card
(Draw something from your house that you can use to perform muscular strength exercises with. Be sure to pick something that is not too heavy for you.)

Accommodations/Differentiation

1. Tennis balls are used to teach technique because they are light weight. After proper form has been developed, let students experiment with different objects of different weight.

Unit Title: Fitness Components

Lesson 5: Flexibility

Grade Cluster: 9-12

References: *Fitness for Children* by Curt Hinson

Vocabulary/ Keywords: flexibility

Delaware State Standards Addressed

#4- Achieves and maintains a health-enhancing level of physical fitness.

#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Enduring Understanding(s)

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

Essential Questions(s)

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

Unit Transfer Task: Birthday Wish list

Materials/Equipment:

Flexibility tag cards

Poster with stretches

Lesson Goals: moving responsibly, increasing flexibility, learning new stretches

Students will be able to: • Perform stretching activities • Identify muscles being stretched	Students will know: • Stretching increases flexibility • Flexibility increases movement • Stretching is important before and after activity

Assessment Plan:

- Teacher observation of stretching exercises
- Discussion of muscles being used when performing stretches

- Assess other students when stretching, and count for them

Lesson Sequence:

- Introduction
 - Discuss with students that being flexible means being able to move the muscles in a wide range of motion. Flexibility is important to helping to strengthen the muscles, and perform more activities. As part of a healthy lifestyle stretching should be done before and after activity. Explain that stretches should be held, and how a stretch should and should not feel.
 - *Group Flexibility Circuit*- have students stand in a large circle and demonstrate different stretches, as well as proper stretching technique. As the teacher does the stretches students should follow along, performing the same. Teacher should demonstrate stretches that will be used in the lesson.
- Content
 - *Flexibility Tag*- Scatter students throughout the area, giving half flexibility tag cards. When signal is given students with tag cards attempt to tag someone without a card. When tagged, the child takes the tag card from the tagger and performs the stretch written on the card. The tagger can assess the other student to be sure they are performing the stretch correctly, as well as counting for them. The stretchers then become taggers and try to tag someone who does not have a card.
See attachment D
 - *Stretch and Go*- Create a stretching poster and teach students the stretches on the poster. Hang the poster where it is visible to all students. On the signal students will perform a locomotor movement around the area. When the signal is given, students will stop and one student is selected to choose a stretch from the poster. The student leads the class in that stretch. The activity continues with a new locomotor movement and another leader.
See attachment E
- Closure
 - Review correct procedures for stretching and how long stretches should be held. Ask for volunteers to demonstrate a stretch they learned today.
 - Stretching check list: as each student volunteers, go through a verbal check list with students to assess the volunteer:
 - Count for the stretcher
 - Are they performing the stretch correctly?
 - If not, what should they do to stretch correctly?
 - Which muscles/muscle groups is he/she stretching?
 - Ask students what activities/games they can do at home that involve flexibility.

Accommodations/Differentiation

1. This activity can be done without using cards by designating a particular stretch to be performed. Assign each tagger a specific stretch and when students are tagged they must perform that stretch.
2. A picture of the stretch can be printed on the flexibility cards

Unit Title: Fitness Components

Lesson 6: Body Composition

Grade Cluster: 9-12

References:

Vocabulary/ Keywords: healthy diet, Food Pyramid, food groups

Delaware State Standards Addressed

#4- Achieves and maintains a health-enhancing level of physical fitness.

#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Enduring Understanding(s)

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

Essential Questions(s)

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

Unit Transfer Task: Birthday Wish list

Materials/Equipment:

Food Pyramid Poster

Pictures of food

empty food boxes

Food Pyramid game with cards (create a Food Pyramid with picture cards that can be taped onto the pyramid, or create pockets on the pyramid)

Lesson Goals: identify food groups, know healthy foods and unhealthy foods, place foods in correct food groups

Students will be able to: - Recall the food groups - Place foods in the correct food groups - Differentiate between “go” foods and “stop” foods - Identify new foods they are unfamiliar with	Students will know: - Healthy diet and exercise increases healthy body composition - Making healthy food choices effects our body composition

Assessment Plan:

- Teacher observation of matching foods with correct groups
- Student performance of movements
- Teacher observation of healthy food choices
- Exit card- see attachment F

Lesson Sequence:

- Introduction
 - Move and Freeze Warm-up*- students will perform a locomotor activity, on the signal they will freeze and perform a non-locomotor activity.
 - Discuss with students the last fitness component of Body Composition. Explain that BC is how much fat and muscle we have in our body. Discuss with students the two factors that affect our body composition: diet and exercise. Since we have learned about different ways of exercising with the other fitness components, we will discuss diet and the food pyramid. Show the Food Pyramid and discuss each group, giving examples of foods from each. Explain why some groups are smaller than others, and how much of each we should have in a healthy diet.
- Content
 - Food Pyramid Match-Up*- Give each student a card with a picture of food. Students are to look at the food and decide which food group it belongs in. Each food group is called individually and students will bring their cards accordingly. After pictures have all been placed correctly, discuss the foods on the pyramid.
 - Food Group Cones*- Students will walk around the perimeter of the gym, and collect ONE picture when they pass the teacher. On the signal students will move quickly to correct cone that represents the food group. Each group will be asked to hold their pictures up, and the name of the food will be called out, confirming that each food belongs in that food group.
 - Stop and Go Foods*: -Students will walk around the cones while the teacher stands in the middle of the gym. On the signal students will stop, look at the snack food the teacher is holding, and then move accordingly. If the food is a “go” (healthy) food students will continue moving. If the food is a “stop” (unhealthy) food, students will remain stopped.

- Closure
 - Discussion about food groups, and which foods are healthy choices. Ask students why it is important to have a healthy diet. Ask students for examples of healthy snack choices
 - Hand out exit card, complete, and collect
 - Circle the “go” foods and put an X through the “stop” foods.

Accommodations/Differentiation

1. If students are unsure about the food card they have been given, they may ask a neighbor.
2. Modify *Stop and Go* by doing *Stop, Go, Think Foods*. For this activity discuss foods that are ok sometimes and in moderation. Movements change to stop, walk, run (stop, think, go foods).

Directions: List 5 "go" foods and list 5 on the "stop" foods.

Unit Title: Fitness Components

Lesson 7: Body Composition (2)

Grade Cluster: 9-12

References: *Active Start for Healthy Kids* by Stephen J. Virgillo

Vocabulary/ Keywords: review vocabulary from previous lesson

Delaware State Standards Addressed

#4- Achieves and maintains a health-enhancing level of physical fitness.

#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Enduring Understanding(s)

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

Essential Questions(s)

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

Unit Transfer Task: Birthday Wish list

Materials/Equipment:

25 plates with pictures of healthy and unhealthy foods

Several blank Food Pyramids

Pictures of food

Tape

Hula hoops

Blank Food Pyramids

Lesson Goals: recall food groups, correctly place foods in the food groups, identify healthy foods

Students will be able to: • Identify healthy foods • Place foods in the correct food group	Students will know: • Healthy food is not only part of a healthy diet, but contributes to a healthy heart

Assessment Plan:

- Teacher observation of matching foods with correct groups
- Student performance of movements
- Teacher observation of healthy food choices
- Exit card- see attachment G

Lesson Sequence:

- Introduction
 - *In, Out and Around*- students will perform locomotor movements throughout the area without touching the hoops. When they hear two whistles students will jump in and out of the hoops. When they hear three whistle students will jog around an individual hoop.
 - Review body composition concepts and the Food Pyramid. Review with students how exercise helps the heart. Discuss with students that in addition to exercise, a healthy diet benefits the heart. Discuss fat content in food, and how it can affect the heart.
 -
- Content
 - *Heart-Smart Hustle*-Students will use locomotor skills to travel around the gym. On the signal students will grab a plate closest to them, turn it over, and look at the picture. If they see an unhealthy food they sit. On the "go" signal students who are standing each go to one of the seated children and free them with a tap on the shoulder, and continue to move.
 - *Food Pyramid Relay*- Divide students into groups and give each student a picture of food. Students have to run a relay race, placing the foods in the correct groups of their Food Pyramid.
- Closure
 - Review the Food Pyramid groups and ask students for examples in each group. Ask students why healthy foods can also benefit the heart.
 - Hand out exit card, complete and collect
 - List three of your favorite heart healthy foods

Accommodations/Differentiation

1. For *Heart Smart Hustle* students who pick up an unhealthy food can perform a short exercise rather than sitting down and waiting to be tapped on the shoulder.
2. If small groups are used for relay have students take more than one turn so there are a few foods from each food group.

Unit Title: Fitness Components

Lesson 7: Birthday Wish List

Grade Cluster: 9-12

References:

Vocabulary/ Keywords: Review with students the following terms: Cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.

Delaware State Standards Addressed

- #4- Achieves and maintains a health-enhancing level of physical fitness.
- #6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Enduring Understanding(s)

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

Essential Questions(s)

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

Unit Transfer Task: Birthday Wish list

Materials/Equipment:

- Variety of Equipment magazines
- Wish List worksheet
- Scissors
- Glue

Lesson Goals

Students will be able to: • Execute the Unit Transfer Task as described	Students will know: • What activities/equipment improve each fitness component

Assessment Plan:

- Completion of Wish List worksheet

Lesson Sequence:

- Introduction
 - Direct students to the Birthday Wish List Worksheet
 - Discuss with students each fitness component
 - Have students turn to a partner and discuss which activity they enjoyed the most and why. Also, have students identify which fitness component that activity sought to improve.
 - Ask students to share out what they discussed with their partner.
 - Choose one or more examples from the last week to help illustrate the elements of the transfer task.

- *Content-Wish List*

- Have the materials mentioned above available to the students in an area of the gym. Then give the students this scenario:

Your parents(s)/guardian have said that you can have any piece of equipment or game that you want for your birthday. You must choose equipment or games that improve each different area of fitness. You will be given a variety of equipment magazines that you may choose your equipment or game from. You must cut out the equipment or game that you want and then paste the picture under the area of fitness that will be improved by using the piece of equipment or playing the game. You must then identify the body part being used when using the piece of equipment or game.

- Instructions for the teacher- While students are looking through the catalogs, move around the gym to insure that students are clear on their instruction.

See rubric in Stage 2 as reference.

- Closure
 - Select one or more students to share their Wish List. Allow students to explain why they choose each item and why it fits into that particular fitness component.

Accommodations/Differentiation

1. Identified special education students can be paired with a typical peer to complete task
2. Have body part pictures available for younger students.
3. Older student can write in the body part, if necessary have a word bank available depending on the level of the student.

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media and web links) that best supports the unit.
PE Central
Fitness for Children by Curt Hinson
Active Start for Healthy Kids by Stephen J. Virgillo

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- ☐ **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- ☒ **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- ☐ **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

- Multiple learning strategies are used in this unit. Students have the opportunity to work individually, in partners, and groups. Visual, auditory, and kinesthetic learning are all emphasized.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services and school climate) families and communities.

The following areas are integrated in this unit:

- Math- counting tickets for *Willie Worm*, counting seconds for stretching, plotting points on a chart
- Nutrition/ Health- dietary information, Food Pyramid

Glossary

Bicep curls- fully extend and flex the elbow

As explained in the lesson- the amount of fat and muscle you have in your body

Body Composition- the ratio of lean body mass to fat

Cardiorespiratory Endurance- the ability of the heart and lungs to supply oxygen to the working muscles for an extended period

Deltoid Lift- lift the arm upward laterally using the shoulder muscles

Flexibility- the range of motion of a joint

Food groups- the way that foods are categorized on the Food Pyramid

Food Pyramid- a dietary guideline that categorizes foods into several groups

Healthy Diet- eating foods that are good for us

Heart rate- how quickly or slowly the heart beats

Muscular Endurance- the ability of a muscle to sustain a contraction, or make multiple contractions, over an extended period of time
As explained in lesson- being able to do an activity that involves using the muscles for a long time

Muscular Strength- the amount of force a muscle can exert in a single contraction
As explained in lesson- to make muscles stronger

Overhead Press- vertical flexion and extension of the arm, as if pushing something to the sky

Overhead Triceps Extension- holding arms over the head, flexion and extension of the elbows, moving the arms upward

Prediction- to tell what will happen based on experience

Pulse- the beating of the heart

Rowing- extending the arms forward, and pulling back, as if rowing a boat

Shoulder shrug- lifting the shoulders up and letting them down in a slow, controlled motion

Delaware Model Unit: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Healthy Relationships

Designed by: Libby Thomas, School Health Consulting
Jennifer Sellitto-Penoza, Child, Inc.

Agency: Delaware Coalition Against Domestic Violence

Grade Cluster: 9–12

Time Frame (Number of Lessons): Five Lessons

Summary of Unit

This unit is designed for primary prevention against interpersonal violence. The unit advocates gender respect, effective communication, and advocacy. Media influence on cultural values and social norms is explored. Students will be encouraged to define knowledge, attitudes, beliefs, and behaviors that support and promote healthy relationships, and to practice setting boundaries that show respect for themselves and others. Finally, students will experience the role of the courageous bystander who attempts to advocate for a respectful environment where healthy relationships are the norm.

This unit is based on the DELTA Developing Healthy Relationships Curriculum (DHRC) of the Delaware Coalition Against Domestic Violence with consultation by Noel Duckworth.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit is posted on the DDOE web site as an exemplary unit of instruction for health. It teaches fundamental information and strategies for preventing interpersonal violence and promoting healthy relationships between people.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available. The high school will have a classroom and, if needed, a gym or multi-purpose room available for health activities.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Stage 1 – Desired Results

(What students will know, do, and understand)

Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.
- ☒ 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Injury Prevention and Safety, Personal Health and Wellness, Mental Health, and Family Life and Sexuality
- ☒ 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- ☐ 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- ☒ 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- ☐ 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- ☐ 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- ☒ 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- ☒ 8. Students will demonstrate the ability to advocate for personal, family and community health.

Big Idea

- Health is Personal Power

Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.
- Decisions and choices that we make about our behaviors directly influence our health and the health of others.
- If we understand that respect for ourselves and others is a personal responsibility, we can learn to make better decisions and choices.
- We must choose not to support abusive or disrespectful behaviors.

Essential Questions

- What is Health?
- What prevents people from practicing healthy behavior?

Unit Essential Question(s)

- Open-ended questions designed to guide student inquiry and learning.
- How do I recognize and practice healthy relationships?
- How do my decisions and choices influence my relationships and those of others?

Knowledge and Skills

Students will know...

- Respectful vs. disrespectful behaviors
- Gender stereotypes lead to discrimination
- Communication styles and types

- Behaviors based on power and based on equality
- The benefits of setting limits
- The influences of media and peer pressure on relationships
- The qualities of healthy relationships
- Clear and unclear boundaries
- Sex vs. gender
- Respect for self and others
- The relationship between disrespect and violence
- The definition of a courageous bystander
- Everyone can make a difference

Students will be able to...

- Demonstrate effective message tactics and strategies
- Recognize how gender stereotypes are limiting and/or disrespectful
- Set and respect boundaries of self and others
- Choose how they will be treated and how they will treat others
- Critically analyze media messages
- Recognize a cycle of abuse
- Identify resources to help with abusive relationships
- Practice how to communicate and set boundaries for a healthy relationship
- Resist and challenge unhealthy cultural norms

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Task(s)

You are the sophomore class president in a high school where abusive behavior has been tolerated or ignored. You know it is time to become a courageous bystander! Knowing that you will want support, you ask your fellow officers and the presidents of the other classes if they will join with you in your prevention work. Together, you decide to begin a marketing campaign that will grab the attention of all the students. You are the creator and implementer of the plan. You will identify several strategies that may be part of the solution to the blatant disrespect you see every day at school.

Suggestions for your marketing campaign might be a public service announcement for the local TV or radio station, a video for the school website, a PowerPoint presentation with voice over for the student council, bumper stickers for student and teacher vehicles, an open letter to the school board or the PTA, a petition for students to sign, a role-play for the next assembly, and a poster campaign. You are not limited to these choices. You are invited to be creative and to choose the medium for your advocacy and communication skills to be showcased and your understanding of the issues to be obvious.

There will be a gallery walk for presentations to be shared with classmates. Then the teacher is encouraged to submit the presentations to www.safeandrespectful.org (see connections to other areas).

Rubric(s)

Points	
4	The student work shows excellent advocacy and communication skills, identifies the audience, and uses original and creative style to demonstrate understanding of at least one of the following topics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.
3	The student work shows average advocacy or communication skills, identifies the audience, and uses original and creative style to demonstrate understanding of at least one of the following topics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.
2	The student work shows minimal advocacy or communication skills, has an unclear target audience, and/or little original and creative style to demonstrate understanding of at least one of the following topics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.
1	The student work has few indications of skill in advocacy or communication, an unclear target audience, and little creativity in demonstrating understanding of one of the following: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.

Other Evidence

Lesson Two: Five-paragraph essay deconstructing a media message.

Lesson Three: Compare/contrast statement on abuse vs. equal power in a relationship.

Student Self-Assessment and Reflection

Lesson One: Reflection on how communication style can affect a given situation.

Lesson Four: Reflection about a hurtful/disrespectful comment and the feelings evoked.

Stage 3 – Learning Plan (Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.

<http://www.umuc.edu/library/copy.shtml>

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

[KUDs](#) (Know, Understand, and Do)

[SLM](#) (Student Learning Map)

[Word Wall](#)

[Lesson One:](#) Communication and Boundaries

- Communication (Style) Situations
- Practice Setting Boundaries

[Lesson Two:](#) Gender Stereotyping and Media

- Worksheet, Examining Media Messages

[Lesson Three:](#) Interpersonal Abuse Vs Equality

- How to Help a Friend Scenarios

[Lesson Four:](#) Respect

- Continuum of Harm Statements

[Lesson Five:](#) Courageous Bystander

- Courageous Bystander Scenarios
- Organizer, How can I be part of the solution?

Transfer Task and Rubric

Instructions and PowerPoint for optional review game



Intructions_Answers
.doc



Optional Unit Review
Game.ppt

Resources and Teaching Tips

Resources

- Includes a variety of resources (texts, print, media, and web links) that best support the unit.

- DELTA Developing Healthy Relationships Curriculum (DHRC) used by Child, Inc. and Delaware Council for Justice
- www.Safeandrespectful.org – Delaware website useful for students, parents, and teachers
- www.medialit.org – Center for Media Literacy
- www.nmmlp.org – New Mexico Literacy Project
- www.dcadv.org – website of the Delaware Center against Domestic Violence
- www.childinc.org – a nonprofit agency in Delaware that provides services for those experiencing abuse in their relationships
- www.cdc.gov/healthmarketing/pdf/AudienceInsights_teens.pdf
- www.cdc.gov/healthyyouth/ – for the Health Education Curriculum Analysis Tool (HECAT)
- www.thesafespace.org/featured-content/students-psa/ – for PSA about dating violence
- <http://teenhealth.about.com/od/relationships/a/cycleofabuse.htm> – for cycle of abuse information
- *The Teen Relationships Workbook*, Wellness Reproductions and Publishing, Inc., 2001 for worksheet adaptations

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

This unit can be highly charged emotionally for some students who may be embroiled in a “cycle-of-abuse” relationship. If students become upset, referral to the school nurse, wellness center, or school counselor may be needed. In addition, some students may resist the challenge of their values and beliefs by these materials.

Accommodations/Differentiation

- Describe how instruction may be varied to address differences in readiness, interest, and/or learning styles.
- Elbow partners
- Small-group activity
- Class discussion of all concepts
- Teacher reinforcement is done by using graphic organizers, board work, writing, technology, and guided practice

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- ☐ **International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- ☒ **Universal Design for Learning** – the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- ☒ **21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students are engaged in their learning by use of the media, scenarios for practice, and written expression of their reflections and acquisition of content. They are asked to think critically about relationships, gender stereotyping, and boundary setting for healthy relationships and draw their own conclusions. Finally, students will formulate a plan to advocate as a safe and courageous bystander.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate), families, and communities.

Interpersonal violence is universal and can affect all areas of society. It occurs in all socioeconomic groups, in all ethnic and religious groups, and in all races. Awareness can help those affected seek education, protection, and treatment if necessary. Families and communities can help people get the support they need. Referral to school support services (nurse, wellness center, or counselor) can facilitate the support needed for those in an abusive relationship or those who have difficulty understanding the concepts.

Special Opportunity for Students and Teachers to Share Their Best Work

The teacher is encouraged to use a process (i.e., teacher selected, student-peer selected, etc.) to choose the best three transfer task projects from each class for submission to the Prevention Subcommittee of the Delaware Domestic Violence and Victims' Rights Task Force at <http://www.safeandrespectful.org/>. Winning entries will be posted on the website and the authors will be entered in a raffle for a grand prize.

Note to teacher: Fall semester entries are due by February 1 and spring semester entries are due by May 15 of each calendar year. Please send throughout the school year at the completion of each Healthy Relationships Unit. Send an email to safeandrespectful@gmail.com with the top three projects from each class attached. If the project cannot be attached, please email a request for instructions. Please ask students for contact information so that winners can be notified even if the semester has ended. Winners will be notified by the teacher who will be notified by <http://www.safeandrespectful.org/>. Please include the teacher's address, email, and phone number for questions about the projects and notification of the winners.

Thank you for choosing to implement the Healthy Relationships Curriculum. Delaware's Domestic Violence Task Force and Victims Rights Task Force's Prevention subcommittee worked with the Department of Education to create a curriculum that meets Delaware Health Standards and to provide students the knowledge, skills and behaviors that support healthy relationships. As part of this project, we are continually looking for ways to improve the curriculum. By giving your students the pre/post tests and sending them to the address below, you can be a vital part of the evaluation and subsequent growth of this unit. Below are the procedures for the pre surveys, post surveys, and information survey form, which you will find in this curriculum. If you have any questions about our procedures as listed below, you can contact the DELTA Coordinator at safeandrespectful@gmail.com. You can also visit www.safeandrespectful.org for more information about the Healthy Relationships program in Delaware.

PRE SURVEYS

- Pre Surveys should be administered to students at the beginning of the first class period at the start of the Healthy Relationships unit (before Lesson 1 is taught).
- Instruct students to complete their anonymous survey IDs so that pre and post survey data may be matched without knowing a student's identity.
- Completed pre surveys should be collected from students and maintained by the unit instructor until all five lessons are taught.

POST SURVEYS

- Post surveys should be administered to students at the end of the class period during which the final lesson of the Healthy Relationships unit was taught.
- Instruct students to complete their same anonymous survey IDs so that pre and post survey data may be matched without knowing a student's identity.
- Completed post surveys should be collected from students and combined with the pre surveys completed and collected at the start of the unit.

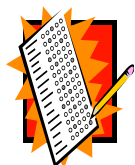
SURVEY INFORMATION FORM

- A survey information form should be completed for each cohort (class, period, etc.) of students who receive the full Healthy Relationships unit.
- Complete all information on the form as this will be used to identify each distinct cohort of students and their related pre/post survey information.

Please send all completed Healthy Relationship unit evaluation packets (consisting of a survey information form, student pre surveys, and student post surveys) for each of your class periods who receive the unit of instruction to:

DELTA COORDINATOR
Child, Inc.
507 Philadelphia Pike
Wilmington, DE 19809

Questions and concerns can be e-mailed at any time to: safeandrespectful@gmail.com



HEALTHY RELATIONSHIPS ~ Pre Survey

TO HELP US MATCH TO YOUR SURVEYS WITHOUT KNOWING WHO YOU ARE, PLEASE USE YOUR SURVEY ID.
Please write the month and the date you were born (don't put the year). Then write the first 3 letters of your mother's first name.

EXAMPLE: If you were born on July 5th and your mother's name is Mary, your ID would be:

PLEASE WRITE YOUR ID HERE

J	U	L	0	5	M	A	R

Thank you for taking the time to complete this short survey. We are interested in what you think when it comes to healthy relationships. Please be sure to answer all of the questions in all sections. Your answers will be kept confidential. When you finish, please return the survey to your teacher.

Would you consider the following behaviors respectful?	Definitely Not Respectful	Not Respectful	Neutral	Respectful	Definitely Respectful
1. Picking on someone as long as they are not physically hurt.	☐	☐	☐	☐	☐
2. Your boyfriend/girlfriend threatens to do something hurtful if you broke up with him/her.	☐	☐	☐	☐	☐
3. Calling your boyfriend/girlfriend names during an argument.	☐	☐	☐	☐	☐
4. Your boyfriend/girlfriend wants you to spend all of your time with him/her.	☐	☐	☐	☐	☐
5. Your boyfriend/girlfriend values your opinion even when you disagree.	☐	☐	☐	☐	☐
6. Telling a guy that he's "acting like a girl" to put him down.	☐	☐	☐	☐	☐
7. Your boyfriend/girlfriend shares embarrassing or private photos/videos of you.	☐	☐	☐	☐	☐
8. Asking your friends to watch your boyfriend/girlfriend if you don't trust him/her.	☐	☐	☐	☐	☐
9. Your boyfriend/girlfriend pressures you to do something you don't want to do.	☐	☐	☐	☐	☐
10. Rating a girl's looks on a scale of 1-10.	☐	☐	☐	☐	☐
11. Your boyfriend/girlfriend always checks on your whereabouts and activities.	☐	☐	☐	☐	☐

MOST of the time, what do you think about these statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. Both partners should have equal say in their relationship.	☐	☐	☐	☐	☐
13. Standing up for what I believe is important to me even if others don't agree.	☐	☐	☐	☐	☐
14. Television shows, movies, and song lyrics can have an effect on how you think or act.	☐	☐	☐	☐	☐
15. People who act aggressively deserve respect.	☐	☐	☐	☐	☐
16. It is better if girls do typical "girly" stuff and guys do typical "manly" stuff.	☐	☐	☐	☐	☐

Continue to the next page



<u>MOST</u> of the time, what do you think about these statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17. As long as I don't act violently in a relationship, I am promoting safe and respectful relationships.	☐	☐	☐	☐	☐
18. If safe to do so, people should stand up for someone being insulted.	☐	☐	☐	☐	☐
19. There are things I can do to help prevent violence in my community/society.	☐	☐	☐	☐	☐
20. Advertising is mainly used for brand or product recognition and does not contain deeper meaning or messages.	☐	☐	☐	☐	☐
21. My choice of communication style can have an effect on how I make others feel.	☐	☐	☐	☐	☐
22. Personal boundaries can only be violated by strangers or acquaintances so it isn't necessary to have clear boundaries with good friends or my boyfriend/girlfriend.	☐	☐	☐	☐	☐

Please answer a few questions about yourself:				
What is your gender?	☐ Male	☐ Female		
How old are you TODAY?	_____ years			
What is your current grade?	☐ 9th	☐ 10th	☐ 11th	☐ 12th

THANK YOU!!

Health Education Lesson Plan – Lesson One

Title: Communication and Boundaries

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- ☒ Health is important and personal actions will impact self and others in many ways.
- ☒ Internal and external factors influence personal and community health
- ☐ Choosing health resources require critical evaluation and analysis
- ☐ Refusal, negotiation, and collaboration skills will enhance the health of self and others
- ☐ There are barriers that can hinder healthy decision-making
- ☐ Several factors influence the formation, achievement and evaluation of a long-term personal health plan
- ☐ People have the power to create change

Lesson Essential Question(s)

- How do we communicate effectively with each other?
- How does a feeling of self-worth help us set and maintain our boundaries?

Delaware Health Education Standards

Health Concepts

- ☐ **Tobacco, Alcohol & Drugs**
- ☒ **Injury Prevention & Safety**
- ☐ **Nutrition & Physical Activity**
- ☒ **Family Life & Sexuality**
- ☒ **Personal Health & Wellness**
- ☐ **Mental Health**
- ☐ **Community & Environmental Health**

Skills

- ☐ **INF**
- ☐ **AI**
- ☒ **IC**
- ☐ **DM**
- ☐ **GS**
- ☒ **SM**
- ☐ **AV**

Lesson Summary

Students will examine styles and effectiveness of their interpersonal communication and will define and practice setting boundaries.

Students will know...	Students will be able to...
• Styles of communicating • Types of communication • Clear and unclear boundaries • Some people unintentionally or unintentionally cross our boundaries • Communication styles help us set and maintain our boundaries	• Identify which style communicates respect for self and others • Make a connection between self-worth and boundaries • Practice setting of boundaries

Time

One class period.

Materials and Preparation

- Worksheet [Communication \(Styles\) Situations](#) to be copied for each student
- [Practice Boundary Setting](#) to be copied for each student
- Whiteboard or newsprint
- TV/projector to play PSAs
- Computers or hard copies of quiz: Building Blocks to Healthy Relationships

Resources and Web Links

- www.safeandrespectful.org/media/psa.html
- *The Teen Relationships Workbook* (2001). Wellness Productions and Publishing.

Teaching Steps

1. Hand out Pre Survey to students and have them fill out.
 - Make sure students fill in a ID Code they will remember (such as month/date of their birthday and first three letters of parents name).
 - Collect them, and save them to send in with the Post Tests at the end of the unit.
 - The Pre surveys are located at the end of this lesson, along with our procedures. Please follow procedures carefully.
2. Introduce unit of instruction with "Building Blocks to Healthy Relationships: Check Yourself!" Self-assessment.
 - Using a Smartboard, individual computers, or hard copies, have students take a quiz called "Building Blocks to Healthy Relationships" found on www.safeandrespectful.org under "check yourself."
 - Quiz scores are personal and do not need to be shared.
 - Review the quiz with the students and tell them the concepts found throughout the quiz will be the focus of this unit titled, "Healthy Relationships."
 - Ask if anyone has ever felt uncomfortable by the way someone talked to/about them and how they felt about it.
 - Allow a story or two to be shared.
3. Watch the one minute PSA, "Just Spray It"
<http://www.safeandrespectful.org/media/psa.html>.
 - Identify/discuss different communication styles used in the story.
 - Have students brainstorm the four communication styles: aggressive, passive, passive-aggressive, and assertive (see teacher tips at end of lesson) with teacher guidance.
 - List the four types on a whiteboard or poster board for reference.
 - Students, in small groups, will discuss the communication (styles) situations (scenarios on attached worksheet).
 - Process advantages and disadvantages of each style: Possible discussion questions.
 - Which style is most effective and why?
 - ♦ What are the advantages and disadvantages of each style?
 - ♦ Could you use one style one time and another later?
 - ♦ How has your own style worked for you or not worked?

- ♦ How could you more effectively relate to others?
4. Remind students of the four styles of communication and ask if they are aware of their personal style of communicating and whether their style makes people feel threatened.
 5. Assign students a reflection piece on how they could have handled a situation differently using a style of communication different from their favored style (aggressive, passive, passive-aggressive, and assertive). As a reflection piece, it will be given points for completion only.
 6. Ask students to discuss the definition of "boundary" with an elbow partner and to consider how the word "boundary" fits in with communication styles.
 7. Teacher-led discussion about boundaries (definition of boundary on word wall).
 - Students will fold a sheet of paper lengthwise to make two columns.
 - One column will be labeled Physical Boundaries and the other Mental/Emotional Boundaries.
 - With an elbow partner, students will generate two lists.
 - Teacher will ask for a volunteer recorder who will write the lists on the board as the pairs offer contributions, clockwise around the classroom.
 - Teacher will review the list with the class and facilitate discussion as needed (see teacher notes for examples).
 8. Handout worksheet, [Practicing Boundary Setting](#).
 - Students will complete the worksheet individually and discuss with their elbow partner.
 - Tell students that they will be sharing their information and that there is a personal section on the bottom that they are not required to complete during class.
 - Ask them to finish the last section at home if they choose not to complete it in class.

Assessment(s) for Lesson

The teacher will use formative assessment by listening to the class discussion.

Teacher Notes

Communication Styles

Aggressive

- Overpowering, controlling, bossy, or dominating
- Responds to conflict by verbally or physically attacking the other person
- Blames other people, rarely willing to admit or accept responsibility for self
- Violates other people's rights in order to get what is wanted

Passive

- Avoids dealing with problems
- Does not speak up for self
- Worries about pleasing others and does not satisfy self
- "Stuffed" anger may result in explosive anger or internalized as anxiety or depression

Passive-Aggressive

- Feelings are communicated in an indirect, dishonest, manipulative, or underhanded way
- Seems to be passive because real conflict is not directly addressed

- Actually responds by “getting back at” or “getting even with” the person

Assertive

- Clear, confident, and seemingly in control
- Stands up for rights while respecting the rights and boundaries of others
- Verbal communication is direct, honest, and respectful
- Able to say NO if uncomfortable or unwilling to compromise own values, beliefs, or boundaries

Physical Boundaries

- Physical closeness
- Touching
- Sexual behavior
- Eye contact
- Privacy mail, email, diary, doors, nudity, bathroom, bedroom, telephone, cell phone, privacy spaces, etc.
- Clothes
- Gifts
- Time and energy

Mental/Emotional Boundaries

- Beliefs
- Thoughts and ideas
- Feelings
- Decisions
- Choices
- Needs
- Interests
- Responsibilities
- Confidences
- Secrets
- Roles
- Rules
- Personal experiences

Lesson One Worksheet 1

Building Blocks for Healthy Relationships- Check Yourself!

Place a check mark after each statement to show your level of agreement or disagreement:

	Agree	Neutral	Disagree
1. If safe to do so, people should speak up for someone who is being insulted.	☐	☐	☐
2. Television shows, movies, and even song lyrics can have an effect on a person's beliefs and behaviors.	☐	☐	☐
3. It's no big deal to tell a guy that he's "acting like a girl" to make a joke.	☐	☐	☐
4. Teasing others is okay as long as they are not physically hurt.	☐	☐	☐
5. You should expect other people to figure out how you feel.	☐	☐	☐
6. Rating a girl's looks on a scale of 1-10 is disrespectful.	☐	☐	☐
7. I don't believe that there are hidden messages behind TV shows, movies, magazines, or ads/commercials.	☐	☐	☐
8. Acting aggressively always makes people respect you more.	☐	☐	☐
9. It is better if girls do typical "girly" stuff and guys do typical "manly" stuff.	☐	☐	☐
10. As long as I don't behave violently in a relationship, then I'm promoting safe and respectful relationships.	☐	☐	☐
11. It is better just to keep my values and beliefs to myself than to stand up for them.	☐	☐	☐
12. It is harmful to make a general statement like, "all girls gossip," or "boys don't have feelings."	☐	☐	☐

To tally your score, give yourself points for A (Agree), N(Neutral), or D (Disagree) as listed in the answer key below for each statement. Total your score and then find your results in the ranges listed in the box to the right.

Score:

Tally:

- 1: A(3 pts), N(2 pts) D (1 pts) _____
- 2: A(3 pts), N(2 pts) D (1 pts) _____
- 3: A(1 pts), N(2 pts), D (3 pts) _____
- 4: A(1 pts), N(2 pts), D (3 pts) _____
- 5: A(1 pts), N(2 pts), D (3 pts) _____
- 6: A(3 pts), N(2 pts) D (1 pts) _____
- 7: A(1 pts), N(2 pts), D (3 pts) _____
- 8: A(1 pts), N(2 pts), D (3 pts) _____
- 9: A(1 pts), N(2 pts), D (3 pts) _____
- 10: A(1 pts), N(2 pts), D (3 pts) _____
- 11: A(1 pts), N(2 pts), D (3 pts) _____
- 12: A(3 pts), N(2 pts) D (1 pts) _____

TOTAL: _____

30 – 36- Wow! It seems like you have really spent some time developing healthy attitudes and beliefs. Remember to keep examining them, "checking" yourself, and learning more, so you can keep up the great work. The future is bright for you to have safe and respectful relationships!

21 – 29- You might want to take a closer look at healthy versus unhealthy attitudes you might have. The healthier beliefs you have, the better your chances are to have safe and respectful relationships. Take some time to examine your beliefs more, and learn more about the foundation for healthy relationships by surfing www.safeandrespectful.org and other links. Don't stop now- safe and respectful relationships are in your reach!

12 – 20- Hey! The time is now to work on developing healthy attitudes. Otherwise, your relationships might not work out, but YOU have the power to change that! It may take some time, but you are worth it, and so are your relationships! If you really take a closer look at examining your beliefs, learn more about the foundation for healthy relationships by surfing www.safeandrespectful.org and other links, you can look forward to great relationships!

Communication (Styles) Situations

Aggressive

- Overpowering, controlling, bossy or dominating
- Responds to conflict by verbally or physically attacking the other person
- Blames other people, rarely willing to admit or accept responsibility for own part in the conflict
- Violates other people's rights in order to get what he or she wants

Passive

- Avoids dealing with problems
- Does not speak up for his or her rights, worried instead about pleasing others (results in own needs not getting met)
- "Stuffed" anger may result in explosive anger or become internalized as anxiety and/or depression

Passive-Aggressive

- Feelings are communicated in an indirect, dishonest, manipulative, or underhanded way
- Seems to be passive because conflict is not directly addressed
- Actually responds by "getting back at" or "getting even with" the person they are angry with

Assertive

- Clear, confident, and seemingly in control
- Stands up for his or her rights while respecting the rights and boundaries of others
- Verbal communication is direct, honest, and respectful
- The ability to say "no" to something she or he is uncomfortable with or unwilling to compromise own values, beliefs, or boundaries

Can you recognize the four types of communication? In your group, discuss a situation between Kendra and Will. Read aloud each of Kendra's four possible responses. Decide what Kendra's communication style is in each response: **Aggressive, Passive, Passive-Aggressive or Assertive.** Be prepared to share your group's reasoning with the class.

The Situation: Will and Kendra made plans to meet at a party at 8 p.m. The party was given by a friend of Will's. Will was 45 minutes late. Kendra hardly knew anyone at the party, so she was very uncomfortable being there alone.

The Responses

1. When Will shows up, Kendra kisses him hello and acts like nothing is wrong. When Will says "Sorry I was late," Kendra says "It's okay." **Style used:**
2. When Will shows up, Kendra says hello and asks to speak with him alone for a minute. She says, "Will, you were 45 minutes late, and I was really uncomfortable being here alone because I don't know anyone here. What happened?" She gives him a chance to explain and after Will apologizes she says, "I accept your apology, but I don't like to be kept waiting. Next time, I want you to call if you're going to be late." **Style Used:**

3. When Kendra sees Will coming, she starts flirting with another guy, thinking that will teach him not to make her wait. **Style used:**
4. When Will shows up, Kendra goes off on him. Before he even gets a chance to say anything, she is yelling at him in front of everyone. "Where the (bleep) were you? Who do you think you are making me wait for you for 45 minutes, you inconsiderate (bleep)! Now you can forget this party, we're leaving!" **Style used:**

*Adapted from *The Teen Relationships Workbook*, Wellness Reproductions and Publishing, Inc., 2001

Practice Boundary Setting

Boundaries are the limits that we set with people. Abuse happens when one person violates another person's boundaries. That is why it is so important to know what your boundaries are and to be clear with others about them. If you have boundaries that are unclear, others may be more likely to violate them; if you have clear boundaries, you will have a better chance of staying in control of your life and keeping yourself physically and emotionally safe.

Decided whether each situation below is an example of setting clear boundaries or is an example of unclear boundaries. Write CLEAR or UNCLEAR on the line.

1. Jason and Tina started dating a few weeks ago. They are playing around when Jason smacks Tina in the head. Respectfully, but without smiling or laughing, Tina says, "I know you're only playing, but I don't like people putting their hand on me like that."

2. Niki and Tyra are at the mall. Tyra tells Niki that she is going to slip a lipstick into her purse. Niki says, "I'm not into that. Don't do it while I'm around because I don't plan on getting into trouble. If I knew you were planning this, I wouldn't have come with you." _____
3. Kimmie and Eric are making out. Eric starts to unbutton Kimmie's shorts, and she does not want to go any further. She shyly says, "Umm, I don't know if we should do this." Eric says, "It's okay, don't worry," and continues. Kimmie lets him even though she feels really uncomfortable. Finally, she says, "You know, it's getting late, I better get home." _____

Now, help the following teens set strong boundaries by writing on the line what they should say or do:

1. Rachel forgot her homework at Derek's house and snaps, "Why didn't you remind me to get my homework—now I'm going to fail!" (What can Derek say to set boundaries in terms of what he will take responsibility for?)

2. Lashonda lent Amber \$10 weeks ago, and she has not paid her back. Now she is asking to borrow money again. (What can Lashonda say to set boundaries in terms of lending and borrowing money?)

3. Becky's boyfriend wants to come over tonight, even though he knows she has been planning a "girls' night" for weeks. He is giving her a guilt trip, saying, "Nice, you're choosing your friends over me. So I guess they are more important!" (What can Becky say to set boundaries in terms of her time and her plans?)

Set your own boundary. Think!!! Is there a boundary that you need to set in a relationship that you have?

Person I need to set a boundary with: _____

Boundary I need to set: _____

What can I say or do to set this boundary? _____

*Adapted from *The Teen Relationships Workbook*, Wellness Reproductions and Publishing, Inc., 2001

Health Education Lesson Plan – Lesson Two

Title: Gender Roles and the Media

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- ☒ Health is important and personal actions will impact self and others in many ways.
- ☒ Internal and external factors influence personal and community health
- ☐ Choosing health resources require critical evaluation and analysis
- ☐ Refusal, negotiation, and collaboration skills will enhance the health of self and others
- ☐ There are barriers that can hinder healthy decision-making
- ☐ Several factors influence the formation, achievement and evaluation of a long term personal health plan
- ☐ People have the power to create change

Lesson Essential Question(s)

- How does gender stereotyping affect relationships?
- Can I deconstruct media messages?

Delaware Health Education Standards

Health Concepts	Skills
☐ Tobacco, Alcohol & Drugs	☒ INF
☒ Injury Prevention & Safety	☐ AI
☐ Nutrition & Physical Activity	☒ IC
☒ Family Life & Sexuality	☐ DM
☒ Personal Health & Wellness	☐ GS
☐ Mental Health	☒ SM
☐ Community & Environmental Health	☐ AV

Lesson Summary

Students will explore how gender stereotyping can limit relationships and can lead to abuse or violence. Students will deconstruct media messages to examine the proper meaning of how people can be influenced in their relationships.

Students will know...	Students will be able to...
• The difference between biological sex and gender • Gender stereotyping can result in discrimination • Media messages are constructed	• Recognize how gender stereotypes are limiting and/or disrespectful • Choose to respect people for their individuality • Resist and challenge unhealthy cultural norms • Practice critically analyzing media messages

Time

One class period.

Materials and Preparation

Copy of worksheet, [Examining Media Messages](#), for each student.

Teacher-selected ads from magazines, recent newspapers, internet, or TV that depict gender stereotypes for the Examining Media Messages Worksheet. (NOTE: Good sources include Teen Cosmo magazine, www.about-face.org—Gallery of Offenders, or print the latest album covers from www.billboard.com).

Resources and Web Links

<http://www.nmmlp.org> – **New Mexico Media Literacy Project**

<http://www.medialit.org/> – **Center for Media Literacy** offers one of the most comprehensive catalogs of videos, books, and other curricular materials related to media literacy. The site also includes a reading room on media literacy issues, FAQs, and more.

<http://community.pflag.org> – **PFlag: From Our House to the Schoolhouse** offers tools for teachers and parents for creating safe schools and responding to harassment and bullying. PFlag stands for "Parents, Friends and Families of Lesbians and Gays," and they offer a host of supportive resources in addition to the safe schools resources.

<http://www.genderads.com> – **Gender Ads** on gender and advertising, featuring over 2,500 different ads showing how gender stereotypes are used in advertising.

<http://www.about-face.org> – **About Face's** mission is to equip girls and women with tools to understand and resist harmful media messages that affect self-esteem and body image.

<http://www.safeschoolscoalition.org/safe.html> – **The Safe Schools Coalition** offers a wide variety of resources for teachers and parents, including an excellent list of books that address gender stereotyping at:

http://www.safeschoolscoalition.org/RG-library_media.html.

Teaching Steps

1. Brainstorm a definition of stereotype (characterization based on conscious or unconscious assumptions that some one aspect—such as gender, age, ethnic or national identity, religion, occupation, marital status, etc.—is predictably accompanied by certain character traits, actions, even values).
 - How do we stereotype others (sex, religion, size, etc.)?
 - The term is often negative, denying others respect or legitimacy.
 - Stereotypes often form the basis of prejudice/discrimination and are often used to explain real or imaginary differences due to race, gender, religion, age, ethnicity, socioeconomic class, disability, occupation, and others.
 - Stereotypes are forms of social consensus rather than individual judgments.
2. In small groups, students will choose a recorder/reporter to think about: Are males/females or girls/boys stereotyped because of their sex?
 - All students will fold a sheet of paper in half, labeling one half GIRL and one half BOY.

- For one minute, ask students to list things associated with being a girl and then one minute to list things associated with being a boy. Then share with the group.
- On the whiteboard or Smartboard, draw a diagonal line with Girl on one side of the line and Boy on the other side.
- Have reporters write three things under each category from their list until all have shared their lists.
- Facilitate a discussion that encourages students to realize that not all girls and not all boys follow the expected behaviors and choices that some people expect of them.
- Prompts:
 - ♦ Are males and females given the same messages or treated the same when it comes to sports?
 - ♦ What are acceptable/unacceptable ways for a young man to express his feelings? For a young woman?
 - ♦ What colors are encouraged for males and females? Are they the same?
 - ♦ What kinds of toys are boys and girls given as children? Are they the same?
 - ♦ What is expected of males regarding sexual thoughts and sexual activity? What is expected of females?
 - ♦ Are certain professions more acceptable for males or females?
- Examples of stereotyping messages are:
 - ♦ Act Like a Man: be hard, don't cry, be in control, aggressive, athletic, don't play with dolls, pay the bills, have as much sex as you can (with women).
 - ♦ Act Like a Lady: have good hygiene, sit with your legs crossed, don't cuss, don't fight, be polite, be sexy (but not too sexy), think about other's feelings.

Discussion Questions

- Do all males and all females fit on one list?
 - Does everyone agree on what is listed in each column? Discuss individuality.
 - Are all gender stereotypes negative characteristics?
 - What are the dangers of stereotypes? (They tend to pressure us to fit in as males and females rather than individuals.)
 - How could some of the beliefs about males and females contribute to or support abusive behaviors in a relationship?
 - Can gender stereotypes such as these determine our expectations of our dating partners (and others in general)?
3. Summing it up: What happens when someone does not act as they are expected to act?
 - What it means to be a man or a woman is defined more by our culture than biology.
 - Current definitions of gender limit both men and women.
 - Even an open mind does not prevent people from thinking in and reinforcing stereotypes.
 - Messages come from everywhere: teachers, family, TV, music, etc.
 - Everyone chooses which messages to accept.
 - Being aware of the content of messages helps us make good choices.
 4. Students will consider how the media contributes to personal attitudes about being male and female.
 - Hand out worksheet, *Examining Media Messages*, and a media example that depicts gender stereotypes.
 - Working in pairs, students complete the worksheet.
 - Have pairs report their findings to the class.
 - Teacher-led discussion:

- ♦ Why is it important to recognize the impact of the media on our thinking, especially regarding our relationships?
 - ♦ How can the media cause us to change the humans we see into objects? (Objectification)
 - ♦ How can seeing and hearing things over and over desensitize us? (Desensitization refers to the normalization of something. The lyrics to songs where the women are referred to with derogatory names, videos that show violence as the norm, etc., reinforce stereotypes and become something that happens to THOSE people, not us).
 - ♦ How could these things change our values over time?
 - ♦ Introduce the term “media literacy” using the activity just completed and the information in Teacher Notes.
 - ♦ Tell students they have just learned an important life skill for being an independent and thoughtful consumer.
5. Students will access a media message that perpetuates gender stereotyping and write a five paragraph essay deconstructing the message. Suggest that they use today’s worksheet, Examining Media Messages, for guidance. This may be completed at home and turned in at the next class.

Assessment(s) for Lesson

- Examining [Media Messages Worksheet](#)
- Homework writing assignment deconstructing a media message

Teacher Notes

Definitions to know when talking about GENDER:

Biological sex refers to being categorized as either male or female based on our anatomical parts.

Gender is a psychosocial construct most people use to classify a person as male, female, both, or neither.

Once people are assigned a biological sex, our culture and society have created Gender Expectations around how that person should act. Females are expected to “act feminine,” and males are expected to “act masculine.” Expectations about gender may change from culture to culture, and they may also change over time. Gender Identity is a person's sense of their own gender. Since most people conform to societal gender expectations, they have a Gender Identity congruent with their Biological Sex. For some people, Gender Identity, Biological Sex, and how they outwardly communicate their gender to others do not correspond with each other or with society's gender expectations.

Transgender is an umbrella term used to describe people who have gender identities, expressions, or behaviors not traditionally associated with their Biological Sex. Transgender also can mean anyone who transcends the conventional definitions of “man” and “woman.”

Adapted from *Gender Education & Advocacy, Inc.*
<http://www.gender.org/resources/dge/gea01004.pdf>

Teachers can send healthy gender messages to their students. Here are some suggestions to help you get started.

Do:

- Make your classroom gender neutral. Have pictures of both girls and boys doing non-stereotypical activities.
- Have open discussion on gender stereotypes and work them into whatever subject you teach. Talk about gender stereotypes in the books they read or talk about male and female scientists.
- Encourage boys and girls equally to succeed. Show them that gender will not dictate who they become.
- Refrain from promoting unhealthy gender messages in and out of the classroom. For example, if you are a coach, do not use gender terms in a derogatory manner to discipline male athletes, such as "You throw like a girl!" or "Don't be such a sissy!"
- Examine your gender choices. Do you put all the girls in a group? Are boys given different projects than the girls? Do you call on more girls than boys?
- Encourage both girls and boys to explore what makes them happy whether that is sports, music, science, or videogames.
- Use language that is not gender restricted. Talk about professions in a non-gendered way. For example, use the term police officers instead of policemen and the term flight attendant instead of stewardess.

Media Literacy

Media Literacy is the ability to read, understand, and deconstruct media images and messages. Learning to question images and messages is a critical first step to becoming an active, thoughtful consumer of the media and, consequently, an independent thinker capable of resisting and challenging unhealthy cultural norms.

The five key concepts of media literacy are:

1. All media messages are "constructed."
2. Each form of media has different characteristics, strengths, and a unique "language" of construction.
3. Different people experience and interpret the same media message in different ways.
4. Media messages are produced for particular purposes, including education, profit, and to gain power.
5. Media messages have embedded values and points of view.

Basic Tools of Persuasion

The following are some strategies that the media uses to inform, entertain, attract attention, and persuade us to want what is being advertised

- **Association:** Tries to link a product, service, or idea with something already liked or desired by the target audience, such as fun, pleasure, beauty, security, intimacy, success, wealth, etc. The media message does not make explicit claims that you will get these things; the association is implied.
- **Bandwagon:** Many ads show a lot of people using the product, implying that "everyone is doing it." No one likes to be left out or left behind, and these ads urge us to "jump on the bandwagon."

- **Beautiful people:** Using good-looking models (who may also be celebrities) to attract our attention. This technique is extremely common in ads, which may also imply (but never actually promise) that we will look like the models if we use the product.
- **Fear:** This is the opposite of the Association technique. It uses something disliked or feared by the intended audience (like bad breath, failure, high taxes, or terrorism) to promote a "solution." The media often tries to make us afraid that, if we do not do or buy something, something bad could happen to us, our families and friends, or our country
- **Humor:** Many ads use humor because it grabs our attention and it is a powerful persuasion technique. When we laugh, we feel good. Advertisers make us laugh and then show us their product or logo because they are trying to connect that good feeling to their product. They hope that when we see their product in a store, we will subtly re-experience that good feeling and select their product.
- **Fun:** In these ads everyone is happy, smiling, and laughing. There are often images of people doing fun things and having a good time, which implies that, if we use the product, we too can be happy and have a good time.
- **Sexy:** The emphasis in these ads is on physical attributes of models, usually female; may wear revealing clothing and be shown flirting through attitude or body language.
- **Wealth:** The ad uses expensive and elegant places and things, such as big houses, new cars, jewelry, designer clothing, etc., to persuade.
- **Repetition:** Advertisers use repetition in two ways. Within an ad, words, sounds, or images may be repeated to reinforce the main point. And, the message itself (a TV commercial, a billboard, a website banner ad) may be displayed many times. Even unpleasant ads and political slogans work if they are repeated enough to pound their message into our minds.

Information adapted from the Center for Media Literacy www.medialit.org and the New Mexico Media Literacy Project www.nmmlp.org.

Studies show that media education is most effective when it includes:

- Both media analysis and production
- Teacher-created combinations of activities rather than off-the-shelf curricula
- Coordinated efforts across all subject areas

Therefore, to make the most of your efforts, try to work with other teachers in your school to incorporate information on media literacy into additional subject areas. For example:

- Art students can examine the use of design elements or trickery in advertising;
- Language arts students can write letters to manufacturers or specific companies explaining why messages in their advertising are disrespectful;
- Math students can analyze ratios of healthy vs. unhealthy messages in specific magazines;
- Nutrition students can examine messages around health and body image in media; and
- Social studies students can report on trends in advertising.

Retrieved from http://www.safeandrespectful.org/teachers/media_home.html

Examining Media Messages

Every media message has been constructed by someone. You can deconstruct media messages by examining them closely and carefully looking beneath the surface to understand their deeper meanings. Deconstruction is the process of examining how the media message communicates its meaning. Any piece of media can be examined this way. Answer the following questions about the advertisement you have chosen.

1. Who created the message?
2. What is the purpose of the message?
3. What are the different tools of persuasion used in this message?
4. What lifestyles, values, and points of view are represented in and/or left out of this message?
5. How are females represented in this image?
6. How are males represented in this image?
7. How might different people understand this message differently from you?
8. In what ways is the [message healthy or unhealthy](#)? How do you think that messages like this could impact relationships?

Information adapted from the Center for Media Literacy www.medialit.org and the New Mexico Media Literacy Project www.nmmlp.org

Health Education Lesson Plan – Lesson Three

Title: Interpersonal Abuse vs. Equality

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- ☒ Health is important and personal actions will impact self and others in many ways.
- ☒ Internal and external factors influence personal and community health
- ☐ Choosing health resources require critical evaluation and analysis
- ☐ Refusal, negotiation, and collaboration skills will enhance the health of self and others
- ☐ There are barriers that can hinder healthy decision-making
- ☐ Several factors influence the formation, achievement and evaluation of a long term personal health plan
- ☐ People have the power to create change

Lesson Essential Question(s)

How can I recognize a cycle of abuse?

Delaware Health Education Standards

Health Concepts	Skills
☐ Tobacco, Alcohol & Drugs	☒ INF
☒ Injury Prevention & Safety	☐ AI
☐ Nutrition & Physical Activity	☒ IC
☒ Family Life & Sexuality	☐ DM
☒ Personal Health & Wellness	☐ GS
☐ Mental Health	☒ SM
☐ Community & Environmental Health	☐ AV

Lesson Summary

Students will explore how gender stereotyping can limit relationships and can lead to abuse or violence. Students will deconstruct media messages to examine the proper meaning of how people can be influenced in their relationships.

Students will know...	Students will be able to...
- What constitutes abusive behaviors in relationships - What are respectful behaviors in relationships	- Recognize a cycle of abuse - Recognize warning signs that may lead to abuse in relationships

Time

One class period.

Materials and Preparation

- Computer access for PSA.
- Worksheet, "[How to Help a Friend Scenario](#)," has four scenarios. Copy one scenario for each student.
- TV/Projector to play PSAs.

Resources and Web Links

- www.loveisrespect.org
- www.seeitandstopit.org
- www.thesafespace.org
- National Teen Dating Abuse Helpline 1-866-331-9474

Teaching Steps

1. Teacher introduction of Power and Control vs. Equality in a relationship.
 - What does interpersonal mean? (between two people)
 - How could we define interpersonal abuse? (the misuse of power in order to hurt or control another person)
 - What are the four types of abuse? (physical, verbal, emotional/mental, and sexual)
 - What are some examples of each type of abuse?
 - Why do people use these behaviors? (to gain and maintain control in a relationship)
 - **Important** – Emphasize that, although we have all used some behaviors that are considered abusive, that does not make us all abusive people. It is the frequency and intensity of abusive behaviors that indicates whether or not someone is abusive.
2. Have students write "Characteristics of Equal Power Relationships" on one side of a sheet of paper.
 - List characteristics of an equal power relationship. (respect, equality, open communication, honesty, freedom, space, acceptance, boundaries, caring feelings, support, etc.)
 - Have volunteers share with the class.
3. Draw a circle on the board to represent the cycle of abuse. (tension building, explosion, honeymoon)
 - Have students turn their papers over and write Cycle of Abuse.
 - Have students write and brainstorm warning signs of an abusive relationship. (such as: extreme jealousy, checking up on partner, telling partner what to wear, restricting partner conversations, putting down their partner's opinions and feelings, constantly calling and texting and demanding immediate response, blaming partner for own anger, violating boundaries, has history of abuse, holding rigid view of roles of men and women, etc.)
 - Emphasize paying attention to warning signs, comparing to equal power relationships, asking for help, terminating relationship early.
4. Review the following one minute Teen Dating Violence PSAs:
 - "Text Messaging" – Available on <http://www.safeandrespectful.org/media/psa.html>
 - "Girls" and "Boys" – Available on <http://seeitandstopit.org/pages/getorg/gallery.html>
5. **Activity:** "[How to Help a Friend Scenarios](#)"
 - Divide the class into small groups and distribute a scenario from the worksheet.
 - Have each group complete a different "How to Help a Friend Scenario."

- After each group has crafted their responses, have the student groups share the scenarios with the class.
6. Students will write a three-minute compare/contrast statement on Abuse vs. Equal Power in a Relationship. If there is insufficient class time, this may be assigned as home work.
 7. Post resources such as www.loveisrespect.org (the National Teen Dating Helpline) on the smartboard or on "bumper stickers.
 8. Have students consider their Support Network (group of family, friends, etc.) who could be counted on to help with their relationships).
 - Students will fold a single sheet of paper in eight sections.
 - On each section, students will list names and phone numbers of people or places they could access if a situation required guidance or help: family members, counselor, church, dating partner, crisis hotline, health clinic, team or club, coworker or boss, school teacher, youth/community center, etc.
 - Ask students to keep their information readily available but in a private place.

Assessment(s) for Lesson

Abuse vs. Equal Power in a relationship Compare/Contrast Statement

Teacher Notes

Examples for Forms of Abuse

All forms of abuse have an emotional impact.

Physical: Pushing, shoving, hitting, slapping, punching, grabbing, shaking, kicking, choking, biting, spitting, burning, pulling hair, pulling arm, bending fingers, restraining (holding someone down or holding their arm so they cannot walk away), throwing objects at another person, use of weapons to hurt or threaten someone, carrying someone against their will, trapping someone in a room or car, chasing, blocking someone from leaving a room/car, hiding keys, shoes, clothes or money so the other person can't leave, etc.

Verbal: Put downs, insults, calling names (telling them they are stupid or ugly, that they are not good enough, etc.), degrading them (making them feel ashamed), frequently cursing or yelling at another person, threatening or intimidating (making the other person feel nervous or scared), frequently criticizing or correcting the other person (the way they look, talk, act, etc.).

Mental/Emotional/Psychological: Controlling behavior (telling them who they can hang out with, what to wear, what to do, expecting to know where they are at all times, making all of the decisions, etc.), possessiveness (wishing to control somebody exclusively or to be the sole object of somebody's love and affection) playing mind games, minimizing the other person's feelings, blaming them for the abuse, using guilt trips (trying to make the other person feel guilty when you do not get your way especially by threatening to hurt yourself or commit suicide), embarrassing or humiliating the other person in public, ignoring or withholding affection as punishment, manipulating them (by threatening to break up with them if you do not get your way), accusing the other person of making them mad, cheating on them, etc., being extremely jealous and using jealousy to justify controlling behavior, etc.

Sexual: Unwanted touching or grabbing, rape (forced penetration), unwanted or forced sexual acts (of any nature including forcing them to take off their clothes, to watch others having sex, to engage in sexual acts with a third person), coerced sexual acts (like threatening to break up with someone, spread rumors about them, threatening to hurt them or someone they care about if they refuse and/or lying to or manipulation of someone to get him/her to agree to sexual behavior), purposely exposing to STDs, having sex with another person if they are too drunk/high to refuse, withholding sex as a way of manipulation someone into doing what you want, making jokes of a sexual nature that make the other person uncomfortable, comments about a person's body that make them uncomfortable, etc.

Details for Explaining the Cycle of Abuse

Relationships do not start out being abusive. The beginning of all teenage dating relationships can be characterized by spending a lot of time together, having lots of fun, doing things that are exciting, acting good to try to impress each other, with a feeling that things will last like this forever. This is considered the **HONEYMOON** stage.

What happens once we get comfortable in relationships is that we start acting a little more like ourselves—some may see this as change but really it is about starting to be real. Arguments start and things are not so fairytale like. This is considered the **TENSION BUILDING** stage.

When disagreements start, as they are inevitable, if the relationship is not equal, if one of the partners wants control over the relationship, then they would use their power to hurt or control the other person. This is considered the **ABUSE** stage. (Even if not abusive per se, could it be considered respectful? If disagreements are not settled equally or respectfully, it is considered abuse.)

After the abuse occurs, the abusive person is usually very apologetic, makes excuses for the abuse, and/or promises that it will never happen again. Since we are all susceptible to not always fighting fairly and to saying things that we really do not mean, it is usually hard to tell whether or not this person is "just having a bad day" or if they are being abusive, so they are forgiven. This is considered the **MAKE-UP** stage. (People often do not recognize abuse until it is too late because it does not start as physical; however, physical abuse is what most people think of when they think of abuse.)

This is a cyclical pattern that occurs in abusive relationships and it usually gets worse as the pattern continues, because as it goes on it takes more for the abusive person to maintain control.

How to Help a Friend

Name: _____

Date: _____

Instructions: In groups, read and discuss the scenario below and answer the questions. Write your answers and hand to teacher at the end of class.

Scenario A

Lately you have noticed that your friend, Tony, embarrasses his girlfriend whenever you are around. He makes fun of her, purposely ignores her, or threatens to break up with her if he is not getting his way. She usually ends up in tears, and he laughs about it.

Questions:

How do you feel when you see Tony act this way?

How do you think Tony's girlfriend feels?

Why do you think Tony acts this way?

As a friend, would you say or do something? To whom?

*As a friend, what **exactly** could you say or do?*

Name: _____

Date: _____

Instructions: In groups, read and discuss the scenario below and answer the questions. Write your answers and hand to teacher at the end of class.

Scenario B

Your friend Jacki has been acting strange lately, ever since her and her boyfriend Dave got more serious. She always seems to ask him if she can hang out with you and whenever you do make plans, she breaks them with some lame excuse. You have also noticed that she has stopped talking to her guy friends, even the ones she has been friends with since grade school. She gets real nervous when they try to talk to her. Today, you noticed a bruise on her thigh in gym class, and she told you some story about her dog.

Questions:

How do you feel about Jacki's behavior?

How do you think Jack feels?

Why do you think Jack acts this way?

As a friend, would you say or do something? To whom?

*As a friend, what **exactly** could you say or do?*

Name: _____

Date: _____

Instructions: In groups, read and discuss the scenario below and answer the questions. Write your answers and hand the paper to the teacher at the end of class.

Scenario C

Your friend Chris has been trying to break up with his girlfriend Tanya for weeks now, but every time he tells her he wants to break up, she threatens to kill herself. Other people have told him, "Who cares, break up with her," but he actually DOES care. He definitely wants out of the relationship, but he does not want Tanya to hurt herself. He thinks he is "trapped" with her because of her threats.

Questions

How do you feel when you hear about Tanya's threats and Chris' situation?

How do you think Chris' girlfriend feels?

Why do you think Tanya acts this way?

As a friend, would you say or do something? To whom?

*As a friend, what **exactly** could you say or do?*

Name: _____

Date: _____

Instructions: In groups, read and discuss the scenario below and answer the questions. Write your answers and hand the paper to the teacher at the end of class.

Scenario D

Your friend Shawn just found out that he got accepted into college for next year. He was really excited about it until he told his girlfriend, Hope. She said to him, "I don't know why you're getting so excited; you'll never do good in college. Anyway, college will only take time away from us." Shawn has not exactly been the best student in high school and he knows it, but he has tried really hard this past year to get his grades up. Shawn wonders if Hope is right because he thinks she knows him best.

Questions:

How do you feel when you hear what Shawn said?

How do you think Hope feels?

Why do you think Shawn acts this way?

As a friend, would you say or do something? To whom?

*As a friend, what **exactly** could you say or do?*

Health Education Lesson Plan – Lesson Four

Title: Respect

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- ☒ Health is important and personal actions will impact self and others in many ways.
- ☒ Internal and external factors influence personal and community health
- ☐ Choosing health resources require critical evaluation and analysis
- ☐ Refusal, negotiation, and collaboration skills will enhance the health of self and others
- ☐ There are barriers that can hinder healthy decision-making
- ☐ Several factors influence the formation, achievement and evaluation of a long term personal health plan
- ☒ People have the power to create change

Lesson Essential Question(s)

- What is respect?
- How does my respectful and disrespectful behavior influence the behavior of others towards me and other people?

Delaware Health Education Standards

Health Concepts	Skills
☐ Tobacco, Alcohol & Drugs	☒ INF
☒ Injury Prevention & Safety	☐ AI
☐ Nutrition & Physical Activity	☒ IC
☒ Family Life & Sexuality	☐ DM
☒ Personal Health & Wellness	☐ GS
☐ Mental Health	☒ SM
☐ Community & Environmental Health	☐ AV

Lesson Summary

Students will explore concepts related to respect and disrespect and recognize that showing or feeling disrespect can lead to violence.

Students will know...	Students will be able to...
• What is respect for self and respect for others • The relationship between disrespect and violence	• Make a connection between expecting respect and showing respect for others • Decide between respectful and disrespectful behaviors

Time

One class period.

Materials and Preparation

Large print copy of individual [Continuum of Harm Statements](#) for class activity.

Resources and Web Links

- <http://www.yesinstitute.org> – **The YES Institute** works to prevent suicide and ensure the healthy development of gay, lesbian, bisexual, transgender, and all youth by initiating dialogue, providing education, and creating support systems.
- <http://www.groundspark.org> – **The “Respect for All” Project**, by GroundSpark, facilitates the development of inclusive, bias-free schools and communities by providing media resources, support, and training to youth, educators, and service providers. Their film, *Straightlaced*, features intimate interviews with teenagers about the pressure to conform to traditional gender roles.
- <http://www.tolerance.org> – **Teaching Tolerance** is a principal online destination for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity.
- <http://www.thegeenadavisinstitute.org> – **The Geena Davis Institute** educates entertainment creators and companies about the need to increase the number of girls and women in media that is aimed at kids and to reduce stereotyping of girls and women.
- http://www.endabuse.org/content/action_center/detail/806 – **Coaching Boys Into Men** is a campaign of the Family Violence Prevention Fund about the importance of teaching boys early and often how to honor and respect women.
- <http://www.acalltomen.com> – **A Call to Men** is a national men's organization addressing men and boy's violence against women and the eradication of sexism.
- <http://www.hghw.org> – **Hardy Girls Healthy Women** (HGHW) strives to create a world in which all girls and women experience equality, independence, and safety in their everyday lives.
- <http://www.nonamecallingweek.org> – **No Name-Calling Week** is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an ongoing dialogue about ways to eliminate bullying in their communities.

Teaching Steps

1. Brief review of [Lesson One](#) as a bridge to today's lesson about respect for self and others.
2. Brainstorm a definition of “respect.” (words or actions that acknowledge feelings, choices, and rights of an individual). Add a note about “treating others as you wish to be treated.”

Discussion questions:

- What are words or actions that show respect?
 - What items on your list should show up more in your life?
 - Is there ever a time that you have shown someone disrespect?
 - What are some ways that you can show respect for yourself and others?
 - How does being disrespectful relate to violence/abuse? (Teacher tip: We often show or respond to disrespect in a verbally/physically abusive way.)
3. Draw a horizontal line on the board to represent a “continuum of harm.” The line should be labeled: not harmful----- harmful-----most harmful

- Hand out the [Continuum of Harm](#) statements to volunteers who will place the statements along the continuum. Ask the volunteers to tell why they chose the placement and if they consider the statements to be very respectful, respectful, or disrespectful.
 - After all statements have been placed on the continuum, start at one end and read a statement aloud and ask the class to decide if it should be moved and for what reason.
 - Discuss important concept: disrespect is a major contributor to abuse in relationships. When someone is not honest or caring, does not have empathy, does not treat people as they wish to be treated, they are being disrespectful. Being disrespectful is when you do not acknowledge other people's feelings, choices, and rights. A response to disrespect can be physical or verbal abuse.
4. Conclude with a short discussion of how what may seem like a funny comment may be hurtful to the receiver. Ask students to write a short reflection about a time someone made a hurtful/disrespectful comment about them and how it made them feel and act.

Assessment(s) for Lesson

Formative assessment

Teacher Notes

By promoting a respectful school climate, we are also guiding students towards a path to social justice. There are many harmful messages in society today about "respect," confusing it with fear, intimidation, or unyielding power. The real meaning of respect has nothing to do with exerting power and control. It is important to teach our young people that respect is about celebrating differences, acknowledging validity in others' perspectives, believing in the value of oneself and other people, assuming goodwill, and treating all people with dignity.

By embracing diversity, we are teaching young people to celebrate differences, value and others, and learn about and interact with people different than themselves. For example, since disrespect for women and girls and treating them with less value is still pervasive in our world today, it is critical that we actively provide consistent messages to boys and young men about how to value and respect girls and women.

Often the concept of promoting respect in education is discussed in reference to school climate and the issue of bullying. As educators, it is imperative that we educate ourselves around social justice issues related to homophobia, racism, and sexism, among other forms of oppression, and understand their clear connections to bullying and harassment.

Consider this research regarding the root of bullying:

- Two-thirds (65%) of teens report that they have been verbally or physically harassed or assaulted during the past year because of their perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability, or religion. Source: Harris Interactive and GLSEN (2005). *From Teasing to Torment: School Climate in America, A Survey of Students and Teachers*. New York: GLSEN.

You can promote respect in your classrooms by:

- Establishing boundaries with your students and teaching them [how to set and respect boundaries](#).
- Using [assertive communication](#) with students and teaching students to do the same.

- Engaging students in taking responsibility for naming, preventing, and responding to disrespectful words or acts. Examples include giving students assignments to observe and record acts of harassment based on gender, ability, appearance, sexual orientation, race, language, religion, or social class, or having students brainstorm ways to find solutions, change such social norms, and protect classmates from these types of harmful acts.
- Promote activities that build community and connect students across divisive lines.

Retrieved from http://www.safeandrespectful.org/teachers/respect_home.html

Lesson Four Worksheet

Continuum of Harm Statements

Not saying or doing anything when you see someone hitting someone else.

Believing that when a woman/girl says no to sex that you just have to try a little harder.

Telling a guy that he throws like a girl.

Using the expression "that's so gay" as a put-down.

Using racial slurs.

Honking or whistling at a girl walking down the street.

Using alcohol or drugs to "loosen a girl up."

Yelling at your boyfriend/girlfriend for talking to another girl/guy.

Grabbing a girl's/guy's butt as they walk down the hallway.

Expecting a guy to pay for a date.

Posting/sharing/forwarding a suggestive photo of someone.

Listening to songs with violent lyrics.

Calling a girl a sexually explicit name.

Calling a boy a sexually explicit name.

Health Education Lesson Plan – Lesson Five

Title: Courageous Bystander

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- ☒ Health is important and personal actions will impact self and others in many ways.
- ☒ Internal and external factors influence personal and community health
- ☐ Choosing health resources require critical evaluation and analysis
- ☐ Refusal, negotiation, and collaboration skills will enhance the health of self and others
- ☐ There are barriers that can hinder healthy decision-making
- ☐ Several factors influence the formation, achievement and evaluation of a long term personal health plan
- ☒ People have the power to create change

Lesson Essential Questions

- How can I make a difference by being a courageous bystander?
- How can I be part of the solution?

Delaware Health Education Standards

Health Concepts	Skills
☐ Tobacco, Alcohol & Drugs	☒ INF
☒ Injury Prevention & Safety	☐ AI
☐ Nutrition & Physical Activity	☒ IC
☒ Family Life & Sexuality	☐ DM
☒ Personal Health & Wellness	☐ GS
☐ Mental Health	☒ SM
☐ Community & Environmental Health	☒ AV

Lesson Summary

Students will explore the use of the “courageous bystander” as a way to end abuse in our culture. They will be advocates for change. In addition, they will create a list of people in their support network who could be accessed for help and guidance in personal relationships.

Students will know...	Students will be able to...
• What a courageous bystander is. • Everyone can make a difference.	• Advocate for personal attitudes, beliefs, and behaviors that support healthy relationships.

Time

One class period.

Materials and Preparation

- TV/projector to play PSA
- Copies of worksheet, [Courageous Bystander Scenarios](#), for groups
- Copies of worksheet, [How Can I Be Part of the Solution](#), for groups

Resources and Web Links

- www.safeandrespectful.org/media/psa.html for PSAa advocating Courageous Bystanders
- www.youthnoise.com – **Youth Noise** is a web-based program created to motivate young people ages 13 to 26, to improve their lives and the lives of children and youth, worldwide, through volunteering, fundraising, and speaking out.
- <http://www.groundspark.org/respect/index.html> – **Groundspark's** mission is to create visionary films and dynamic educational campaigns that move individuals and communities to take action for a more just world.
- <http://www.tolerance.org> – **Tolerance.org** is an online destination for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity. It includes information on how to transform yourself, your home, your school, your workplace, or your community

Teaching Steps

1. Introduce concept of “courageous bystander” (see teacher notes) by facilitating discussion: How can you make a difference by being a courageous bystander?
 - What are some of the disrespectful language and attitudes you see and hear in school?
 - What are some of the strategies that you could use to respond in healthy ways?
 - Do you believe that you can help change the culture in which you live or is violence unstoppable?
 - How could acting as a courageous bystander help change our culture today?
2. Introduce transfer task and tie to the courageous bystander concept.
 - Assign a date for completion of task.
 - Choose whether the project will be shared with the class or displayed in a gallery walk.
3. Distribute worksheets, “[Courageous Bystander Scenarios](#)” and “[How Can I Be Part of the Solution?](#)” to groups for discussion.
 - Have each group report to the class.
 - Discussion points will include:
 - ♦ If you did not feel safe to respond as situations unfolded, you might speak to the person later on.
 - ♦ What do you think would happen if everyone stood up for their own values and beliefs?
 - ♦ Do you think people would be discouraged from using abusive language and behavior to get what they want?
 - ♦ Do you think disrespectful comments, jokes, and bad language would disappear if no one laughed?
 - ♦ How would it feel if you could make a difference in changing how a company made decisions about what products to market?
 - ♦ How would it feel if you could influence policies, practices, or laws that would permit violence, discrimination, and harmful stereotypes to continue and instead would allow healthy attitudes, beliefs, and relationships to thrive?

4. To conclude watch and discuss *Challenge the Norm* PSA or *Courageous Bystander* at <http://www.safeandrespectful.org/media/psa.html>.
5. Hand out Post Survey, and have the students fill out the survey using the same ID they used on the Pre Survey. **Collect and mail Information Survey form, Pre Survey and Post Survey to DELTA COORDINATOR, 507 PHILADELPHIA PIKE, WILMINGTON, DELAWARE 19809.**

Assessment(s) for Lesson

Teacher Notes

How Can You Make a Difference by Being a Courageous Bystander?

A **Courageous Bystander** is someone who takes an active role in promoting a respectful environment or anyone who does something to safely and responsibly interfere with abusive or disrespectful behaviors, statements, or attitudes. Courageous bystanders do not look away or remain silent when confronted with these things.

Standing up for our values and beliefs may at first feel risky, but it is likely that more people agree with us than we think. By doing the right thing, we are showing courage and leadership. Ultimately, we all have a role in eliminating violence/abuse; to do so we must choose not to support abusive or disrespectful behaviors.

There is no one, right way to take an active role in setting a respectful tone or intervening when abusive comments or behaviors are happening.

Below are some good examples of ways to be a courageous bystander.

- **Don't laugh** at inappropriate or sexist jokes, or jokes that are at someone's expense. Go even further to explain why a joke is sexist and might be offensive to others, and ask the teller to refrain from telling such jokes.
- **Use respectful language in conversations.** Challenge others when they use disrespectful language.
- **Use nonviolent means of expressing your disapproval** when others behave in disrespectful or abusive ways, for example, the "silent stare" can be very powerful or talking with the abuser about their behavior can be a powerful eye opener. Using violence to get your message across may reinforce to the abuser that violence is an acceptable way to get what you want.
- **If physical violence is occurring, call 911 for assistance.**
- **Intervene as a group.** There is power in numbers, and if many people try to intervene on behalf of the victim, the abuser will typically leave the situation.
- **Being a good listener and friend** to someone who is being abused or disrespected is a great first step. It can be powerful for the victim if you express your concerns, provide information to help them understand what abuse, and disrespect look like and assist them in utilizing helpful resources.
- **If you stand up to abuse you will role-model healthy and respectful behavior** and show people that they are worthy of being treated with respect. You will also show people behaving disrespectfully or abusively that their behavior is socially unpopular, uncool, and unacceptable.
- Let authority figures, organizations, and companies know how you feel as a consumer, concerned citizen, or member of that organization or group. Boycott their products, write letters or emails, help change organizational policies or practices, host a peaceful

protest or rally, and organize others to use nonviolent solutions to get involved and have a voice.

<http://www.safeandrespectful.org/>

“Courageous Bystander” Scenarios

You are shopping at the mall and see a new T-shirt store that is selling shirts with pictures and slogans that promote violence and harmful stereotypes.

- How do you feel when you see this?
- What do you think about it?
- How can you be part of “the solution”?

During morning announcements, the coach of your school’s football team commented on how the team “played like a bunch of girls” at last weekend’s game.

- How do you feel when you hear this?
- What do you think about it?
- How can you be part of “the solution”?

You are sitting in the cafeteria at lunch when a girl walks by your table. One of your friends yells to her, “Hey, Baby! You look hot!” She looks kind of startled and quickly walks away.

- How do you feel when you see/hear this?
- What do you think about it?
- How can you be part of “the solution”?

Lately you have noticed that your friend, Mark, embarrasses his girlfriend whenever you are around. He will make fun of her, purposely ignore her, or threaten to break up with her if he is not getting his way. She usually ends up in tears, and he laughs about it.

- How do you feel when your friend acts this way?
- What do you think about it?
- How can you be part of “the solution”?

You and your friend are hanging out for a few hours, and you notice that he or she calls her boyfriend’s house over and over “to make sure he is there.”

- How do you feel when your friend acts this way?
- What do you think about it?
- How can you be part of “the solution”?

You overhear a boy in your class talking about how his mom is in the hospital and he seems upset. Another student says to him “Man, that’s messed up, but don’t go crying like a girl.”

- How do you feel when your friend acts this way?
- What do you think about it?
- How can you be part of “the solution”?

How Can I Be Part of the Solution?

Sample Strategies

1. "I" Statements

- Three parts:

I feel _____ (state your feelings)

when _____ (name the behavior).

I want _____ (what you want that person to do).

- Example: I feel uncomfortable when you stare at my body when we are talking. I want you to look me in the face from now on.

2. Humor

- Speak up with humor. It may help cut down the tension of getting involved.
- If you are witty, this may fit your style.
- Caution: Be careful not to be so humorous that you end up mocking or making light of your own feelings or reaction. Funny does not mean unimportant.

3. Group Intervention

- Approach the person as a group with other people (friends, teachers, parents) that share your values and beliefs. Think about healthy, nonviolent ways that you can let the other person know that he/she is acting disrespectfully. There is strength in numbers!
- Best used with someone who has a clear pattern of behavior so the group can use examples of how this person has behaved like this in the past.

4. "Bring It Home"

- Say something so the person acting out realizes what it would be like to be in another person's shoes.
- Examples: "I hope no one ever talks about you like that." "What if someone said your girlfriend needed to be smacked around or called your Mom that name?"

5. "We're Friends, Right..."

- Make your point but do so in a caring, noncritical way.
- Example: "As your friend, I've gotta tell you that your ringtone calling girls all sorts of nasty names is not so popular with the ladies. Why don't you do yourself a favor and change it up?"

6. Distraction

- Say something that helps snap someone out of their "disrespectful comfort zone," like asking a person who is harassing or making fun of someone else a question to get them off-track.
- Example: "Hey—did we have homework for this class?"

7. Silent Stare

- Just looking at someone in a disapproving way when they are doing or saying something that you do not agree with or makes you feel uncomfortable can sometimes even be more powerful than words.

8. Media Boycott

- There are many ways to use your consumer power:
 - ♦ Do not buy the product.
 - ♦ Encourage friends/family not to buy the product (i.e., send out emails with information on why the product is harmful or post similar messages on social networking sites).
 - ♦ Write a letter or send an email to the company manufacturing and/or selling the product explaining to them how they are using your business by promoting harmful messages.

9. Influence Authority Figures

- There are many ways to take your concerns to people in charge:
 - ♦ Within school, talk to your teachers, coaches, administrators, and/or principal about the issue and how you would like to see the school handle it.
 - ♦ Write a letter to the editor of your school or community newspaper about your feelings on the issue.
 - ♦ Volunteer to become involved in developing policies, guidelines, or laws that address the issue.
 - ♦ Poll your classmates about their feelings on this issue and organize them to take



HEALTHY RELATIONSHIPS ~ Post Survey

TO HELP US MATCH TO YOUR SURVEYS WITHOUT KNOWING WHO YOU ARE, PLEASE USE YOUR SURVEY ID.
Please write the month and the date you were born (don't put the year). Then write the first 3 letters of your mother's first name.

EXAMPLE: If you were born on July 5th and your mother's name is Mary, your ID would be:

PLEASE WRITE YOUR ID HERE

J	U	L	0	5	M	A	R

Thank you for taking the time to complete this short survey. We are interested in what you think when it comes to healthy relationships. Please be sure to answer all of the questions in all sections. Your answers will be kept confidential. When you finish, please return the survey to your teacher.

Would you consider the following behaviors respectful?	Definitely Not Respectful	Not Respectful	Neutral	Respectful	Definitely Respectful
23. Picking on someone as long as they are not physically hurt.	☐	☐	☐	☐	☐
24. Your boyfriend/girlfriend threatens to do something hurtful if you broke up with him/her.	☐	☐	☐	☐	☐
25. Calling your boyfriend/girlfriend names during an argument.	☐	☐	☐	☐	☐
26. Your boyfriend/girlfriend wants you to spend all of your time with him/her.	☐	☐	☐	☐	☐
27. Your boyfriend/girlfriend values your opinion even when you disagree.	☐	☐	☐	☐	☐
28. Telling a guy that he's "acting like a girl" to put him down.	☐	☐	☐	☐	☐
29. Your boyfriend/girlfriend shares embarrassing or private photos/videos of you.	☐	☐	☐	☐	☐
30. Asking your friends to watch your boyfriend/girlfriend if you don't trust him/her.	☐	☐	☐	☐	☐
31. Your boyfriend/girlfriend pressures you to do something you don't want to do.	☐	☐	☐	☐	☐
32. Rating a girl's looks on a scale of 1-10.	☐	☐	☐	☐	☐
33. Your boyfriend/girlfriend always checks on your whereabouts and activities.	☐	☐	☐	☐	☐

MOST of the time, what do you think about these statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
34. Both partners should have equal say in their relationship.	☐	☐	☐	☐	☐
35. Standing up for what I believe is important to me even if others don't agree.	☐	☐	☐	☐	☐
36. Television shows, movies, and song lyrics can have an effect on how you think or act.	☐	☐	☐	☐	☐
37. People who act aggressively deserve respect.	☐	☐	☐	☐	☐
38. It is better if girls do typical "girly" stuff and guys do typical "manly" stuff.	☐	☐	☐	☐	☐

Continue to the next page



<u>MOST</u> of the time, what do you think about these statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
39. As long as I don't act violently in a relationship, I am promoting safe and respectful relationships.	☐	☐	☐	☐	☐
40. If safe to do so, people should stand up for someone being insulted.	☐	☐	☐	☐	☐
41. There are things I can do to help prevent violence in my community/society.	☐	☐	☐	☐	☐
42. Advertising is mainly used for brand or product recognition and does not contain deeper meaning or messages.	☐	☐	☐	☐	☐
43. My choice of communication style can have an effect on how I make others feel.	☐	☐	☐	☐	☐
44. Personal boundaries can only be violated by strangers or acquaintances so it isn't necessary to have clear boundaries with good friends or my boyfriend/girlfriend.	☐	☐	☐	☐	☐

Please tell us how much you liked or disliked the different parts of the class.	Disliked A Lot	Disliked	Neutral	Liked	Liked A Lot
Using video clips/song clips or other media	☐	☐	☐	☐	☐
Ideas/concepts about healthy vs. unhealthy relationships	☐	☐	☐	☐	☐
Group/team work	☐	☐	☐	☐	☐
Ideas/concepts about gender stereotyping	☐	☐	☐	☐	☐
Role playing	☐	☐	☐	☐	☐
Class discussion	☐	☐	☐	☐	☐
Ideas/concepts presented about media	☐	☐	☐	☐	☐
Healthy Relationships final project	☐	☐	☐	☐	☐
Ideas/concepts about communication styles and boundaries	☐	☐	☐	☐	☐

	None	A Little	A Lot
How much of the information from this class do you find useful for your current or future relationships?	☐	☐	☐

NAME (TEACHER):
SCHOOL:

<u>COMMENTS</u>		
SESSION <i>(e.g., class or period)</i>	<u>Start Date</u>	<u>End Date</u>
# of STUDENTS ENROLLED		
# of STUDENTS COMPLETED		
Were all five lessons taught?		
If no, which lessons were not taught:		

Please return this form along with all completed pre and post surveys

to:
DELTA COORDINATOR
Child, Inc.
ADDRESS HERE

Questions or concerns may be e-mailed to: safeandrespectful@gmail.com

***K-U-Ds for Healthy Relationships Unit:
Personal Health and Wellness, Grades 9-12***

Key Learning and Unit Essential Questions
Key Learning: Decisions and choices that we make about our behaviors directly influence our health and the health of others.
Unit Essential Questions: • How do I recognize and practice healthy relationships? • How do my decisions and choices influence my relationships and those of others?
Standards/GLEs/PLEs Addressed in the Unit
• Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Specific core concepts to be addressed: personal health and wellness, family life and sexuality, mental health, injury prevention and safety. ▪ 1.1 Predict how healthy behaviors impact health status ▪ 1.2 Analyze the interrelationship of intellectual, emotional, social, and physical health • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. ▪ 2.2 Analyze how culture supports and challenges health beliefs and practices ▪ 2.3 Consider how peers influence healthy and unhealthy behaviors ▪ 2.4 Evaluate the effect of media on personal and family health • Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks ▪ 4.3 Create strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others ▪ 4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ▪ 7.1 Exhibit individual responsibility for enhancing personal health ▪ 7.3 Advocate for practices to avoid or reduce health risks to self and others • Students will demonstrate the ability to advocate for personal, family, and community health. ▪ 8.1 Design accurate peer and societal norms to formulate a health-enhancing message ▪ 8.2 Invent ways to influence and support others in making positive health choices

KNOW	UNDERSTAND	DO
• Respectful vs. disrespectful behaviors • Communication styles and types • Gender stereotypes • Behaviors based on power and based on equality • The benefits of setting and respecting others' boundaries and limits • The influences of media, peer pressure on teen relationships • Qualities of healthy relationships • Clear and unclear boundaries • Consequences of not setting boundaries • Cycle of Abuse • Sex vs. gender	• Respect for ourselves and others is a personal responsibility • The benefits of setting and respecting others boundaries • A cycle of abuse • The relationship between disrespect and violence • Decisions and choices that we make about our behaviors directly influence our health and the health of others • We must choose not to support abusive or disrespectful behaviors. • Everyone can make a difference	• Recognize how gender stereotypes are limiting and/or disrespectful • Demonstrate effective media message deciphering tactics and strategies • Critically analyze media messages • Set and respect boundaries for self and others • Choose how to be treated and how to treat others • Identify resources to help with abusive relationships • Practice how to communicate and set boundaries for a healthy relationship • Resist and challenge unhealthy cultural norms • Work cooperatively when advocating for healthy individuals, families, and schools • Practice how to communicate and set boundaries for a healthy relationship

***Student Learning Map for Healthy Relationships Unit:
Personal Health and Wellness, Grades 9-12***

Key Learning and Unit Essential Questions				
Key Learning: Decisions and choices that we make about our behaviors directly influence our health and the health of others.				
Unit Essential Questions: - How do I recognize and practice healthy relationships? - How do my decisions and choices influence my relationships and those of others?				
Concept: Communication and Boundaries	Concept: Gender roles and the Media	Concept: Interpersonal Abuse vs. Equality	Concept: Respect	Concept: Courageous Bystander
Lesson Essential Questions: - How do we communicate effectively with each other? - How does a feeling of self-worth help us set and maintain our boundaries?	Lesson Essential Questions: - How does gender stereotyping affect relationships? - Can I deconstruct media messages?	Lesson Essential Question: How can I recognize a cycle of abuse?	Lesson Essential Questions: - What is respect? - How does my respectful and disrespectful behavior influence the behavior of others towards me and other people?	Lesson Essential Questions: - How can I make a difference by being a courageous bystander? - How can I be part of the solution?
Vocabulary: boundaries communication communication styles	Vocabulary: Gender Gender stereotype Biological sex Media literacy Objectification Desensitization Deconstruction Discrimination	Vocabulary: Interpersonal abuse equality relationship equal power (relationship)	Vocabulary: Respect/disrespect power equality interpersonal abuse	Vocabulary: Courageous bystander consequences personal power advocacy

Model from Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)

Healthy Relationships

Word Wall Words

Deconstruction – the process of examining the meaning behind a media message.

Stereotype – a characterization based on conscious or unconscious assumptions that one aspect (gender, age, ethnic or national identity, religion, occupation, marital status, etc.) is predictably accompanied by certain character traits, actions, even values.

Gender – being masculine or feminine.

Biological sex – male or female at birth.

Media literacy – the ability to read, understand, and deconstruct media images and messages.

Boundary – the limits people draw with other people; describe the way people allow themselves to be treated.

Relationship – a bond or connection between two people.

Respect – words or actions that acknowledge feelings, choices, and rights of an individual; there is self-respect and respect for others.

Courageous bystander – one who takes an active role in promoting a respectful environment by safely and responsibly interfering with behaviors, statements, or attitudes that promote or condone abuse or disrespect.

Interpersonal abuse – a way to get or maintain control in a relationship, a misuse of power.

Equality – the idea of treating all people, regardless of age, race, gender, sexual orientation, ability, religion, ethnicity, class, etc., with the same value and respect.

Delaware Model Unit Gallery Template: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Healthy Eating for Life

Designed by: Elaine van Wickle

District: Christina

Grade Cluster: 9–12

Time Frame: 3 Lessons over 5 Classes

Summary of Unit

Students will learn to assess the nutritional value of food and learn to plan a healthy diet for themselves and for someone with special dietary needs. This unit will provide a framework of knowledge that the student can use to choose a healthy diet that they can realistically follow. Students will examine the influences of unhealthy eating and eating disorders, habit, culture, media, and environment on food choices and define ways to encourage healthy eating and weight management for a lifetime.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit is posted on the DDOE web site as an exemplary unit of instruction for health. It teaches students fundamental information and strategies for planning a healthy diet for themselves and someone with a special dietary need.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available. The high school will have a classroom and, if needed, a gym or multi-purpose room available for health activities.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Stage 1 – Desired Results (What students will know, be able to do and understand)

Delaware Health Education Standards

- ☒ 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:
Nutrition
- ☒ 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- ☒ 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- ☒ 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- ☒ 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- ☒ 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- ☒ 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- ☒ 8. Students will demonstrate the ability to advocate for personal, family and community health.
* Includes technology integration

Big Idea: Health Is Personal Power

Unit Enduring Understandings

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Health enhances life.
- Personal actions impact self and others.
- There are barriers that can hinder healthy decision-making.
- Several factors influence the formation, achievement, and evaluation of a long-term personal health plan.

Essential Questions

What is Health?

What prevents people from practicing healthy behavior?

Unit Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning.
- What is healthy eating? Does it matter?
- How can a healthy diet for one person be unhealthy for another?
- What prevents people from healthy eating?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- The nutritional value of a wide variety of foods.
- The effects of environment, habit, culture, and media on food choices.

Students will be able to...

- Use a framework of knowledge to create a healthy eating plan for themselves and another person.
- Define ways to encourage healthy eating and weight management for a lifetime.
- Examine current eating choices.
- Explore healthy eating options.
- Present and share information with classmates.
- Maintain a reflective journal.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Your task is to create a practical eating plan for you and one other person in your family. NOTE: The other person has a dietary problem such as diabetes, over or underweight, food allergies, or is an athlete. The plan must allow for future changes. Provide a written explanation for each plan justifying why each plan will improve or maintain the health of the person. Compare the new plan with former eating habits.

Rubric(s)

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
 - Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
4. Student is able to design an insightful mature plan that meets USDA guidelines and shows an understanding of nutritional value and taste appeal. Student's plan demonstrates a complete and thorough understanding of personal dietary needs and cites strategies for supporting a healthy diet. The plan allows for change in the future and gives specific examples of realistic strategies for dealing with change.
 3. Student is able to create an insightful plan based on the USDA guidelines and shows a relevant understanding of nutritional values and taste appeal. Student's plan demonstrates a reasonable understanding of personal dietary needs and cites adequate strategies for supporting a healthy diet. This plan allows for some change in the future and gives solid examples of strategies for dealing with change.
 2. Student work shows a limited understanding of personal dietary needs and cites few supporting strategies for a healthy diet. Student plan seems somewhat effective and shows partial understanding of strategies for change.
 1. Student work shows no understanding of personal dietary needs. Student plan lacks clarity and is difficult to follow. Work is not supported with the USDA Guidelines and shows little or no strategies for change.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)
- Webquest
- Fast food findings
- Interpretation of nutrition on food labels
- Shopping list

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)
- Food survey
- Reflective journal

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws <http://www.umuc.edu/library/copy.shtml>.

Lesson 1: Why do we eat what we eat?



Lesson One

Lesson 3: Putting It All Together



Lesson Three

Lesson 2: Super Size Me!



Lesson Two

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- HealthTeacher.com
- Kidshealth.org
- Fast food comparisons from local restaurants
- <http://www.nbc4.com/diabetes/6863251/detail.html>
- <http://diabetic-diet-secrets.com/members/home.html>
- Pathmark.com
- Webquests

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Serving sizes are difficult for students to grasp.

Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.

Consider analysis of recipes for more advanced students.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit.

- ☐ **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- ☐ **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- ☒ **21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Food choices are often based on cultural learning and habit. In this unit, students are encouraged to examine their own food choices and the choices made by other family members. This will help them to determine how they can continue to enjoy foods unique to their families and retain a healthy diet.

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

Students with dietary issues and/or health problems related to weight management may be referred to Wellness Centers, Counselors, or School Nurses for support or further referral for these issues.

Delaware Model Unit Gallery Template: Physical Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jury process to ensure alignment to selected Delaware Content Standards.

Unit Title: Walking for Lifetime Fitness

Designed by: Sandy Kupchick
District: Brandywine

Grade Cluster: 9-12
Time Frame: 4 Lessons

Summary of Unit

This unit will introduce students to walking as a lifetime fitness activity. Students will be introduced to the health-related components of fitness that are associated with walking, learn how to use pedometers as well as Nordic Walking poles, and begin a unit in walking activities. Subject matter from Math and English will be incorporated in this unit via worksheet tasks and homework assignments. Tasks include reviewing and discussing benefits of walking throughout a lifetime, completing a step estimation worksheet, calculating how fast they walk, looking into how many calories do you burn by walking, completing a scavenger hunt, and designing a walking map for home use. Finally, we would like our students to be creative and design/make their own walking sticks from items already in their home, no purchase necessary. Also all steps will be recorded in class to show the students how far they have walked.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit is posted on the DDOE web site as an exemplary unit of instruction for PE. It teaches a unit on walking that can be applied at any point in the student's lives.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available. The high school will have a gym and outdoor space for the walking activities.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Stage 1 – Desired Results

(What students will know, be able to do and understand)

Delaware Physical Education Standards

- ☐ Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- ☐ Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- ☒ Participates regularly in physical activity
- ☒ Achieves and maintains a health-enhancing level of physical fitness
- ☐ Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- ☒ Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

Big Idea: Fit For Life

Unit Enduring Understandings

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- Proper stretching for walking
- The health-related components of fitness specifically related to walking
- How to use a pedometer
- How many steps they need to take daily to maintain fitness levels
- The health and social benefits of walking

Students will be able to...

- Use a pedometer correctly including reading and recording data
- Explain why walking is an important lifetime activity
- Plan a walking route based on their personal environment and step needs
- Use the Nordic Walkerz correctly and demonstrate various techniques/grips

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Students will design a walking route for use outside of school use. This route will entail mile markers as well as time markers and directions. Students will discuss why they created this route, will this route become part of their weekly activity, and how do they see themselves staying active in the future.

Rubric(s)

Targeted	Acceptable	Unacceptable
Map contains all required parts of map including detailed distances, timing, and direction.	Map contains basic required parts.	Map is not turned in or is missing required parts.
Student explains appropriateness of map route including potential safety issues. Student also personalized how map will be used now and in the future to help establish a healthy lifestyle.	Student has logical reasons for creating the map route and can explain why someone would want to make using the map a part of their daily life.	Student cannot explain how map can affect overall health and cannot relate use of map to personal lifetime health.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).

Journal Prompts

- Guess Your Steps Worksheet
- Scavenger Hunt Worksheet
- Individual Walking Logs
- Teacher observation of proper pedometer usage

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)
- What activities do you do after school to keep yourself healthy?
- Can you see yourself staying active another 5 years, 10 years, and 15 years?
- Semester self-reflection on walking program (non-graded).

Stage 3– Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.
<http://www.umuc.edu/library/copy.shtml>

Unit Title: Walk for Lifetime Fitness **Lesson 1: Introduction to Walking and Pedometers**

Grade Cluster: 9-12

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton, MO
- Walk4Life, (2003) A Walker's Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics.
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics.
- Sweetgall, Robert, Dignam, John. (1986) The Walker's Journal – Experiencing America on Foot. Creative Walking, Inc.
- Internet sites
 - www.thewalkingsite.com
 - www.walking.about.com

Vocabulary/Keywords: pedometer, target heart rate, calories, aerobic activity, exercise levels of intensity—light, moderate and vigorous

Delaware State Standards Addressed

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Enduring Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Transfer Task: Home Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student pedometer log sheets—see attachment page
- Measured mile either inside or outside

Lesson Goals

Students will be able to: • Wear and read a pedometer correctly • Figure out their Target Heart Rate • Know the difference between light, moderate, and vigorous intensity	Students will know: • How many steps they should take daily to maintain a healthy lifestyle • How fast they need to walk to increase their heart rate • That walking is a form of aerobic activity • That walking can be done throughout a lifetime

Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log steps needed to walk a mile

Lesson Sequence

Warm-up

- Worksheet – How Fast Do You Walk? – Students will calculate their walking pace into miles per hour (mph). Their pace will be calculated for a normal walk (as I state “how you walk through the hallways”) and a power walk (keeping the same pace, as fast as you can walk) for a minute.
 - Students are in groups of 3, 4, or 5 depending on the size of your class and how many stopwatches you have.
 - Materials needed – 1 stopwatch, 1 calculator, 1 pencil, and 1 handout per group. See attachment page.

- After completing handout, discuss with your students about light, moderate, and vigorous activity levels. A power walk would be considered a vigorous level of working out as long as you keep up the intensity.

Introduction

- Discuss idea that walking is an aerobic activity—which they are building up cardio-respiratory endurance through walking. They can feel their heart rate increase.
- Discuss that 2,000 steps usually equals one mile
- Explain that adults should walk 10,000 steps per day.
- Target Heart Rate (THR)—Discuss why students should know about THR as well as how to get your range and how to take your pulse.

Content

- Show students pedometers, how to put them on, how to read, rules for using pedometers—no shaking, jumping, etc., to increase step count—“You shake it, I take it”
- Once students have pedometers on, move to marked mile area. Have students clear pedometers and walk a mile. Allow students to walk with friends and talk but remind students that they should walk their normal stride at a medium pace (may play music during this if appropriate).

Closure

- Record each student’s steps for the mile as they return pedometer.
- Closure questions revolve around making connections to walking as exercise and how to incorporate it into their lives—examples:
 - How do you feel after walking today?
 - Is that the most you ever walked at one time? Could you have done more or walked faster?
 - Why do you think you should walk everyday?
 - How do you think you could get your 10,000 steps in each day?

Accommodations/Differentiation Ideas and Tips

- Label each pedometer with a number and assign each number to a particular student to help keep track of them.
- Students in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with a partner.

Unit Title: Walk for Lifetime Fitness

Lesson 2: Scavenger Hunt

Grade Cluster: 9–12

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton MO
- Walk4Life, (2003), A Walker's Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics
- Sweetgall, Robert, Dignam, John. (1986) The Walker's Journal – Experiencing America on Foot. Creative Walking, Inc.

Vocabulary/Keywords: review – target heart rate, aerobic, calories, exercise levels of intensity—light, moderate, and vigorous

Delaware State Standards

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Enduring Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets

Lesson Goals

Students will be able to: • Wear and read a pedometer correctly • Discuss how participating in daily walking has helped their fitness level	Students will know: • That walking can be a part of daily life • That daily walking is beneficial to a healthy life

Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log of steps needed to walk a mile
3. Scavenger hunt answer sheets
4. Oral discussion at closure

Lesson Sequence

Warm-up

- Instant activity
 - Pedometers on
 - Students walk continuously for 6 minutes
 - Record steps and clear pedometer

Introduction

- Discuss your rules to follow during the scavenger hunt.
- You do not need to follow the numbers in order.
- Explain that you walk everywhere as a group, i.e., up to the top of the football bleacher, down to the far end of the tennis courts as well as all the way out to center field.
- You cannot share answers with other groups.
- At the end of the hunt, all of your group steps will be added up to find the winner.
- Depending on your school situation, you can create a scavenger hunt within the building too.

Content

- Clear pedometers.
- Complete scavenger hunt activity—see attachment page.

Closure

- Cool down—have student go through stretching series.
- Closure questions revolve around how walking is a part of our daily life and how we can make it even more so—examples:
 - Thinking about the number of steps you take to walk a mile, how far do you estimate you walked today?
 - What do you think would happen to your body if you walked every day?

Accommodations/Differentiation Ideas and Tips

- The scavenger hunt has students moving at different times to different places. Keep visible to all students. Make the hunt interesting to your students.
- Label each pedometer with a number and assign each number to a particular student to help keep track of them.
- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.

- Students in wheelchairs can partner with a walking student/aide who assists in pushing the student where needed—steps are recorded for both students.
- Visually impaired students may walk with a partner.

Unit Title: Walk for Lifetime Fitness
Lesson 3: How many calories do you burn walking

Grade Cluster: 9–12

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton MO
- Walk4Life Inc. (2003) A Walker's Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics
- Sweetgall, Robert, Dignam. (1986) The Walker's Journal – Experiencing America on Foot. Creative Walking Inc.

Vocabulary/Keywords: calorie, caloric intake, caloric expenditure, metabolism—**review** exercise levels of intensity—light, moderate, vigorous

Delaware State Standards

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Enduring Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- LCD projector
- Computer with internet access – if necessary schedule Media Center for students to have access

Lesson Goals

Students will be able to: • Wear and read a pedometer correctly • Discuss how participating in daily walking has helped their fitness levels • Evaluate their Caloric Intake vs. Caloric Expenditure • Go on the internet and find various websites to find out their calories in and calories out	Students will know: • Walking is an activity that helps develop lifetime fitness • Moderate to vigorous walking will burn calories • Calories In vs. Calories Out determines weight loss or gain

Assessment Plan

1. Teacher observation for correct use of pedometers.
2. Oral discussion of why walking is a lifetime fitness activity.

Lesson Sequence

Warm-up

- Instant activity
 - Worksheet – How many calories do you burn by walking? See attachment page.
 - Materials needed: 1 worksheet per student, pencil.
 - In two groups, have students lined up across the gym. The second group lined up behind the first. On your command, have the first group walk at a normal pace for 10 seconds. Have each student count his or her steps. Repeat with the second group. See handout for mph.
 - Have students set up again and walk at a faster pace. See handout for mph.
 - Finally have students walk as fast as they can. See handout for mph.

Introduction

- Begin appropriate stretch routine as introduction of lesson is discussed.
- Discuss various walking sites on the web.
- Using an LCD projector, bring up the various sites and give details of each to students.
- Explain about homework of Walking Map and details wanted.
- Have students start looking around house, basement, or garage for designing Walking sticks.

Content

- Explain about calories in vs. calories out.
- Look into common foods and the amount of exercise needed to burn off those calories. Look at handout – Common Fast or Snack Foods, Calories and Activity Required
- Website to review with students:
 - **CALORIES OUT** – sites to calculate calories burned after exercising:
 - ♦ <http://calorielab.com/burned/>
 - ♦ www.walking.about.com/cs/howtoloseweight/a/howcalburn.htm
 - ♦ www.walking.about.com/od/calorie1/calorie_calculators.htm
 - ♦ www.everydayhealth.com/calories-burned-walking.htm
 - **CALORIES IN** – sites listing amount of calories in various foods:
 - ♦ <http://www.howmanycaloriesin.com/>
 - ♦ http://www.freedieting.com/tools/calories_in_food.htm

- **Smart Mouth website** – share this site with students. Great inactive site for students to learn and play. Demonstrate a few areas for the students.
<http://www.cspinet.org/smartmouth/>

Wellness Center – Nutritionist

Have your Wellness Center Nutritionist come in and have an Eat This and Not That session. This session is created to show students examples of what 200 calories of different foods looks like. For example, have 200 calories of potato chips on one plate and 200 calories of rice cakes on another. Have a small bag of M&Ms, and for each piece you eat, you have to walk the length of one football field to burn off those calories. Use choices from the handout. Students can eat the healthy snack foods when activity is finished.

See handout Common Fast or Snack Food, Calories Consumed and Activity Required to burn off.

Closure

- Handout for homework: Food Labels—students are asked to examine a food item that they consumed. Attach label to handout. Answer questions relating to that label. Collect next day.
- Assign walking map project: Your project assignment will consist of you designing a walking map that you can walk around your house/neighborhood. With all maps, show markers such as $\frac{1}{4}$ mile, $\frac{1}{2}$ mile, $\frac{3}{4}$ mile; the direction to walk; and approximately how long one lap will take. Be creative.

Accommodations/Differentiation Ideas and Tips

- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with partner.
- If you are a CATCH school, this would be a good lesson for your nutritionist/cafeteria worker to introduce or reiterate the Go, Slow, Whoa foods.

Unit Title: Walk for Lifetime Fitness

Lesson 4: Nordic Walking

Grade Cluster: 9–12

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton MO
- Walk4Life, Inc. (2003) A Walker's Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Moncia. (2002) Walking Games and Activities. Human Kinetics
- Sweetgall, Robert, Dignam. (1986) The Walker's Journal – Experiencing America on Foot. Creative Walking, Inc.
- www.anwa.com - American Nordic Walking Association

Vocabulary/Keywords: Nordic walking, trekking, 2-wheel drive vs. 4-wheel drive, double pole plant, unison

Delaware State Standards

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Enduring Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- Nordic walking poles – store purchased or try making with wooden dowels and straps

Lesson Goals

Students will be able to: • Wear and read a pedometer correctly • Use Nordic walking poles and perform proper technique and skills while walking • Reflect on how walking can be a lifetime fitness activity	Students will know: • Correct procedure and technique when Nordic walking • Proper terminology used • Walking is an activity that helps develop lifetime fitness

Assessment Plan

1. Teacher observation for correct use of pedometers
2. Homework questions

Lesson Sequence

Warm-up

- Instant activity
 - Pedometers on and continuous walk for 5 minutes
 - Record steps and clear pedometers

Introduction – History of Nordic Walking

- Nordic walking was designed to help winter Nordic skiers stay in shape in the off-season.
- 1997 Finland – Company Exel designed special fitness walking poles. The poles included specially designed wrist straps, which were key to the technique and are still used today.
- Tom Rutlin from USA, in 1988, created Exerstriding, which had similar poles without the wrist straps.

Nordic Walking vs. Trekking

- Nordic Walking – poles are engaged to the sides and behind the body while walking, tips of the poles are used to push off the ground to engage the whole body, poles are in two sections.
- Trekking – Poles are used in front of your body to absorb stress from joints, used for balance and stability on steeper slopes and poles are usually 3 sections.
 - Have students become familiar with the different types of Nordic walking poles—Leki, Nordic Walkerz
 - Benefits – Time efficient and less stress, total body workout, 40% more calories burned—over 400 calories per hour while normal walking 280 calories per hour.

Common Mistakes

- Staying in “2-wheel drive” – not involving upper-body with poles
- Planting the poles too far from body – lower effectiveness of Nordic walking
- Walking with closed hands – does not allow for proper blood circulation
- Walking with open hands – not getting power from push off

Content

- Depending on the amount of poles you have, team up the students in pairs. This will give them a true feeling of the difference between the two, that is power walking and Nordic walking. During the activity, one student is power walking; the other student will use the poles. Then repeat the activity and see/feel the difference.

- Activity - Students will walk a designated course. Make sure the course entails flat surfaces, i.e., walking path, parking lot, tennis courts, grassy area, and incline or hills. This will allow the students to really use their poles.
- Being on a block schedule, my students will walk a course that would be 20 minutes. Then get a drink and switch from power walking to Nordic walking or vice versa.

Closure

- Discussion – How does Nordic walking differ from power walking?
 - Did you work harder, go faster during your walk?
 - Is this an activity that you enjoyed and would continue?
 - Instead of buying a pair of Nordic walking poles, could you make a pair at home and with what materials would you need?
 - Could you use the Nordic walking poles on the home course your designing?

Accommodations/Differentiation Ideas and Tips

- Students in wheelchairs who have upper-body movement can record miles they wheel themselves. Adjust the poles for the students; they can use the poles to the sides of the wheelchairs.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with partner.

ATTACHMENT PAGE

Walk for Fitness - Scavenger Hunt Pedometer Activity

The following is an example of what we use at Brandywine High School:

Design a course that will have your students walking all over your campus. Make sure they stay visible to you. Give them an adventure. If the identifiable area you are using does not have a sign or word, just place an index card with a number on it. Just do not make it 1–10.

Prior to handing out the worksheet to the students, walk the course yourself to get an idea of how long it should take as well as how many steps.

Do not forget to remind them that everyone needs to walk to the spot and that a total step count will be recorded for each member of the group as well as a group total.

Now have your students get into groups of 2 or 3. Hand them a Scavenger Hunt worksheet that you created of your campus with all of your questions on them. Have a spot for them to place their names as well as a spot to place their answers. This will hold them accountable. Now add a few extra minutes to the time it took you, and have the students complete the sheet in that time. Give bonus points for groups who get under that time and demerits for groups who go over the time. Give out prizes for students who completed the worksheet with all correct answers and steps. Make it fun and be creative.

Please adapt to your school.

1. When walking into the gym lobby, what is the name of the wrestling coach who is on a plaque by the Fitness Room?
2. On the Fitness Trail, there is a tree dedicated to a former lacrosse/soccer player. What was that player's name?
3. On the back softball field there is a yellow equipment box. What word is on that box?
4. On the football field there is an announcer's box at the top of the bleachers. What number is on the door?
5. On the tennis courts one of the courts has a number on the net. What is that number?
6. At the pitcher's mound of the baseball field, what number is on the rubber?
7. On the football field, visitor's side bleachers, what number is at the top?
8. On the football/lacrosse practice field, what number is on the snow fence?
9. On the field hockey field, what is the number on the player's side?
10. If you would walk to the varsity softball field, there is a large rock behind home plate. Can you find the number and record it?

Scavenger Hunt Answers

1. Helmbreck	8.0
2. Jay Spelecie	9.58
3. 52	10.27
4. 91	
5. 4	
6. 36	
7. 41	

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton, MO
- Sweetgall, Robert, Dignam, John. (1986) The Walker's Journal – Experiencing America on Foot. Creative Walking, Inc.
- NASPE (2005) Physical Best Activity Guide: Elementary Level. Human Kinetics Champaign, IL
- Walk4Life Inc., (2003) A Walker's Daily Log. Walk4Life, Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Care. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics
- www.creativewalking.com
- www.aahperd.org/naspe
- <http://walking.about.com/cs/measure/a/webwalkingusa.htm>
- www.webwalking.com
- www.discoverytrail.org
- www.anwa.us

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.
1. When teaching this unit, you may want to see if you can get a volunteer to help on the days you introduce pedometers to cut down time.
 2. Note that this unit has two introductory lessons and then two more that should be spaced throughout the rest of the semester. Lessons 3 and 4 are used at two different places during the rest of the semester to revisit walking with the students and to reinvigorate the school-wide program. These two lessons use Walker Olympics as the base, and all steps are added to school-wide campaign to give a mileage boost to the project.
 3. Work with social studies and math teachers to incorporate developmentally appropriate math and social studies/geography skills and information.
 4. Be sure you have introduced the health-related components of fitness to your students prior to this unit. This will simplify making the connections to aerobic fitness and flexibility.
 5. If you are a CATCH school, integrate information with other areas within the school, i.e., using cafeteria personal to help with calorie in-calorie out lesson.

Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with partner.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- ☐ **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- ☒ **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- ☐ **21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Multiple learning strategies are incorporated in this unit that address varied learning styles.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Students will utilize charts, maps, computers, pedometers, and calculators to solve problems and chart progress in this unit.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

- Mathematics
- Social studies
- Family and consumer sciences
- Could connect to local parks, recreation areas, and other community partners

ATTACHMENT PAGE

Lesson 1



"HOW FAST DO YOU
WALK.doc"



"Pedometer
Numbers.xls"



"How Fast do you
walk - class summary"

Lesson 2 - *Scavenger Hunt directions on page 15



"DID YOU
KNOW.doc"

Lesson 3



"Common foods and
Energy Balance.xls"



"Common
Foods, Calories consumed"



"Food Label
worksheet.xls"



"calories sites.doc"

Lesson 4



"Walking Energy
Expenditure.xls"



"Copy of HOW MANY
CALORIES DO YOU BURN"

EXTRA – Handouts for Target Heart Rate if you want to use with Walking Unit.



"6 sec pulse
count.doc"



"TARGET HEART
RATE.doc"



"Target Heart Rate
weekend worksheet"



"TARGET HEART
RATE worksheet.doc"



"MEASURING YOUR
HEART RATE.doc"



"PULSE CHECK.doc"

Delaware Model Unit Gallery Template: Physical Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Teambuilding

Designed by: Cary S. Wolfgang
District: Stevenson House Detention

Grade Cluster: 9–12
Time Frame: 5 Lessons

Summary of Unit

Throughout this unit the students will build skills in cooperation, critical thinking, and leadership. They will participate in a variety of cooperative, group teambuilding activities where students will take turns with the different roles in those activities using and developing their social skills with peers.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit is posted on the DDOE web site as an exemplary unit of instruction for PE. It teaches a unit on cooperation and teambuilding that can be applied at any point in the student's lives.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available. The high school will have a gym and outdoor space for the teambuilding activities.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Stage 1 – Desired Results (What students will know, be able to do and understand)

Delaware Physical Education Standards

- ☐ Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- ☐ Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- ☐ Participates regularly in physical activity
- ☐ Achieves and maintains a health-enhancing level of physical fitness
- ☒ Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- ☐ Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

Big Idea: Fit For Life

Unit Enduring Understanding(s)

- There are personal and social behavioral expectations in physical activity settings.

Essential Question(s)

- What are personal and social behavioral expectations in physical settings?

Knowledge and Skills

Students will know ...

- Physical activity performed safely prevents injuries
- Resolving conflict in a physical activity setting leads to a more enjoyable experience
- Leadership skills to complete tasks with a group
- Trust is an integral part of building relationships

Students will be able to ...

- Listen to other peoples ideas
- Effectively resolve conflicts during activities
- Demonstrate self-control
- Trust and depend on teammates

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

Creating and teaching a challenge

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Rubric(s)

For a score of three, students must:

- Be an active participant
- Submit ideas to group
- Praise other team members
- Take a leadership role during the performance of the challenge

For a score of two, students must complete three of the four tasks as listed above.

For a score of zero, student refuses to participate with the group in the challenge.

Other Evidence

- Journaling of the debriefing questions
- Teacher observations
- Challenge Worksheet
- Student check sheet for presenting

Student Self-Assessment and Reflection

- Reflection journals

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

Lesson 1 – Communication

This is an explanation of teambuilding, how to set up groups/teams, and begin the communication process through challenges (full Lesson 1 copy attached).

Lesson 2 – Beginning Challenges

These are novice challenges for teams/groups that have just started to work together. Review of a group/teams setup (full Lesson 2 copy attached).

Lesson 3 – Intermediate Challenges

Teams/groups should be moved around to form new ones, a little more difficult and you begin to see how important communication is to the challenges (full Lesson 3 copy attached).

Lesson 4 – Advance Challenges

Students will be working unassisted in their teams/groups for these challenges (full Lesson 4 copy attached).

Lesson 5 – Unit Task

Students will begin the unit task and receive feedback from the teacher and other teams/groups on their created challenge before final completion (full Lesson 5 copy attached).

Teambuilding

Lesson 1: Communication

Grade Cluster: 9-12

References: *Teambuilding through Physical Challenges* by Glover and Midura

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, challenge, leadership, problem solving

Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

Big Idea: Fit for Life

Essential Question:

- What are personal and social behavioral expectations in physical activity settings?

Enduring Understanding:

- There are personal and social behavioral expectations in physical activity settings.

Unit Task

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Materials/Equipment: Carpet squares or painted line

Lesson Goals: Explore different types of communication during activity

Students will be able to ...

- Use different forms of communication

Students will know ...

- Different forms of communication

Assessment Plan (other evidence)

Oral discussion using the following questions:

- What forms of communication are there?
- Is it important to communicate effectively?
- What personal behaviors can the group expect from an individual participant?

Journaling question: Use the debriefing questions at the end of the challenges for this because not all students will want to talk out loud.

Lesson Sequence

Introduction

Challenges will be presented to the class. The new unit we are beginning is Teambuilding. Divide the class into equal groups and have the different groups decide on a team name. Have each group choose one person in the group to report out after they decide on a group name. This will be the first time students will communicate as a group. When activity is complete debrief all groups by asking these questions.

- How did the group talk to each other?
- Did everyone get to say their opinion?
- Did anyone receive praise for their idea?
- What problems did you find in communicating in your group?

Content

Explain to students the definition of communication, and the different forms of communication. Question students about how they can communicate better in their groups.

Follow up by giving student group responsibilities: organizer, praiser, encourager, summarizer, and recorder. Explain how these assignments can rotate with each challenge. Now that each group knows the responsibilities and has an understanding of communication, you are going to present the same challenge to each group. Each group will perform the challenge and debrief using questions in the journal. Use the book named in reference section.

Challenge: Alphabet Line Challenge

Object – Students will rearrange themselves by last name in alphabetical order. They start by lining up on the line. Next, explain that they will not use any verbal communication to get themselves in alphabetical order. They can use any other form of communication to accomplish this task.

Closure

Debrief by asking questions:

- How did you feel not being able to talk with your group?
- What different forms of communication did your group use?
- Which type of communication do you feel was most effective?

Accommodations/Differentiation Ideas and Tips

You want to debrief after each challenge, or if you have similar challenges, you can wait until after both have been completed.

Unit Title: Teambuilding Lesson 2: Communication

Grade Cluster: 9-12

References: *Teambuilding through Physical Challenges* by Glover and Midura;
www.gophersport.com

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, challenge, problem solving, leadership

Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

Big Idea: Fit for Life

Essential Question:

- What are personal and social behavioral expectations in physical activity settings?

Enduring Understanding:

- There are personal and social behavioral expectations in physical activity settings.

Unit Task

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Materials/Equipment

- Skeleton Poly Puzzle
- US Map Poly Puzzle
- Blindfolds

Lesson Goals

Cooperate and communicate without verbal cues and then without visual cues.

Students will be able to ...

- Communicate nonverbally
- Communicate without visual cues

Students will know ...

- Communication takes place in a variety of ways

Assessment Plan (other evidence): Debriefing questions

Lesson Sequence

Introduction

Challenges will be presented as part of the teambuilding unit. Students will be divided into two groups. Students will communicate as a group to select a recorder, organizer, praiser, encourager, and summarizer. Have students complete both challenges; debriefing after each challenge is completed. You will want to debrief them with the following questions:

- How did the group talk to each other?
- What were the social behavioral expectations in the group?
- Did anyone receive praise for their idea?
- What problems did you find in communicating in your group?

Content

Student responsibilities for challenges: recorder, organizer, praiser, encourager, and summarizer. Make sure that groups have explained each responsibility and they understand what is expected of them during the challenge. Both challenges are from www.gophersport.com.

Challenge: Hospital Emergency Room – Students are to work together to assemble a skeleton puzzle. The activity will be completed two times. The first time, complete the puzzle without any verbal communication, and the second time, half of the group will be blindfolded. During the blindfolded stage, no seeing person can touch the puzzle pieces or those students who are blindfolded.

Challenge: U.S. Map – Students are to work together to assemble the map. The activity will be completed two times. The first time, complete it without any verbal communication, and the second time, half of the group will be blindfolded. No seeing person can touch the puzzle pieces or those who are blindfolded. Everyone is allowed to talk and assemble the puzzle.

Closure

Debrief by asking questions:

- How did you feel not being able to talk with your group?
- What different forms of communication did your group use?
- Which type of communication do you feel was most effective?

Accommodations/Differentiation Ideas and Tips:

Activity challenge may take more than one class period.

Unit Title: Teambuilding Lesson 3: Cohesion Fun

Grade Cluster: 9-12

References: *Back Pocket Adventure* and *Silver Bullets* by Karl Rohnke; Project Adventure, Inc.

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, challenge, problem solving, leadership

Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

Big Idea: Fit for Life

Essential Question:

- What are personal and social behavioral expectations in physical activity settings?

Enduring Understanding

- There are personal and social behavioral expectations in physical activity settings.

Unit Task

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Materials/Equipment: Two lengths (sticks, dowel, pencils, etc.) 6 inches long

Lesson Goals

Cooperate and communicate effectively to complete challenges successfully.

Students will be able to ...

- Communicate and cooperate with partners and group members

Students will know ...

- To be successful they have to cooperate and communicate

Assessment Plan (other evidence)

Teacher observation of completed challenges.

Lesson Sequence

Introduction

Explain to students that they will engage in large group activities. All activities will be teacher led.

Content

Make sure that students have heard and understood directions before beginning the challenges.

Texas Big Foot - Ask students to form a circle, and place their arms around the shoulders of the person next to them until everyone in the circle does it. Announce that this activity is extremely difficult to accomplish and the morphological cooperation is essential to success and avoidance of injury. To complete the challenge, the group has to take three giant steps toward the center of the circle. To be successful, the final step must end with the group still intact and standing.

Phizz, Splot, Grooby - Students are to count from 1 to 20. Have each student take a number. If it is a small group, you may need students to say more than one. The second time through, students are to replace the #3 and #13 with the word phizz, #6 and #16 with the word splot, and the #9 and #19 with the word Grooby. Ready set go! Did I hear two Groobies? Start over again, until it is done correctly.

Passing Crossed or Uncrossed - Students are in circle formation for this activity. To begin, the leader passes the pencils while saying, "I pass these pencils to you crossed or uncrossed." The leader indicates to the group that each person is to individually receive the pencils and then pass them on crossed or uncrossed, also verbally stating both how they were received and how they are being passed. The key is the leg position of the person doing the passing and the leg position of that person to whom they are being passed. It is up to the group to figure out and continue passing until the leader receives the pencils back.

Closure

Debrief by asking questions:

- How did you feel about the large group activities?
- What forms of communication did you recognize?
- How did the three large group activities differ?
- What did you learn about yourself during the large group activities?

Accommodations/Differentiation Ideas and Tips:

Activity challenge may take more than one class period.

Unit Title: Teambuilding
Lesson 4: Advance Challenges

Grade Cluster: 9-12

References: GOPHER, www.gophersport.com

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, leadership, problem solving, challenge

Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

Big Idea: Fit for Life

Essential Question

- What are personal and social behavioral expectations in physical activity settings?

Enduring Understanding

- There are personal and social behavioral expectations in physical activity settings.

Unit Task

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Materials/Equipment

- Four, 44-inch long wood planks with notches that are 7-inches in diameter
- Rubber ball
- Six playground balls (8-inch diameter), six poly spot markers, and six nylon jump ropes 9-feet long

Lesson Goals

Cooperate and communicate effectively to complete challenges successfully.

Students will be able to ...

- Communicate and cooperate with partners and group members

Students will know ...

- To be successful they have to cooperate and communicate

Assessment Plan (other evidence)

Teacher observation of completed challenges.

Lesson Sequence

Introduction

Explain to students that they will engage in large group activities. Activity will be explained by teacher and then students will need to work as a group or team to complete the challenges.

Content

Make sure that students have heard and understood directions before beginning the challenges.

Pulling for Each Other - The object is to successfully pass 6 balls around a circle while connected to other teammates. Arrange the 6 poly spots in a circle. Have each teammate stand on a spot marker. Each teammate should tie one end of a jump rope around one wrist and connect the opposite end to a student across the circle. They should not connect to a teammate directly next to them, nor should they connect both wrists to the same teammate. Make the circle large enough to allow a few inches of slack in the ropes once connected. The team must pass all 6 balls around the circle without moving off the spots. Each ball follows the same path of catching and throwing to teammates. Figure out how to make good throws without yanking the wrists of the teammates they are connected to. If a teammate is off the spot, rope touches the floor, or ball touches the floor then the team must begin challenge again.

Solution – When all 6 balls have completed the path around the circle, the challenge is complete.

Suspended Ball Challenge – The object is to suspend the ball in the middle of the four posts without stick ends touching the floor. Start by placing the four posts farther apart than the length of the sticks. Using the four sticks, find a way to secure the ball in the air without anything touching the floor. The four corner posts cannot be moved.

Solution – Weave the sticks over and under each other and lock them into the grooves. Then place them on the posts. The ball will sit in the center square.

Closure

Debrief by asking questions:

- How did you feel about the group doing the activity by themselves?
- What forms of communication did you recognize?
- What did you observe, notice, or hear during the group?
- What did you learn about yourself during the large group activities?

Accommodations/Differentiation Ideas and Tips

- Activity challenge may take more than one class period.
- In “Pulling for Each Other,” you can vary the size and variety of throwing objects.

Unit Title: Teambuilding

Lesson 5: Unit Task

Grade Cluster: 9-12

References: www.gophersport.com, *Teambuilding Challenges* by Glover & Midura

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, leadership, problem solving, challenge

Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

Big Idea: Fit for Life

Essential Question

- What are personal and social behavioral expectations in physical activity settings?

Enduring Understanding

- There are personal and social behavioral expectations in physical activity settings.

Unit Task

Creating and teaching a challenge

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Materials/Equipment: All available from teacher's storage area

Lesson Goals

Groups will create the teambuilding challenge that they will teach to younger students.

Students will be able to ...

- Communicate and cooperate with group members on completing unit task

Students will know ...

- To be successful they have to cooperate and communicate as a group to complete unit task

Assessment Plan (other evidence)

- Teacher observation
- Student check sheet
- Challenge Worksheet

Lesson Sequence

Introduction

Explain to students that they will complete the Challenge Worksheet as a group for the unit task. Task will be explained by the teacher, and then students will need to work as a group to complete the challenges they will present to younger students. When groups are ready, they will present to the other students for review. They will use the student check sheet.

Content

Challenge Worksheet and group task. Students will be separated into groups and given the Challenge Worksheet to complete for the task. The teacher will explain how the Challenge Worksheet is to be completed.

Closure

Debrief by asking questions:

- How did you feel about the challenge your team/group created?
- Did your team/group have any communication breakdowns? If so, what were they?
- What did you observe, notice, or hear during the creation of your challenge?
- What did you learn about yourself doing this unit task?

Accommodations/Differentiation Ideas and Tips

Unit task will take more than one class period to complete, and it is suggested that no debriefing occur until the group presents their challenges to their peers.

Challenge Worksheet Teambuilding Unit Task

Names _____

Team/Group _____

Challenge Name _____

Materials for Challenge

In this section, you will describe the challenge and how it begins (keep in mind will it be group guided, so put here what you want the children to do.), how the equipment is to be used, what the teacher should look for from the presenting group, and the solution. Also, if there are any rules (example: if anyone steps off the board, they must begin again) and criteria that need to be followed for a successful challenge.

Debriefing the challenge:

Assessing the challenge (suggestions):

Group/Team you presented this challenge to: _____

Student Presentation Check Sheet

Student Reviewer_____

Date_____

Directions: When a group presents to you, complete this check sheet by answering the questions by circling, 4= Excellent, 3= Good, 2= Fair, and 1= Poor. Then add up the numbers for a score.

1. Did they have a name for their challenge?	1	2	3	4
2. Are the rules for the challenge clear, so someone can complete the challenge?	1	2	3	4
3. Did the student group members allow you to ask questions?	1	2	3	4
4. Did they provide all materials for completing the challenge?	1	2	3	4
5. Was a debriefing done after the challenge?	1	2	3	4

SCORE: _____

Suggestions for group presenting:

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- *Teambuilding through Physical Challenges*, Glover & Midura, Human Kinetics Pub
- *More Teambuilding Challenges*, Glover & Midura, Human Kinetics Pub
- Project Adventure texts:
 - *Silver Bullets*, Karl Rohnke, ISBN 0-934387-01-X
 - *Cowstails and Cobras II*, Karl Rohnke, ISBN 0-934387-08-7
- *No Props – Great Games with No Equipment*, Mark Collard, ISBN 0-934387-05-02
- *Back Pocket Adventure*, Karl Rohnke and Jim Grout, ISBN 0-934387-11-7
- www.pa.org
- Teambuilding products found at www.GOPHER.com

Teaching Tips

- Make sure that you have all equipment or initiatives set up ahead of time.
- Prepare more than one activity as groups will progress at varied timeframes.
- Debriefing can be done after one or even two challenges.
- Daily lessons may take more than one class period to complete depending on group.

Accommodations/Differentiation

- Groups have to solve the challenges on their own, and any accommodations should be implemented by the group doing the challenge.
- Vary the level of materials for groups that need modifications.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- **Universal Design for Learning** – the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.

(Briefly explain how design principle(s) are embedded within the unit design)

- Various types of engagement activities

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services and school climate) families and communities.

This unit is connected to family, counseling, and community by developing problem-solving and conflict-resolution skills that will enable students to create positive school and community environments.

Curriculum Framework for Spanish 1

School: Sussex Preparatory Academy

Curricular Tool: N/A

Course: Level 1

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit One: Mucho gusto Timeline : 3 weeks			
1.1-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes. 1.3- Students write or tell about products or practice of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc 2.1-Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.	Across the globe, people have different concepts of greetings and salutations. Greetings Introductions Alphabet Numbers 0-30 Spanish-speaking countries & capitals Days of the week Weather Classroom expressions. .	<u>Essential Questions:</u> How do students introduce themselves? How do people from other cultures introduce themselves?	<u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse <u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment
Unit Two: Tiempo con amigos Timeline: 6 weeks			
1.1-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes. 1.3- Students write or tell about products or practice of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc	While differences exist due to culture and geography, students around the world share many common interests and join in similar activities. Pasttimes Likes/dislikes (<i>gustar</i> +	<u>Essential Questions:</u> What do students like to do and how does that compare with students from around the globe?	<u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse <u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation

Standards Alignment	Unit Concepts	Essential Questions	Assessments
2.1- Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures. 3.1- Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information 3.2- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience. 4.1- Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.	<i>infinitive)</i> Interrogative words Formal vs. informal you Personal pronouns and <i>ser</i> Noun/adjective agreement and placement		Rubrics Self Assessment
Unit Three: En la escuela Timeline: 5 weeks			
1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes. 1.3- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media 2.1- Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.	Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture. Time and schedules Classes and descriptors Numbers 31-100 Irregular verbs (<i>estar, tener, ir</i>) Present tense of regular –ar	<u>Essential Questions:</u> How can students describe their school experience? How do schools compare from culture-to-culture?	<u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse <u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment

Standards Alignment	Unit Concepts	Essential Questions	Assessments
2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.2- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience. 4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 5.2-Students use various media from the language and culture for entertainment or personal pleasure	verbs.		
Unit Four: La mesa de la familia Timeline: 6 weeks			
1.1-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes. 1.3- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media 2.1- Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures. 2.2- Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.1- Students demonstrate an understanding of the	Families share a sense of unity and tradition that often centers around mealtimes, cuisine, and celebrations Family Dates Numbers 200-1,000,000 Possessive adjectives Food, restaurants, table etiquette -er/-ir verbs; <i>gustar</i>; stem-changing verbs .	Essential Questions: What is my definition of family? What do I eat that is “American”? What are some staple foods of target language countries?	Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse Skit Formal Assessment: Vocabulary quizzes Oral Presentation Rubrics Self Assessment Skit

Standards Alignment	Unit Concepts	Essential Questions	Assessments
concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information 3.2- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience. 4.1- Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning. 5.1- Students identify ways that knowing languages are crucial to many professions.			
Unit Five: Vamos de compras Timeline: 5 weeks			
1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes. 1.2 Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics. 1.3- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media 2.1- Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target	People choose clothing that reflect their personal identity as well as their cultural heritage. Clothing and shopping Vocabulary Getting around town Direct object pronouns	Essential Questions: What clothing do teenagers wear? What cultural elements influence their choices?	Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse Formal Assessment: Vocabulary quizzes Oral Presentation Rubrics Self Assessment

Standards Alignment	Unit Concepts	Essential Questions	Assessments
language cultures. 3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information 4.1- Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning. 5.1- Students identify ways that knowing languages are crucial to many professions.			
Unit Six: Bienvenido a nuestra casa (Model Unit-House and Home) Timeline: 5 weeks			
1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes. 1.2 Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics. 1.3- Students write or tell about products or practices of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, process. etc 2.2- Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.2- Students use sources intended for same age	How people define a home differs according to culture, geography, and resources. Although houses share commonalities throughout the world, the notion of home is tied to one's culture and personal vision Vocabulary related to rooms in the house, furniture, chore <i>ser vs. estar</i> <i>tu</i> affirmative commands Ordinal numbers	<u>Essential Questions:</u> How does my definition of home compare to that of other students' from other cultures? How does the definition of chore differ depending on culture? What is a home? How and where do I live? How and where do people live in the countries where the target language is spoken? What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?	<u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse <u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment Interpretive Tasks

Standards Alignment	Unit Concepts	Essential Questions	Assessments
speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience. 4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 5.2-Students use various media from the language and culture for entertainment or personal pleasure			
Unit Seven: Mantener un cuerpo sano Timeline: 5 weeks			
1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes. 1.3- Students write or tell about products or practices of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, process. etc 2.2- Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information 3.2- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.	A person's perception of health depends on cultural values related to physical definitions and emotional mores Vocabulary related to health and emotion Parts of the body Illnesses and remedies <i>Estar</i> Sports <i>Jugar</i> <i>Saber vs. conocer</i> Preterit of –ar verbs. .	<u>Essential Questions:</u> How do I express myself and my feelings to others? How do I communicate my health or state of being to others? How does my definition of what it means to be healthy compare to that of someone from the target language culture?	<u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse Skit <u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment Skit

Standards Alignment	Unit Concepts	Essential Questions	Assessments
4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 5.2-Students use various media from the language and culture for entertainment or personal pleasure			

Curriculum Framework for Spanish 2

School: Sussex Preparatory Academy

Curricular Tool: N/A

Course: Level 2

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit One: Mis amigos y yo (Model Unit-Student Life) Timeline : 5 weeks			
1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.2-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.2 Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience. 4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.	Although differences exist due to culture and geography, teenagers across the world share many commonalities in their relationships with friends. Vocabulary related to greetings, daily activities and hobbies, city destinations, personality, and state of being. Definite and indefinite articles Subject pronouns Adjective agreement Present tense of regular and stem-changing verbs as well as <i>ser, estar, ir, tener, and gustar</i>.	<u>Essential Questions:</u> What is my high school experience? What is high school like for students in other cultures? How does your daily schedule compare with that of other teenagers from Spanish-speaking countries? What do you like to do and how does that compare to students from other cultures?	<u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse <u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment GRASP task

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit Two: Vamos de viaje (Model Unit- Un viaje) Timeline: 5 weeks			
1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.2-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.1-Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information. 3.2 -Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language. 4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 5.1-Students contact local agencies to secure information regarding products or practices of target-language cultures.	The concept of travel connotes different meaning to people according to their needs, resources, and experiences Vocabulary related to airplane travel, lodging and vacation; giving and receiving directions Location prepositions direct and indirect object pronouns preterit of regular –ar verbs, <i>ir, ser, hacer, ver and dar</i>. Costa Rican national parks and ecosystems. .	<u>Essential Questions:</u> How are my travel needs similar to and different from those from other cultures? What information do I need to know in order to plan a trip to a foreign country? What is my definition of a vacation and how does that differ from someone’s from another culture?	<u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse <u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit Three: Somos saludables Timeline: 7 weeks			
1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.2-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.1-Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information. 3.2-Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience. 4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 5.2-Students use various media from the language and culture for entertainment or personal pleasure.	The definition of a nutritious, healthy lifestyle varies from culture to culture. Vocabulary related to sports, healthy habits, daily routine, body parts, and personal care items. Sequencing of events adverbs (<i>-mente</i>) reflexive verbs and pronouns present progressive demonstrative adjectives and pronouns plans with <i>pensar</i> preterit of regular –er and –ir verbs	<u>Essential Questions:</u> What is your daily routine and how does that compare with that of a student from another culture? What is your definition of nutrition? How do you maintain your health?	<u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse <u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit Four: Al centro comercial Timeline: 7 weeks			
1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.2- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.2- Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.1- Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information. 4.1- Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2- Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.	People shop out of necessity and for fun, whether it be for food, clothing or for gifts. Vocabulary related to clothing and fit, personal needs, stores, materials, crafts, and recommendations. Verbs: <i>gustar: encantar, interesar, importar, quedar</i> Present tense irregular yo verbs Prepositions and pronouns Time expressions with <i>hace</i> Irregular preterit verbs: u stems, uv stems, i stems Stem-changing –ir verbs in the preterit Converting money and exchange rates. Spanish-speaking countries in the Caribbean; art, handicrafts, and markets.	Essential Questions: How do your clothes and style compare to that of someone from another culture? Where do you shop? How is commerce different in Spanish-speaking countries?	Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse Formal Assessment: Vocabulary quizzes Oral Presentation Rubrics Self Assessment
Unit Five: A comer Timeline: 5 weeks			
1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.2- Students introduce themselves and their classmates, name	Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status,	Essential Questions: How do your favorite foods compare with those of someone from another culture?	Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse

Standards Alignment	Unit Concepts	Essential Questions	Assessments
objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.1-Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information. 4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.	geography, and tastes. Vocabulary related to food and food preparation, place settings, restaurant dishes and ordering Ud. and Uds. commands extremes (-ísimo) affirmative and negative expressions	How do you order in a restaurant? How do you prepare foods from another culture?	<u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment
Unit Six: El arte y las películas Timeline: 5 weeks			
1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.2-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.	Entertainment like film and cinema play a valuable role in leisure time, as well as in teaching about a people's culture. Vocabulary related to movies and to movie making, technology negative <i>tu</i> commands	<u>Essential Questions:</u> What effects do Hispanics have on the film industry? How do you express your feelings about movies and technology? What do you learn from films?	<u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse <u>Formal Assessment:</u> Compare film awards Read and respond to an excerpt from <i>La casa de los espíritus</i>. Vocabulary quizzes

Standards Alignment	Unit Concepts	Essential Questions	Assessments
2.1-Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information. 4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.	making and accepting invitations irregular preterit imperfect preterit vs. imperfect past participles as adjectives		Oral Presentation Rubrics Self Assessment

Unit Title

House and Home

Delaware World Language Curriculum Unit Template

Preface: This unit has been created as a model for teachers in their designing or redesigning of course curricula. It is by no means intended to be inclusive; rather it is meant to be a springboard for a teacher's thoughts and creativity. The information we have included represents one possibility for developing a unit based on the Delaware content standards and the Understanding by Design framework and philosophy.

Subject/Topic Area: World Languages

Grade Level(s): H1

Searchable Key Words: house, home

Designed By: Jennifer Short

District: Red Clay

Time Frame: 5 weeks

Brief Summary of Unit

This unit should be taught near the end of the year in the first year of study of the language.

Through class discussion, web searches, readings of primary materials, and peer interactions, students will create a dream home and in doing so will discover the cultural similarities and differences between homes in the target language culture and homes in the United States. They will gain communication skills, will express opinions and preferences and will develop cultural perspectives of countries and homes. Students will discover that although all homes share commonalities, the concept of a home is culturally defined.

Stage 1: Desired Results

(Determine What Students Will Know, Do and Understand)

Delaware World Language Content Standards

1.1 Interpersonal Communication

Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students also express likes and dislikes.

1.2 Interpretive Communication

Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.

Unit Title _____

1.3 Presentational Communication

Students write or tell about products or practices of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc.

2.2 Cultural Products and Perspectives

Students identify and observe tangible products of the cultures such as toys, dress, types of dwelling and foods.

3.2 Access to Information

Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.

4.2 Cultural Comparisons

Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.

5.2 Enjoyment/Lifelong Learning

Students use various media from the language and culture for entertainment or personal pleasure.

Big Idea

House and Home

Unit Enduring Understandings

Although houses share commonalities throughout the world, the notion of home is tied to one's culture and personal vision.

Unit Essential Question(s)

- What is a home?
- How and where do I live?
- How and where do people live in the countries where the target language is spoken?
- How does my definition of home compare to that of other students' from other cultures?
- What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?

Knowledge & Skills

Students will know...

- house vocabulary
- vocabulary related to chores
- the comparison of adjectives
- the superlative of adjectives

Students will be able to...

- describe the layout of a house
- describe how and where they live
- compare and contrast cultural practices and perspectives
- read and decipher real estate listings in the target language

Unit Title _____

- make and answer questions in the target language
- decipher an authentic story in the target language
- listen and comprehend authentic dialogues in the target language
- design a home in the target language

Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

Suggested Performance Task(s)

Essential Questions:

- What is a home?
- How and where do I live?
- How and where do people live in the countries where the target language is spoken?
- How does my definition of home compare to that of other students' from other cultures?
- What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?

SUMMATIVE IPA

Scenario: You and your family are moving to another country in the target language culture. You need to acquire a place to live.

Interpretive Task #1: Read and analyze the real estate ads about four homes and answer the questions that follow them. [../Downloads/Apartamento en Venta-1.doc](#)

Interpretive Task #2: Since you need to acclimate to your new environment, read the article about what common chores and responsibilities are prevalent in the target language culture. Students will complete in the target language a Venn Diagram [\\rcdhs-1\users-new\\$Jennifer.Short\House and Home\Venn Diagram For.htm](#) finding similarities and differences based on the reading.

Interpersonal Task: Students are grouped in pairs in a role play where one student acts as realtor and the other acts as a client. The client has limited resources but wants the most for his/her money. The realtor is trying to pawn off an expensive but dilapidated house that has been on the market for 5 years. Discussion must take place in target language using vocabulary from this unit. Rubric ([\\rcdhs-1\users-new\\$Jennifer.Short\House and Home\interpersonal task rubric.htm](#))

Presentational Task:

You and your family are moving to another country in the target language culture. You need to acquire a place to live.

- G- Create a real estate listing for your ideal home in the target language culture.
- R- As the only family member who speaks the target language fluently, you are an advisor.
- A- Advisor
- S- You and your family are moving to another country in the target language culture. You need to acquire a place to live.
- P- Low level: Create a real estate listing including photos/drawings/pictures/graphics in target language. In a paragraph, in English, justify your choices.
High level: Create a real estate listing including photos/drawings/pictures/graphics in target language. In a paragraph, in target language culture, justify your choices.
- S- Choose a country or region of the country in the target language culture. Research homes in the target language culture, taking into consideration the following geography, climate, people,

Unit Title _____

lifestyle, curb appeal, and your family size. Rubric [\\rcdhs-1\users-new\\$\Jennifer.Short\House and Home\GRASPS rubric.htm](\\rcdhs-1\users-new$\Jennifer.Short\House and Home\GRASPS rubric.htm)

Rubrics/checklists for Performance Tasks

[Interpretive Task #1 Rubric](#)

[Interpretive Task #2 Rubric](#)

[Interpersonal Task Rubric](#)

[Presentational Task Rubric](#)

Other Evidence

Ongoing formative assessments and observations.

Student Self-Assessment and Reflection

Written Reflection: Has your opinion of homes and houses in Spanish-speaking countries changed since you began this unit? Why or why not?

Students will complete the “I can...” check-list at the end of the each lesson.

1. ____ I can use the target language vocabulary relating to parts of the house and chores to communicate my thoughts.
2. ____ I can make comparisons between two or more things or people in the target language.
3. ____ I can make superlative statements in the target language.
4. ____ I can make and answer questions in the target language.
5. ____ I can describe the layout of a house in the target language.
6. ____ I can compare and contrast houses in the United States with those in the target language culture.
7. ____ I can compare and contrast household chores of students in the United States with those of students from the target language culture.
8. ____ I can decipher an authentic story in the target language.
9. ____ I can listen and comprehend authentic dialogues in the target language.
10. ____ I can design a home in the target language.
11. ____ I can read and decipher a real estate ad in the target language.

Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

Lesson in Model Resource Unit:

Lesson 1: Parts of a house

Lesson 2: Comparison of homes in Spanish-speaking countries and the United States of America

Lesson 3: Identification of the best, worst homes in Spanish-speaking countries

Lesson 4: Chores and daily routines

Lesson 1: Parts of a house

Essential Question: What is a home?

Unit Title _____

Background: All Level 1 material and material from Units 1-5 of Spanish II

Strategy 1: Present big theme and enduring understandings as well as the essential questions and objectives for the unit.

Strategy 2: Introduction to vocabulary.

- Students placed into groups of 2 or 3.
- Students brainstorm, in groups or individually, on looseleaf paper, as many parts of the house as possible in a certain time.
- Teacher presents a list of vocabulary on board or overhead in target language.
[../Downloads/mru - hh/Notas - la casa.doc](#)
- Students match as many vocabulary words as possible in a given time.

Strategy 3: Teacher distributes a picture of a part of a house to each group. [\\rcdhs-1\users-new\\$\Jennifer.Short\House and Home\rooms flashcards.pdf](#)

- In target language, students label the room and all items present in the picture.
- Teacher reads each item one by one, students repeat. For each item, the group that used that vocabulary word raises their hand and says the definition in English.
- Students complete a handout or make notes of vocabulary

Strategy 4: Verbal practice: Teacher will distribute handout with pictures of the words. Students will take turns asking “Donde pongo...” each item and their partner will have to answer with the correct room of the house. [../Downloads/mru - hh/casa - verbal - furniture.doc](#)

Strategy 5: Listening Comprehension [../Downloads/mru - hh/listening - lesson 1, strategy 4.doc](#)- Students will look at an illustration on the handout. Pictures A and B represent the same room at two different times. Students will hear 8 statements. They are to listen carefully and determine whether the statement applies to Scene A or Scene B. Then they circle the corresponding letter on the handout. They will hear each sentence twice. [listening activities.pdf](#)

Strategy 6: Reading Comprehension. Complete either the lower level or upper level story, based on a diagram of a house, and use the new vocabulary from this unit to fill in the missing words. [\\rcdhs-1\users-new\\$\Jennifer.Short\House and Home\Reading Comprehension house diagram.pdf](#)

- Low level: provide a word bank [../Downloads/mru - hh/low level diagram - lesson 1, strategy 5.doc](#)

- High level: no word bank [../Downloads/mru - hh/high level diagram - lesson 1, strategy 5.doc](#)

Strategy 7: An "architect" and/or "designer" from the Extreme Home Makeover team is coming to interview the family of five for whom they are building a house. The interviewer needs to ask questions in the target language in order to gather information from the family concerning the layout of their dream home. The interview is to be conducted in the target language, with the interviewer recording the responses of the family member being interviewed. [../Downloads/mru - hh/Extreme Home Makeover.doc](#)
For example...

1. How many stories would you like for your house?
2. Do you need any ramps installed?
3. How many bedrooms would you like?
4. Kitchen design (how many sinks? eat in kitchen? "galley" style?)
5. How many rooms would you like in total?
6. Any special requests (media room, office, playroom)?
7. Any outdoor living area wanted (deck, porch, patio)?
8. What types of flooring? (wood, tile, carpet)
9. Would you like a garage, carport area, parking consideration?
10. Pool, basketball court, driveway?
11. How many bathrooms would you like?
12. What type of bathroom design would you like (lavatory, full bath, shower, bidet)?

Strategy 8: Presentational task/GRASPS task: As an architect for Extreme Home Makeover, a show about building homes for deserving families. You must design a dream home keeping in mind certain criteria.

G- Create a blueprint of a dream home

R- An architect from Extreme Home Makeover

Unit Title _____

A- A well-deserving family of 5

S- As head architect of Extreme Home Makeover you must design a home for a family of 5 in the target language culture.

P- Create a blueprint/design of the new home using vocabulary from this unit.

S- All labels must be in target language. Each room must have at least 3 different items labeled.

Rubric (other possible outcomes: a brochure, a model home, a Power Point presentation, or a booklet) [GRASPS rubric Home Makeover.xls](#)

Strategy 9: Formative Assessment: Quiz on lesson 1 [../Downloads/mru - hh/quiz - lesson 1.doc](#)

Lesson 2: Comparison of homes in the target language countries and the United States of America

Essential Question: How and where do I live?

Background: All material covered in lesson 1

Strategy 1: Go over essential question to introduce lesson

Strategy 2: La maison de Stéphanie

- Students [read letter](#) orally. Each student reads one sentence at a time. Then answer the following questions orally
 - In what city does she live?
 - How many floors are there?
 - How many rooms are there?
 - Who is in Stéphanie's family?
 - What is her house like?
 - Based on the letter what is one of Stéphanie's interests?
 - Where do Stéphanie and her family picnic?
- Students then respond in writing in the target language to the following questions. In groups of 2 students share their answers orally in the target language.
 - Describe the place where you live.
 - Describe your house/apartment.
 - Describe your room.
 - Describe some particular characteristics of your house/apartment

Strategy 3: Cultural Reading- Students will read the two cultural passages and complete a Venn diagram, which they make themselves, by making comparisons between the two countries and the United States.

- [France](#)
- [Cameroun](#)

Strategy 4: Comparison Introduction

- Using the letter from Strategy 2 the teacher will write the following sentences on the board in the target language
 - Stephanie's house has three bedrooms.
 - Stephanie's house has three floors.
 - Stephanie's house has a balcony.
 - Stephanie's house has one bathroom.
 - Stephanie has 4 people in her family.
- Teacher asks the students the following questions and writes their responses next to the corresponding statement on the board.
 - How many bedrooms does your house have?
 - How many floors does your house have?
 - Do you have any balconies? If so, how many?
 - How many bathrooms?
 - How many family members are in your family?
- In English, teacher asks how students would compare the responses. (Answers will vary: example- Stephanie's house has more bedrooms than Sarah's house.) Teacher then asks students to respond in target language leaving out any unknown information. Teacher tells students the missing information needed to complete the sentences is a comparison.

Unit Title

Strategy 5: Teacher presents comparisons on board describing what they are, and how to use them properly in sentences. From previous activity students are asked to fill in missing information in target language based on the comparison rules explained by teacher in strategy 3.

Strategy 6: [Writing Proficiency on Comparisons](#)- (Individual Practice) Teacher circulates and corrects individual problems. Students can be paired low level with high level when necessary.

Strategy 7: Previous student homework assignment: In English write sentences using more...than, less...than and equal to. For each one, students must have 3 sentences using an adjective, adverb and noun.

- Teacher collects sentences then groups students in 3.
- Teacher distributes sentences randomly to groups.
- Students work together to translate the sentences in the target language.

Strategy 8: [Listening comprehension](#) – Listen to sentences on comparisons and mark the corresponding sentence. If not all students are able to have a computer this can be done as a whole class on a big screen TV.

Strategy 9: Students are given pictures, one dilapidated and one luxurious. [less2strategy9 - 2 casas.doc](#)
They must choose the home in which they prefer to live and justify why by writing comparative statements. [../Downloads/mru - hh/rubric luxurious or dilapidated house.xls](#)

Strategy 10: Formative assessment: Quiz on lesson 2. [../Downloads/mru - hh/quiz - lesson 2.doc](#)

Lesson 3: Identification of the best, worst, oldest, etc. homes in the target language cultures

Essential Questions: How and where do I live? How and where do people live in the countries where the target language is spoken?

Background: All material covered in lesson 1 and 2

Strategy 1: Superlatives Introduction: Students must interview 4 students in target language in order to fill out a grid about their homes. [../Downloads/mru - hh/superlative intro - strategy 1, 3.doc](#)

	Student 1	Student 2	Student 3	Student 4
How many bedrooms do you have?				
How many gardens?				
How many garages?				
How many computers?				
How many rooms?				

In English, teacher asks students who has the most/least for each question. Teacher writes responses on board.

Strategy 2: From strategy 1 the teacher explains what the superlative is and how to use it.

Strategy 3: Based on the responses from the interviews, students write a superlative sentence for each question response. Students must use the 5 most and the 5 least. Teacher calls on students to share answers orally.

Strategy 4: Teacher places pictures of celebrities on board.

- Students must write a sentence in their notebook using the superlative for each of the following (tallest, oldest, prettiest, youngest, the best) based on their opinions.
- Large paper is placed around the room, one for each celebrity. The papers should be labeled with the celebrity's name.
- Students must write one sentence for each celebrity on the paper.
- Teacher calls on students to present responses.

Strategy 5: Writing Proficiency Practice on Superlatives. Teacher circulates and corrects individual problems. Students can be paired low level with high level when necessary. [../Downloads/mru - hh/Superlative of Adjectives practice.doc](#)

Strategy 6: Round Robin- Students are placed into groups of four. Every student writes on a piece of paper an adjective. The student then passes the paper to the person on their right. That student writes a sentence using the adjective. Then the student passes the paper to their right again. That student writes a comparative statement using the same nouns, verbs, and adjective as in the previous sentence. Then the student passes the paper to their right one last time. That student writes a superlative sentence using the same nouns, verbs, and adjective as in the previous sentence. All sentences are read out loud to the entire class.

Unit Title

Strategy 7: Formative assessment: Quiz on lesson 3 [..\Spanish house and home\Quiz on Superlatives.doc](#)

Strategy 8: Students are given scenarios in the target language. For each scenario they must write 2 comparative statements and 2 superlative statements. [lesson3strat17.doc](#)

Lesson 4: Chores and daily routines

Essential Questions: How do I live? What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?

Background: All material covered in lessons 1, 2, and 3.

Strategy 1: Go over essential questions to introduce lesson.

Strategy 2: After oral discussion of questions, place large pieces of paper around room.

- Write the following headings on the papers: Chores inside the house, Chores outside the house, and Cultural Routines.
- Students walk around to each paper and write one thing specific to their family in English.
- Oral discussion of similarities and differences regarding responses.

Strategy 3: Introduction to vocabulary. Place one of the large pieces of paper next to the board. For each paper write the corresponding vocabulary on board in target language. There may be a need to include more vocabulary. Students will practice pronunciation by listening to the teacher and repeating what he/she says. [../Downloads/mru - hh/Vocabulario - chores.doc](#)

Strategy 4: Power Point Presentation. Teacher presents power point "Como ayudas en la casa?" As teacher goes through presentation students guess what chore is being shown. Then teacher will click to reveal the correct answer. Students will repeat sentence in target language. [../Downloads/mru - hh/power point chores.ppt](#)

Strategy 5: Battleship. [\\rcdhs-1\users-new\\$\Jennifer.Short\House and Home\battleship.doc](#). Print enough copies so that each student has one board. Students draw a boat in 5 boxes on their game board. Students do NOT share where their boats are. In pairs students try to find out where their opponent's boats are by asking questions in the target language, such as "¿Plancha tu hermana la ropa?" If the opponent has a boat in the corresponding box on their sheet they must put an X through it and say "Darn!" = "¡Caramba!" Then it's the opponent's turn to ask the question. When one of the students' boats are all sunk, the other student wins.

Strategy 6: [Writing Proficiency](#)- Chore vocabulary (Individual Practice). Teacher circulates and corrects individual problems. Students can be paired low level with high level when necessary.

Strategy 7: [Reading Comprehension](#)- Students read a story about a teenager's daily chores. In pairs students must answer the questions about the text.

Strategy 8: [Listening Comprehension](#): Students will hear people asking questions in different situations. They are to select the most logical answer and circle the corresponding letter on their [answer sheet](#).

Strategy 9: [Writing Proficiency](#)- Students will write questions, in the target language, based on the given pictures of something they like to do and something they don't like to do at home. Teacher circulates and corrects individual problems.

Strategy 10: Family Feud- Divide the class into rows each as a team, the topic is "Chores." The teacher starts of "En la sala, se..." (In the living room, one...). Each team must provide a chore that is done in the living room. The first team unable to contribute an acceptable answer will receive a penalty point. Continue to play game with other parts of the house. Game should be played no longer than 10 minutes.

Strategy 11: Listening Comprehension- This should be done in a computer lab. Listen to the following conversation about Leila and her mother. Do the following exercises then continue on to the next.

- [Part 1](#).
- [Part 2](#)
- [Part 3](#)
- [Part 4](#)

Strategy 11: Formative assessment: Quiz on lesson 4 [../Downloads/mru - hh/Quiz on lesson 4.doc](#)

Resources & Teaching Tips

Unit Title _____

- Bragger, Jeannette D. and Donald B. Rice. Allons-y! Le Français par Étapes. Fourth edition 1996: Heinle & Heinle Publishers, p. 247
- Valette, Jean-Paul and Rebecca M. Discovering French Blanc Lesson Quizzes and Listening Comprehension. 1994: D.C. Heath and Company, (Quiz 21 and Test Unit 6)
- Bragger, Jeannette D. and Donald B. Rice. Allons-Voir! Les Français et les Francophones. 1992: Heinle & Heinle Publishers, pgs. 58-59, 63, 66-67, 70-72, and 88-91
-
- Lesson 1: Reinforcement
 - Parts of the house notes: http://www.french-linguistics.co.uk/phrase_book/en/house_and_home.html
- Lesson 2: Reinforcement
 - Comparison notes
 - http://books.google.com/books?id=n19cAAAAMAAJ&pg=PA107&lpg=PA107&dq=french+comparison+of+adjectives+and+adverbs+exercises&source=web&ots=wqPjaFmsLj&sig=u9M2VnbpLnNQ1aFtS6n4_6HGSNU&hl=en&sa=X&oi=book_result&resnum=2&ct=result#PPA107,M1
 - <http://www.laits.utexas.edu/tex/gr/adj6.html> (also includes exercises for practice)
 - http://www.staff.city.ac.uk/~ra735/grammar/french/nounadjectivepronoun/comp_sup.html (also includes exercises for practice)
 - [More Notes](#)
- Lesson 3: Reinforcement
 - Superlative notes
 - <http://www.laits.utexas.edu/tex/gr/adv4.html> (also includes exercises for practice)
 - http://www.staff.city.ac.uk/~ra735/grammar/french/nounadjectivepronoun/comp_sup.html (also includes exercises for practice)
- Lesson 4: Reinforcement
 - Chore Vocabulary:
 - <http://www.quia.com/jg/215618.html>
 - (make your own flashcards) <http://www.flashcardexchange.com/flashcards/list/504017>
 - [What? When? Where? Why? For chores](#)
 - [Chore grid](#)

Accommodation/Differentiation ideas and tips

- 1) Refer to resources for extra practice.
- 2) Lesson 1 Strategy 5: Low level will have a word bank. High level will not have a word bank.
- 3) Lesson 1 Strategy 6: Low level- interviewer asks questions in English. High level- interviewer asks questions in target language.
- 4) Lesson 1 Strategy 9: Low level- students create a blue print. High level- students create a power point presentation, a brochure, a booklet, or a model.
- 5) Lesson 3 Strategy 4: Low level- choose 2 out of the 4 celebrities on whom to write a sentence. High level- write one sentence for each celebrity.
- 6) Grouping- high level students may be paired with low level students.

Technology Integration/Content Connections

Incorporated throughout lesson and as extra resources.

Delaware World Language Curriculum Unit Template

Preface: This unit has been created as a model for teachers in their designing or redesigning of course curricula. It is by no means intended to be inclusive; rather it is meant to be a springboard for a teacher's thoughts and creativity. The information we have included represents one possibility for developing a unit based on the Delaware content standards and the Understanding by Design framework and philosophy.

Subject/Topic Area: World Languages**Grade Level(s): H2****Searchable Key Words: schedules, classes, activities, sports, leisure****Designed By: Jennifer Short, Gina Travalini****District: Red Clay****Time Frame: 2-4 weeks****Reviewed by:****Date:****Brief Summary of Unit**

This unit is taught at the beginning of the school year, and it builds on the Level 1 unit entitled, My School. This unit is more in-depth because it challenges students to reach out to students in their target language culture and learn more about their school experience. The transfer task focuses on interacting with an exchange student from the target language culture.

Charter School Unit Modification**Guiding Questions**

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit helps students to build connections between their own language and culture and the students and culture of Spanish-speaking countries.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available. The high school will have classrooms for students.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Unit Title _____

Stage 1: Desired Results (Determine What Students Will Know, Do and Understand)

Delaware World Language Content Standards

1.1 Interpersonal Communication

Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers, and/or members of the target cultures.

1.2 Interpretive Communication

Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.

1.3 Presentational Communication

Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target culture.

2.2 Cultural Products and Perspectives

Students search for, identify and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods and clothing) of the culture studies as found within their homes and communities.

3.2 Access to Information

Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.

4.1 Language Comparisons

Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.

4.2 Cultural Comparisons

Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

Big Idea (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Home; Friendship; Immigration.)

Student Life

Unit Enduring Understandings (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: People live differently in different cultures; their homes reflect cultural perspectives.)

High school students across the world share some common school experiences, although differences exist due to culture.

Unit Title _____

Unit Essential Question(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Ex: *What is healthful eating? What would it be like to live in a home in China?* Unit assessment should focus on these questions.)

- What is my high school experience?
- What is high school like for students in other cultures?

Knowledge & Skills (This should include key knowledge and skills that students will acquire as a result of this unit? Ex: possessive adjectives, present tense of the verb “to have”.)

It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: Ask questions and provide responses; Comprehend basic directions.) **[Grade Level Expectations]**

Students will know...

- Vocabulary relating to school subjects, sports, and extra-curricular activities.
- Present tense of regular verbs
- Present tense of irregular verbs (to have, to be, to go, to come, to do, to play, to start, to eat lunch, to think, to be pleasing to)
- Near future (to go + infinitive)
- Agreement and placement of adjectives
- How to make and answer questions

Students will be able to...

- Discuss classes and extra-curricular activities in the target language
- Compare and contrast classes and extra-curricular activities in the United States and in the target language culture
- Decipher an authentic report card in the target language
- Identify classes and extra-curricular activities in the target language
- Create a course schedule and extra-curricular request form in the target language.
- Interview a student in the target language about his/her current classes and activities as well as future classes and activities
- Write an article in the target language about classes and extra-curricular activities
- Persuade others in the target language to participate in a specific extra-curricular activity

Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

Suggested Performance Task(s)

Essential Questions:

- What is my high school experience?
- What is high school like for students in other cultures?

SUMMATIVE IPA

Scenario: Your family is hosting an exchange student from the target language culture. You need to help him/her decide his/her future school schedule and extra-curricular activities.

Unit Title _____

Interpretive Task #1: Students should read the attached report card for a student attending high school in the target language culture and answer the following questions in English by writing the answers on paper. [Rubric for interpretive task 1 - spanish.doc](#)(*These questions should be written in the target language even though the students are to answer them in English.)

- What is the student's name?
- In what grade is the student?
- What subjects is the student studying?
- In what subject is the student receiving the best grade? The worst grade?
- What is the name of the school and what type of high school is it?
- Based on how well the student is performing, what classes do you think the student would be interested in taking next year? Why?

Interpretive Task #2: Read an article about students in the target language culture regarding extra-curricular activities. Students are to answer the following questions in English by writing the answers on paper.

- How many activities does he/she participate?
- List the sports in which he/she participates.
- List any clubs of which he/she is a member.
- Are any of these activities affiliated with school? If so, which ones?

Interpersonal Task: Students work in pairs in the target language to talk about the similarities and differences with their classes and activities and those from the target language culture (refer to report card). Students will complete a [Venn Diagram For.mht](#) based on their conversation. [interpersonal rubric.htm](#)

Presentational Task: Students are given two forms from their guidance counselor, one on [course selections](#) and the other on desired [extra-curricular activities](#). They are to write the desired courses in the target language for the exchange student for the upcoming school year based on the previous courses on the report card from interpretive task #1. They should also include extra-curricular activities for the exchange student based on the blog from interpretive task #2 and the interpersonal task. Students must write a letter to their guidance counselor explaining their selections for the exchange student, justifying why they are going to require those classes and activities. [Guidance counselor letter.doc](#)

- G- Student selects courses and extra-curricular activities.
- R- Student serves as advisor to exchange student
- A- Guidance counselor and exchange student
- S- Recommending a schedule
- P- Completed course selection form and desired extra-curricular activity form and paragraph of justification
- S- Students must write a paragraph explaining their selections for the exchange student, justifying why they are going to require those classes and activities. Students must use the future tense.

Rubrics/checklists for Performance Tasks (This should include holistic or analytic-trait rubrics used as a scoring guide to evaluate student products or performances.)

[guidance counselor letter.htm](#)

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Unit Title _____

Student Self-Assessment and Reflection

Students will complete the “I can...” check-list at the end of the each lesson.

1. _____ I can use vocabulary relating to school subjects, sports, and extra-curricular activities to communicate my thoughts.
2. _____ I can conjugate present tense of regular verbs.
3. _____ I can conjugate present tense of irregular verbs.
4. _____ I can conjugate the near future tense.
5. _____ I can make agreements of adjectives and properly place them in a sentence.
6. _____ I can make and answer questions.
7. _____ I can discuss classes and extra-curricular activities in the target language.
8. _____ I can compare and contrast classes and extra-curricular activities in the United States and in the target language culture.
9. _____ I can decipher an authentic report card in the target language.
10. _____ I can identify classes and extra-curricular activities in the target language.
11. _____ I can create a course schedule and extra-curricular request form in the target language.
12. _____ I can interview a student in the target language about his/her current classes and activities as well as future classes and activities.
13. _____ I can write an article in the target language about classes and extra-curricular activities.
14. _____ I can persuade others in the target language to participate in a specific extra-curricular activity.

Stage 3: Learning Plan (Design Learning Activities To Align with Goals and Assessments)
Key learning events needed to achieve unit goals

Lessons in Model Resource Unit:

Lesson 1: Describing schools and courses.

Lesson 2: Describing extra-curricular activities and future events.

Lesson 1: Describing schools and courses.

Essential Questions: What is my high school experience? What is my high school like for students in other cultures?

Background: dates, times, numbers, alphabet, and level 1 curriculum (See resources and teaching tips for additional worksheets on this topic.)

Strategy 1. Present big theme and enduring understandings as well as the essential questions and objectives for the unit.

Strategy 2. KWL- Students will fill out a [KWL Chart.doc](#) regarding school life in the target culture. Have students pair share and then culminate the results of their previous knowledge by presenting their results to the class and adding new vocabulary to their chart.

Unit Title _____

Strategy 3. Look at several examples of class schedules. Identify cognates. Complete a dictionary activity to look up unknown vocabulary words and create a vocabulary list. Students present findings to class.

Strategy 4. [Flashcards](#): show students pictures representing each class and have students listen and repeat the correct term for each in the target language. Show word in target language on reverse side. (see Accommodations for extra tips)

Strategy 5. Students listen to an [audio](#) of native speakers talk about their school classes and schedule. Complete the [worksheet](#) based on the information in the audio clips. (See resources and teaching tips for additional worksheets on this topic.)

Strategy 6. Create a verbal charade game, “Catch phrase.” Students are put in groups and given a flashcard of a class. Students must create 3 sentences in the target language describing the class without using the word. Each group must read the descriptions to the class. The class must guess the correct answer.

Strategy 7. Grammar of regular and irregular verbs [Practice with Common Irregular Verbs.docx](#)- modeling, rule instruction, a worksheet. (See resources and teaching tips for additional worksheets on this topic.)

- Students generate a list of previously learned verbs in their notebook.
- Teacher compiles list of verbs on board and includes any other important ones that were not mentioned.
- On board teacher and students go through the list of verbs dividing them up into categories related to verb endings, i.e., ar verbs, ir verbs, and er verbs as well as irregular verb category.
- Teacher then reviews conjugation of each category of verbs, giving examples of how each verb is used in a sentence. Students take notes.
- Students complete a worksheet on regular [The Present tense.docx](#) and [irregular](#) verbs.
- Break students into groups of three to do a Round Robin activity creating sentences. Each student should take out a piece of paper and write a subject on their paper (e.g. The boy, I, Elena...). They then pass the paper to their left. On the paper in front of them, they should then add a verb, conjugated correctly to fit the subject in the present tense. They then pass their papers to the left. On the paper in front of them, they should finish the sentence, by adding some additional information that fits with the subject and verb. At the end, each student (regardless of his/her group) should have a total of 6 sentences. All group members are responsible for making sure to check for grammar and content.

Strategy 8. Review adjectives with instruction, modeling, and worksheet.

- [Flashcards](#): Students are shown several pictures of different people and emotions, classes, and objects. Based on each picture, students are to write as many adjectives as possible.
- The teacher and students then compile a master list which is written on the board.
- In groups of 2, students must group the adjectives into categories based on patterns of masculine/feminine and singular/plural. Based on student responses, the teacher will write findings on board and then review the patterns.
- Students complete [worksheet on adjective formation](#).
- Teacher explains placement of adjectives in sentences by showing the pictures used in the first task and writing a sentence for each on board. Students must also write at least one other sentence, not using the same adjective as the example. Responses are read aloud and written on board.
- Students complete a [worksheet on placement of adjectives](#).

Strategy 9. Review question formation and how to respond to questions.

- On the board the teacher writes several questions using different question words and different forms. Students must underline the question words and circle any common words/expressions (tag words, punctuation, inversion). Then divide the questions into 2 groups: yes/no questions and information questions.
- Based on student responses, the teacher goes over the correct answers and places the questions based on the patterns that were found into one of the 2 categories. Teacher reviews formation of questions based on patterns and examples.

Unit Title _____

- Based on the questions, the teacher reviews how to respond correctly to questions. The teacher responds to several of the questions (modeling). The students then respond to the remaining questions in their notebooks. After several minutes, students are asked individually to answer the questions aloud.
- Students complete [worksheet on question formation](#).
- Break students into small groups for the Toss-a-Question activity. Each group generates a question onto a piece of paper, wads the question into a ball and tosses it to the next group to answer, then they toss it back to the originator to evaluate.

Strategy 10. Formative Assessment: [Quiz on lesson 1](#)

Strategy 11. GRASPS task: You are journalist for your school newspaper. Your assignment is to interview the new foreign exchange student from the target language culture. Since he/she cannot speak English, you must conduct your interview in the target language. Create a variety of questions using both information and yes/no questioning techniques. You must interview the exchange student and record his/her responses. Then write an article about the student in third person. (see Accommodations for extra tips)

G- To write an article about a foreign exchange student.

R- Journalist for a school newspaper

A- School students and staff

S- You are journalist for your school newspaper. Your assignment is to interview the new foreign exchange student from the target language culture. Since he/she cannot speak English, you must conduct your interview in the target language.

P- Article in newspaper

S- Create a variety of questions using both information and yes/no questioning techniques. You must interview the exchange student and record his/her responses. Then write an article about the student in third person.

Lesson 2: Describing extra-curricular activities and future events.

Essential Question: What is my high school experience? What is my high school like for students in other cultures?

Background: All material covered in lesson 1 and level 1 curriculum

Strategy 1. Use the “Say Something” strategy (Student partners work together to decide how far to read silently before stopping to “say something” that can be a summary, a question, or a connection. At that point, both students should say something. The process is repeated until the end of the text. Then, the whole class will meet to discuss the text.) Students read a culturally [authentic article](#) from a magazine about activities. Students highlight the sports/leisure activities they recognize and circle the cognates. Students and teacher compile a class vocabulary list from their results. Teacher adds other desired vocabulary.

Strategy 2. Sports/leisure vocabulary practice: collage, pictures/sentences, activities paragraph based on picture (differentiated activities – see Accommodations for more instructions)

Strategy 3. GRASPS task: You are either a coach or an advisor for a school club/sport. Your sport/club is in danger of being cut due to low enrollment. You must design a brochure in the target language for open house highlighting the benefits of your program. You must include vocabulary from this unit. [Rubric](#)

G- Persuade students to join your club/sport

R- coach/advisor

A- students

Unit Title _____

S- You are either a coach or an advisor for a school club/sport. Your sport/club is in danger of being cut due to low enrollment.

P- Brochure

S- Brochure must be persuasive and include vocabulary from this unit.

Strategy 4: Students will look through all the brochures and choose the one sport or club they would like to join and explain why verbally in the target language.

Strategy 5: Organize students into small groups to exchange brochures from the GRASPS task. Each group creates a set of questions in the target language for students to answer about the brochure or the sports or clubs. The students will then answer these questions as a group in the target language.

Strategy 6. Review near future tense (to go + infinitive) by instruction, modeling, and guided practice then worksheet.

- Teacher writes several sentences on the board in target language. Some of the sentences are in present tense and others are in future tense.
- Students must identify sentences as either present or future tense. Students raise right hand if they think the sentence is present tense and left hand if they think the sentence is in the future tense.
- Students identify the common verb used each of the future tense sentences. Students also identify the other verb tense common in all future tense sentences. From their responses a general formula for creating future tense sentences is formed i.e. subject + form of the verb to go + infinitive
- Students are shown [pictures](#) of places and given a subject. For each picture students must create a future tense sentence describing what the subject is going to do at the indicated place. Students read their responses aloud.
- Students complete a [worksheet](#) on future tense.

Strategy 7. Dice Game

- Students are divided into pairs and given a die.
- Each number of the die corresponds to a subject pronoun (ie: 1. I 2. you (informal) 3. he 4. we 5. you (plural) 6. they) and an infinitive (ie: 1. to go 2. to eat 3. to make 4. to speak 5. to play 6. to be).
- One student is the recorder and the other is the die roller.
- 1st roll- number corresponds to subject pronoun.
- 2nd roll- number corresponds to infinitive.
- Students must use both subject pronoun and infinitive to create a sentence in the near future. Students must also include a predicate. Groups continue to roll die and make sentences until teacher says, "Stop!" The group with the most correctly formed sentences wins.

Strategy 8. Formative Assessment: [Formative Assessment - lesson 2.doc](#)

Strategy 9. Students complete a [Mi horario - graphic organizer.doc](#) on tomorrow's schedule. Based on their schedule, students write a paragraph in the target language using the future tense. Students then meet in groups and write an essay using the future tense in the target language comparing and contrasting their schedules.

Resources & Teaching Tips

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

Lesson 1

Background:

- [Required vocabulary from Level 1](#)
- [Review sheet](#) of vocabulary from Level 1
- [Study Guide](#) for Review test of material covered in Level 1
- [Review test of material covered in Level 1](#)

Strategy 1: [School Vocabulary Game](#)

Strategy 5:

Unit Title _____

- [Answer key](#) with examiner's comments
- [Script](#)

Strategy 7: [Present tense](#)

Strategy 8: [Adjective practice](#)

Lesson 2

Strategy 1:

- [Sports Vocabulary Review](#)
- [Sports Vocabulary Review 2](#)
- [Hobbies](#)

Strategy 6: [notas - futuro inmediato.doc](#)

Accommodation/Differentiation ideas and tips (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations that are needed to meet special needs students. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Lesson 1, Strategy 4: Instead of showing students flashcards you designed, you, the teacher, could break the kids into small groups or even have them work individually to create their own flashcards. This activity would be designed to help those low level students.

Lesson 1, Strategy 11: Instead of having the students type their interview and write it in the form of a newspaper article, they could present their interviews in front of the class. Another suggestion is to have the students incorporate technology by typing their articles, using Microsoft Publisher or another similar program, to produce realistic-looking newspaper columns.

Lesson 2, Strategy 2: This strategy is broken into three types of categories, depending on the level of the students (low, mid, high). Low: students create a collage of pictures of different sports and leisure activities, labeling the activities in the target language. Mid: students provide 8 pictures of sports and leisure activities and write a sentence about each one in the target language. High: students provide pictures of sports and leisure activities and write a paragraph about those activities in the target language.

Technology Integration/Content Connections

- Find out what life is like at school in Spanish-speaking countries.
http://www.bbc.co.uk/schools/primaryspanish/learn_more/school/slideshow1.shtml
- Lesson 1 Strategy 5:
http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1_f_list_school_rev_2.shtml
- Language Internet Activities: Click on the language desired on the left. Choose specific activities to review. Covers a variety of topics such as colors, numbers, adjectives, verbs, vocabulary, body, city life, school life, etc.
<http://www.languagesonline.org.uk/>
- Check out the iEARN website. It is an educational website designed for teachers to interact with other teachers across the world. It also has many uses for students in your classes to create pen pals and even blog with other students. There is a fee for use of their program.
www.earn.org

Delaware World Language Curriculum Unit Template

Preface: This unit has been created as a model for teachers in their designing or redesigning of course curricula. It is by no means intended to be inclusive; rather it is meant to be a springboard for a teacher's thoughts and creativity. The information we have included represents one possibility for developing a unit based on the Delaware content standards and the Understanding by Design framework and philosophy.

Subject/Topic Area: World Languages

Grade Level(s): H2

Searchable Key Words: travel, vacations

Designed By: Jennifer Short

District: Red Clay

Time Frame: 4 weeks

Brief Summary of Unit

This unit should be taught in Spanish 2 as Unit Two of study.

Through class discussion, web searches, readings of primary materials, and peer interactions, students will discover the cultural similarities and differences between traveling in the target language culture and in the United States. They will gain communication skills, will express opinions and preferences and will develop cultural perspectives of countries.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit teaches important concepts and reinforces vocabulary for travel in Spanish speaking countries.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available. The high school will have classrooms for students.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Stage 1: Desired Results **(Determine What Students Will Know, Do and Understand)**

Delaware World Language Content Standards

1.1 Interpersonal Communication

Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers, and/or members of the target cultures.

1.2 Interpretive Communication

Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.

1.3 Presentational Communication

Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target culture.

2.1 Cultural Practices and Perspectives

Students demonstrate the importance of following cultural expectations while participating in cultural practices.

3.1 Connections to Other Disciplines

Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, health and physical fitness and the performing arts.

3.2 Access to Information

Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.

4.1 Language Comparisons

Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.

4.2 Cultural Comparisons

Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

5.1 Transfer to Communities

Students contact local agencies to secure information regarding products or practices of target-language cultures.

Big Idea **Travel**

Unit Enduring Understandings

Travel connotes different meanings to people according to their needs, resources, and experiences.

Unit Essential Question(s)

- How are my travel needs similar to and different from those from other cultures?
- What information do I need to know in order to plan a trip to a foreign country?
- What is my definition of a vacation and how does that differ from someone's from another culture?

Knowledge & Skills

Students will know...

- airplane travel
- lodging
- direct and indirect object pronouns
- direction words
- the past tense of regular verbs as well as "ir," "ser," "hacer," "ver," and "dar."
- Nature in Costa Rica

Students will be able to...

- identify different types of lodging
- identify different parts of the airport
- describe what their definition of a vacation is
- plan a vacation to a Spanish-speaking country
- compare and contrast cultural practices and perspectives
- make and answer questions in the target language
- decipher an authentic story in the target language
- listen and comprehend authentic dialogues in the target language

Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

Suggested Performance Task(s)

Essential Questions:

- How are my travel needs similar to and different from those from other cultures?
- What information do I need to know in order to plan a trip to a foreign country?
- What is my definition of a vacation and how does that differ from someone's from another culture?

SUMMATIVE IPA

Scenario: You are planning a trip to a Spanish-speaking country for you and your family.

Interpretive Task: Write an email to a friend telling him/her all about your trip. The email must be in Spanish and must include as many details as possible – where you are vacationing, what you are doing, and how you feel. Check for all spelling, grammar, or vocabulary errors.

Interpersonal Task: You will role play a conversation with another classmate in Spanish. For extra credit, you may choose to turn this into a video skit with production value and props. You have a choice of topics: a) Customs officer and traveler; b) Travel agent and traveler. In choice a, the conversation will take place in the airport where the customs officer will ask questions about your luggage, any souvenirs, where you went, etc. In the second option, the conversation will take place in the travel agency or on the telephone where you will discuss preparations for your trip to a foreign country – what you need to do beforehand, what you will need to pack, where you will stay, what you will do, etc. Both conversations should last for 3 minutes and should be creative. The focus will be on vocabulary, grammar, tone, pronunciation, and eye contact.

Presentational Task: Design a brochure for your trip that looks professional and creative, with multiple resources. The brochure should provide information on the following elements of your trip: accommodations, your travel itinerary, activities as to what you and your family can do, local currency, local cuisine, and any travel or safety concerns.

Rubrics/checklists for Performance Tasks

Other Evidence

Ongoing formative assessments and observations.

Student Self-Assessment and Reflection

Written Reflection:

Students will complete the “I can...” check-list at the end of the each lesson.

1. I can discuss travel preparations.
2. I can talk about things I do at the airport.
3. I can ask how to get around town.
4. I can use direct object pronouns.
5. I can use indirect object pronouns.
6. I can say where I went and what I did on vacation.
7. I can ask information questions.
8. I can talk about buying gifts and souvenirs.
9. I can use the preterit of regular –AR verbs.
10. I can use the preterit of irregular *ir, ser, hacer, ver* and *dar*.

Stage 3: Learning Plan (Design Learning Activities To Align with Goals and Assessments)
Key learning events needed to achieve unit goals

Lessons in Model Resource Unit:

Lesson 1: Airport

Lesson 2: Lodging

Lesson 3: Direct and Indirect Object Pronouns

Lesson 4: Past Tense

Lesson 1: Airport

Essential Question: What information do I need to know in order to plan a trip to a foreign country?

Background: All Level 1 material plus Unit 1 material

Strategy 1: Present big theme and enduring understandings as well as the essential questions and objectives for the unit.

Strategy 2: Introduction to vocabulary.

- Show a video clip with the vocabulary words in clips to introduce the words. (the clip will come from the *Avancemos Level 2* DVD series)
- After the video the teacher will pass out a list of vocabulary the students need to know and review the words they learned from the video. [../travel_2/leccion 1, voc 1.doc](#)
- We will also discuss any words they already know.

Strategy 3: Reading comprehension

- Read several short paragraphs aloud in class from the *Avancemos Level 2* book on pages 37-38 to learn the definitions of the rest of the vocabulary.

Strategy 4: Verbal practice

- Show students clip art/pictures from the Internet of parts of the airport and have the students guess the Spanish word. [../travel_2/pics airplane travel.docx](#)

Strategy 5: Play Bingo with pictures of the airport.

Strategy 6: Independent work

- Students will complete a worksheet packet practicing their usage of the vocabulary. (the packet will come from the *Avancemos Level 2* Cuaderno A, B, and C from Unidad 1, Leccion 1)

Strategy 7: Picture Scene

- Students will look at a picture depicting a scene from an airport and will create a mini-dialogue based on the scene. [../Documents/curriculum/422 AirportScenes.jpg](#)

Strategy 8: Formative Assessment

- Quiz on airport and air travel [../travel_2/air travel quiz.docx](#)

Lesson 2: Lodging

Essential Questions: What information do I need to know in order to plan a trip to a foreign country? How are my travel needs similar to and different from those from other cultures?

Background: All Level I material plus everything covered in Unit I and Lesson 1

Strategy 1: Revisit the big theme and enduring understanding, as well as the essential questions for this lesson. Ask students where they stay when they travel. Ask them to list different types of accommodations on the board.

Strategy 2: Present students with a vocabulary list of words they need to know related to accommodations. They must work in pairs to define as many words as possible within a 7 minute time period. The winning team wins an incentive prize (maybe extra points).

Strategy 3: Reading comprehension

- Read some notes in English about types of hotels. (book *Mucho Gusto* pages 202-203)

Strategy 4: Reading comprehension

- Read about pensiones. (book *En Espanol II* pages 246-251)

Strategy 5: Reading comprehension

- Read a dialogue about a hotel and answer the questions that follow. (book *Mucho Gusto* page 201)

Strategy 6: Verbal and written practice

- Students look at pictures of different hotels, hostals, and pensiones and have to choose where they would rather stay and why (in Spanish). [../Documents/curriculum/hotel, hostel, pension.doc](#)

Strategy 7: Conversation

- Students must create a conversation pretending one person is checking in and one works in reception (in Spanish).

Lesson 3: Direct and Indirect Object Pronouns

Essential Questions: How are my travel needs similar to and different from those from other cultures? What information do I need to know in order to plan a trip to a foreign country?

Background: All material covered in lessons 1 and 2

Strategy 1: Post sentences on the board related to travel and accommodations that are missing vocabulary words. Have students fill in the spaces with the relevant vocabulary words.

Strategy 2: Using those same sentences, ask for volunteers to locate the verb(s) in each sentence. Then ask them to find any direct objects. Most students may not know what a direct object is, so ask “What?” or “Who?” after each verb until each of those sentences has the verb(s) underlined and the direct object underlined twice. Now explain that direct objects occur after a transitive action verb and answer the questions, “who” or “what.” (Hopefully students have been exposed to this concept in Spanish I and this is just a review).

Strategy 3: Give each student an index card with a noun related to travel. Their will be four corners of the room that will have signs for “lo,” “la,” “los,” and “las.” Each student must then tell you which direct object pronoun would best replace the noun on the card by standing with their card in the appropriate corner of the room.

Strategy 4: Independent practice

- Give students the worksheet on direct object pronouns and ask them to replace the underlined word with the best pronoun. <http://www.colby.edu/~bknelson/SLC/D01.php>

Strategy 5: Explanation

- Students must be taught where a direct object pronoun falls into a sentence. Use some examples on the board and again ask for student volunteers to find the verb, the direct object, replace it with a pronoun, and rewrite the sentence correctly. <http://www.drlemon.com/Grammar/directobjects.html>

Strategy 6: Guided Practice

- Using Dr. Lemon’s webpage, print out the worksheet and have students complete it as an in-class assignment. Show the work using an Elmo to demonstrate any needed corrections and have the students peer edit their papers/work.

Strategy 7: Human Sentences

- Create sentences using direct objects. Put one word each on a separate piece of copy paper. On pieces of colored construction paper, write the different direct object pronouns. Give a piece of white construction paper to each student. Have them stand in the front of the room. Nominate 2 students to organize them into a logical sentence, then ask each student to read his/her word aloud. Once everyone agrees on the sentence, ask another student to identify those students who represent the direct object of the sentence. Those students will be kicked out of the sentence (out of the family, I call it). That same student will replace them with the appropriate direct object pronoun. It is the job of the 2 directors to re-organize them and have the students read their cards again. Repeat. (I usually create at least 4 sentences, that get progressively longer and more difficult).

Strategy 8: Practice

- Students must create 6 questions using direct objects. They will turn in these questions and another person will respond to these questions replacing the direct objects with pronouns.

Strategy 9: Introduce Indirect Objects

- Have sample sentences about travel again on the board (perhaps they are the same or similar to the ones beforehand). Again ask student volunteers to underline the verb and underline twice the direct object. Now ask the students for whom you are doing these tasks. Is anyone getting anything out of it? Have them circle those people. Explain the definition of indirect object pronouns.

Strategy 10: Indirect Object Pronouns

- Introduce the students to the different pronouns. Remind them they have seen them before with the verb “gustar.”

- Give the students pictures of food and index cards with different indirect pronouns and ask them to form 3 sentences to talk about different foods a variety of people enjoy.

Strategy 11: Explanation

- On the SmartBoard, showcase the website for StudySpanish.com and read through the uses of indirect object pronouns with the students. Then, give them the opportunity to earn points and practice by asking for volunteers to complete the Basic Quiz.
<http://studyspanish.com/practice/iopro1.htm>

Strategy 12: Independent Practice

- Print out the worksheet and allow students to work on it in class and then, in pairs, make any error corrections. An example can be done afterwards on the Elmo.

Strategy 13: 4 Corners

- Give each student an index card with a noun related to travel. There will be six areas of the room that will have signs for “me,” “te,” “le,” “nos,” “vos,” and “les.” Each student must then tell you which indirect object pronoun would best replace the noun on the card by standing with their card in the appropriate area of the room.

Strategy 14: Manipulatives

- Students will be put into pairs and will create sentences using cut up pieces of paper from an envelope. They will use these pieces of paper to form complete sentences. Once the teacher has checked each sentence, they will then have to decide which part of the sentence represents the indirect object and remove it. The next step will entail writing the correct pronoun on the back of one of the slips of paper and putting it back into the sentence in the correct location.
[../travel_2/manipulatives - indirect.docx](http://travel_2/manipulatives-indirect.docx)

Strategy 15: Formative Assessment

- Quiz on Direct and Indirect Object Pronouns [../travel_2/prueba - direct, indirect.docx](http://travel_2/prueba-direct-indirect.docx)

Lesson 4: Past tense

Essential Questions: Why do people travel? How are my travel needs similar to and different from those from other cultures?

Background: All material covered in lessons 1, 2, and 3.

Strategy 1: Refer back to the Enduring Understanding and Essential Questions.

Strategy 2: Hand out a different index card to each student with a different verb. Ask the students if they can identify that verb or categorize it correctly in the preterit. I have a list of all of my categories on the board and I ask my students for their verb and number in Spanish. If they are correct, they write their verb on the board in the correct category, earn a participation point, and grab a new card; if not, they wait their turn and try again.

Strategy 3: After learning how many students are comfortable with the preterit, we are able to discern the appropriate level of instruction. I then show my Power Point presentation but only go through the immediate past and the regular –AR verbs, to begin. [../travel_2/EL PRETERITO.ppt](http://travel_2/EL-PRETERITO.ppt)

Strategy 4: We play a version of Hot Potato or “Patata Caliente” where I toss around a ball and yell out different verbs and different subjects and the recipient has to say the correct form or pass it to someone else. At this point, I do have the forms highlighted on my board or SmartBoard until the students are familiar with them.

Strategy 5: The teacher writes a story on the board in the present tense in Spanish. The students take turns volunteering to underline all the verbs. They must then change the verbs from the present to the past. (I usually do this in such a way as to use enough verbs for every student and to try to use all or most of their names). I then ask them to add at least one sentence to the story.

Strategy 6: Independent Practice

- The students complete worksheets from the Cuaderno pages 27-28 that follow their text *Avancemos Level 2 Unit 1 Lección 2*.
http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=av1012cn_1_gram_a_27

Strategy 7: Notecards

- I return to the notecards to see how many students can find the “gemelos” as well as the “primos.”

- Once they are discovered, we discuss what makes them different or unique. I re-introduce the Power Point and we continue with those sections.

Strategy 8: Reading Comprehension

- The students work with a partner to read the paragraph and to see which verb fits and how to change it to make sense. <http://my.hrw.com/tabnav/controller.jsp?isbn=0547318685>

Strategy 9: Listening Comprehension

- I show my students the music video “La historia de Juan” by Juanes. Before I play anything, I ask them just to watch the video and listen to the music and the lyrics. After the song finishes, we discuss the tone of the music, the sights in the video, and any symbolism.
- I then give them a worksheet with the lyrics but with some missing words. I replay the song twice more and they must complete the worksheet filling in the missing words (all in the past).
- Afterwards, we discuss what the moral of the song was, why it was told in the past, and relate it to our experiences.
- The students are asked to finish the exercise with an artistic representation of their emotional response, whether that be in prose, poetry, artistic drawing, or song.

Strategy 10: Conjugation Relay

- Students are divided into 3 teams. There is a line of scrimmage and a space for each team to write on the board. When the whistle sounds, one teammate at a time, must write the “yo” form of the given verb correctly in the past tense. When he/she passes the line of scrimmage, the next teammate may go to write the next form, and so on and so on. The first team to correctly give all 6 forms in the preterit in a way that is legible wins a point. I do this for about 15 minutes as a way to review all verb forms.

Strategy 11: Summer/weekend plans

- Working in pairs, each group must create 8 questions in the past asking another group about what they did the past weekend or past summer. When they finish, they will switch with the other group and answer the questions.

Strategy 12: Formative Assessment

- Quiz on the past tense [lesson 4 - quiz on pretérito regulares.doc](#)

Resources & Teaching Tips

- Lesson 1: Reinforcement
- Lesson 2: Reinforcement
- Lesson 3: Reinforcement
- Lesson 4: Reinforcement
 - I categorize the preterit into 9 different categories
 - 1. Regular verbs
 - 2. Yo irregulars
 - 3. 3rd person irregulars
 - 4. Gemelos / twins (ser, ir)
 - 5. Primos / no accentos (ver, dar)
 - 6. UV stems
 - 7. U stems
 - 8. I stems
 - 9. J stems

Accommodation/Differentiation ideas and tips

- 1) Refer to resources for extra practice.
- 2) Interpretive Task for the IPA: To make this more challenging, ask that the email be conducted in the preterit tense and be sent to a Spanish-speaking pen pal describing everything that happened on the trip.
- 3) Allow the Presentational Task for the IPA to be developed with a partner. Instead of asking for a professional-looking brochure, allow the students to create their brochure using a variety of formats: Publisher, Power Point, Microsoft Word, Construction Paper, Poster Board, a Collage.

- 4) Lesson 3, Strategy 8: Allow students to work in pairs. Students can post their questions on a web page and their peer(s) can respond as they would to a blog.

Technology Integration/Content Connections

Incorporated throughout lesson and as extra resources.

Curriculum Framework for Visual Arts

School: Sussex Academy of Arts and Sciences

Curricular Tool: NA

Course: Art I

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Essentials of Drawing Balance/Composition Timeline : 3 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.4 (E) Demonstrate how a single medium or technique can be used to create multiple effects in works of art 2.1 (E) Identify the elements of art 2.2 (E) Select and use the elements of art in works of art 2.3 (E) Identify the principles of design 2.8 (E) Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art 5.1 (E) Discuss how individual experiences influence personal works of art 5.3 (E) Describe personal responses to selected works of art	Concepts: Basics of drawing shapes, contour lines, and shading. Composition Big Ideas: Artists create works of art employing both conscious and intuitive thought. Art may be created solely to fulfill a need to create.	Essential Questions: What is art? What makes art more or less authentic? To what extent can media be manipulated using a variety of techniques and processes? Learning Targets: Students will create works of art that use specific principles to solve visual problems. Students will demonstrate skill in observation from real life to present convincing, accurately rendered objects or subject matter Students will understand the difference of contrast in a drawing. Students will be able to use different shading techniques to create one drawing.	Suggested Formative Assessment: Self evaluation Participation in oral class discussions Vocabulary splash Suggested Summative Assessment: Quizzes Participation readings Rubrics Sketchbook entries Art Project: Student will create a 3 day long still life drawing, starting with contour lines. Students will use shading to create depth Art Project: Students will create a contour line drawing of objects using the overlapping techniques. Students will use pen to go back in over top of pencil. Sketchbook options: * Illustrate your favorite poem * Draw the contents of a trash can * Drawing of a house * Draw an object with a surface texture. * Draw tools used in certain professions * Draw a tennis shoe * Draw a large jar and fill it up with something (candy, toys, rock, etc) * Design a school desk

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			* Draw your favorite snack food * Draw an object melting * Draw a bowl of fruit, shade it. * Draw hands holding something * Draw a mechanical object * word picture: select a word that brings to mind a mental picture, draw the word as the shape of the object, such as the word apple in the shape of an apple, or apples spelling out the word. * Draw popcorn * Keyhole: what would you see through a key hole?
Unit Two: Line Timeline: 2 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.2 (E) Use selected two dimensional and three-dimensional media to communicate ideas 1.4 (E) Demonstrate how a single medium or technique can be used to create multiple effects in works of art 2.1 (E) Identify the elements of art 2.2 (E) Select and use the elements of art in works of art 2.3 (E) Identify the principles of design	<u>Concepts:</u> contour lines Blind contours Principles of perspective Vanishing points Vertical, parallel, perpendicular lines <u>Big Ideas:</u> Artists must understand media, techniques and process as tools to communicate Artists consider multiple approaches to visual problems Form and function may or may not be	<u>Essential Questions:</u> Why is perspective important in creating a drawing? To what extent can media be manipulated using a variety of techniques and processes? How can lines express emotion? Why is value an important part of the line design? To what extent does good design integrate form with function? <u>Learning Targets:</u> Students will be able to create a piece using different types of lines	<u>Suggested Formative Assessment:</u> Self evaluation Participation in oral class discussion Participation in readings Vocabulary splash <u>Suggested Summative Assessment:</u> Quizzes Presentation rubrics Sketchbook entries Art Project: Students will create a line design using lines to create movement, and pattern. Students will also look at rectangle patterns to create this piece. Students will need to create balance with black and white, and have depth. Art Project: Students will create a 2 point drawing

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.9 (E) Plan, design and execute multiple solutions to challenging visual arts problems	related one to the other Pieces of work have personality and mood.	while using black ink. Students will be able to create still life line drawings t using contour lines. Students will be able to include perspective-two point into their composition Interpret the effect line structures have on a piece.	using just implied lines. Students will create a mini city using 2 point perspective. Sketchbook options: Students will journal daily with the following suggestions for sketches and only instruction that work must be solely created using lines: * Illustrate your favorite poem * Draw the contents of a trash can * Drawing of a house * Draw an object with a surface texture. * Draw tools used in certain professions * Draw a tennis shoe * Draw a large jar and fill it up with something (candy, toys, rock, etc) * Design a school desk * Draw your favorite snack food * Draw an object melting * Draw a bowl of fruit, shade it. * Draw hands holding something * Draw a mechanical object * word picture: select a word that brings to mind a mental picture, draw the word as the shape of the object, such as the word apple in the shape of an apple, or apples spelling out the word. * Draw popcorn * Keyhole: what would you see through a key hole?
Unit Three: Color/Value Timeline: 3 weeks			
2.2 (E) Select and use the elements of art in works of art	Concepts: Color wheel	How has art changed through time? Why is understanding the color	Suggested Formative Assessment: Self evaluation Participation in oral discussion

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.3 (E) Identify the principles of design 2.5 (E) Evaluate works of art in terms of structure and function 4.4 (E) Speculate on how history and culture give meaning to a work of art 4.7 (D/P) Describe how the visual arts influence history and cultures 5.4 (E) Analyze works of art to speculate why they were created	Tint Tone Shade Monochromatic, analogous and complimentary colors Big Ideas: Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Subject matter, symbols and ideas are all rooted in culture. Reflection, assessment and refinement are key steps in the process of creating art.	wheel an important part of art? Learning Targets: Students will be able to: mix colors and create color relationships based on the color wheel. Students will understand the value scale of monochromatic colors, tones, complimentary, warm, and cool Students will experiment with painting styles based on impressionist and post-impressionist examples Students will paint an abstract composition from realistic still-life images Students will verbalize about color theory in a critical format	Participation in readings Vocabulary splash Suggested Summative Assessment: Quizzes Presentation rubrics Art Project: Students will create a color scheme portrait piece. Students will draw a portrait of either themselves from a photograph or someone famous. Their choice. Once they are done drawing the portrait, they will then break the paper into quadrants. Each quadrant will be a different color scheme. Art Project: Students will learn about Matisse and working with bright colors, and balance. Students will create a Fauvist piece using foreground, Middle-ground and background. To understand color, make your own creative color wheel using the primary secondary and tertiary colors.
Unit Four: Pattern/Rhythm/Movement Timeline: 3 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.6 (E) Identify different media, techniques and processes that are used to create works of art	Concepts: focal point visual tempo Big Ideas: Artists make thoughtful choices in creating works of art.	Essential Questions: How can movement be created without sacrificing unity and elements in the design? How are symbols used to influence a piece of art? Learning Targets:	Suggested Formative Assessment: Self evaluation Participation in oral class discussions Participation readings Vocabulary splash Sketchbook entries Suggested Summative Assessment:

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.2 (E) Select and use the elements of art in works of art 2.7 (E) Select and use the principles of design in works of art 3.1 (E) Identify subject matter, symbols and ideas in works of art 3.2 (E) Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art	Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Art is a form of expression that employs a system of visual symbols. Art is a universal symbol system that transcends language barriers.	Students will be able to define unit vocabulary and identify its use in art. Students will be able to integrate rhythm and movement into pattern Students will create movement through placement of motion	Quizzes Presentation rubrics Art Project: For this project, you will first design 15-20 motifs that fit inside a 1 inch square. Next, you will choose your favorite 5-7 motifs to repeat. These combined motifs will form your pattern by the interaction of the positive and negative spaces. The pattern will be created with black sharpie marker or colored pencils on white or colored paper. Model an animal in clay using a geometric form. Add head tail and large features as well as details and textures.
Unit Five: Shape/contrast/balance Timeline: 3 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.5 (E) Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art 1.6 (E) Identify different media, techniques and processes that	<u>Concepts:</u> types of shapes shapes and form balanced composition <u>Big Ideas:</u> The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Art is a form of expression that	<u>Essential Questions:</u> How has Pop and op art influenced our society? <u>Learning Targets:</u> Students will create a composition creating the illusion of a 3D form on a 2D surface. Students will create a piece defining the difference between shape and form	<u>Suggested Formative Assessment:</u> Self evaluation Participation in oral class discussions Participation in readings Vocabulary splash Sketchbook entries <u>Suggested Summative Assessment:</u> Quizzes Presentation rubrics Art Project:

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
are used to create works of art 2.1 (E) Identify the elements of art 2.4 (E) Analyze the elements of art 2.5 (E) Evaluate works of art in terms of structure and function 3.1 (E) Identify subject matter, symbols and ideas in works of art	employs a system of visual symbols. Artists create works of art employing both conscious and intuitive thought.		Students will create their own personal mandala. Students will look at work from John DeMarco and base their designs off of symmetry. Your design must exhibit symmetry, either rotational or bilateral or both, and you must be able to explain the type of symmetry used. The colors and other elements you use to fill in the areas of the design do not necessarily have to be symmetrical. You can use different colors, with balance to create your different sections.
Unit Six: The Golden Mean to an End (DOE Model Unit) Timeline: 4 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.2(E) Use selected two dimensional and three-dimensional media to communicate ideas 2.3 (E) Identify the principles of design 2.5 (E) Evaluate works of art in terms of structure and function 2.6 (E) Analyze the principles of design 2.7 (E) Select and use the principles of design in works of art	Design is inherent in nature.	<u>Essential Questions:</u> To what extent does good design integrate form with function? How is design expressed in the natural and human-made environment? What makes a great work of art? How might science and art be related?	<u>Suggested Formative Assessment:</u> Self evaluation Participation in oral class discussion Participation in readings Vocabulary splash Sketchbook entries <u>Suggested Summative Assessment:</u> Quizzes Presentation rubrics Figure Drawing/Portraiture Rubrics Portfolio Review Written Responses to WebQuest

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.9 (E) Plan, design and execute multiple solutions to challenging visual arts problems 3.2 (E) Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art 4.1 (E) Identify historical and cultural characteristics of works of art 4.2 (E) Describe how the arts and artists influence each other across history and cultures 4.3 (E) Compare the purpose of works of art and design in history and cultures 4.4 (E) Speculate on how history and culture give meaning to a work of art 4.5 (E) Describe and differentiate the roles of artists in society across history and cultures 5.2 (E) Identify ways the visual arts are used as communication 5.3 (E) Describe personal responses to selected works of art 6.3 (E) Describe and/or demonstrate how skills transfer			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
between the visual arts and other disciplines			
Unit Seven: 3D arts Timeline: 4 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.2 (E) Use selected two dimensional and three-dimensional media to communicate ideas 2.1 (E) Identify the elements of art 2.9 (E) Plan, design and execute multiple solutions to challenging visual arts problems 2.10 (P/E) Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects 3.2 (E) Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning 4.1 (E) Identify historical and cultural characteristics of works of art	<u>Concepts:</u> figurative art Free standing sculpture in the round <u>Big Ideas:</u> Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Form and function may or may not be related one to the other. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.	<u>Essential Questions:</u> How does art influence culture? What design and technical considerations are necessary for successful work with clay? <u>Learning Targets:</u> Students will be able to create a standing 3d sculpture. Students will demonstrate the coil, pinch and drape techniques when working with clay.	<u>Suggested Formative Assessment:</u> Self evaluation Participation in oral discussion Participation readings Sketchbook entries <u>Suggested Summative Assessment:</u> Quizzes Presentation rubrics Art Project: Students will create a linear toothpick structure. Students will use 100 toothpicks and Styrofoam to create a sculpture in the round. Once you create a sculpture of toothpicks you will then be able to spray paint the toothpicks. Art Project: Students will be able to create a series of clay pieces using the coil, pinch, and drape techniques. Students will create one each. Participate in a Web Museum Tour and take particular attention to paintings of people. Select a painting of a person and write several paragraphs about that person using your imagination. Try to describe what the person is feeling or thinking about. Imagine what it might be like to live during the period of the

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
5.7 (E) Describe how a work of art can convey a voice of one or a voice of many in works of art			painting. Include the organization of the painting as it relates to the elements of art. To understand applied arts, create a functional piece of art work from clay. By your choice of decoration, make the piece pleasing to the viewer.
Unit Eight: Printmaking Timeline: 4 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.2 (E) Use selected two-dimensional and three-dimensional media to communicate ideas 1.4 (E) Demonstrate how a single medium or technique can be used to create multiple effects in works of art 2.1 (E) Identify the elements of art 2.9 (E) Plan, design and execute multiple solutions to challenging visual arts problems 2.10 (P/E) Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects	Concepts: Positive/Negative Space Storytelling Value mark making Big Ideas: Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Every work of art has a point of view. Artists must understand media, techniques and process as tools to communicate.	Essential Questions: What makes printmaking different from drawings? What determines good craftsmanship in a print? Learning Targets: Students will be able to create a print using multiple techniques such as chincolet, mono print, and stencils. Students will visualize and demonstrate concepts through printmaking. Students will use critical and analytical methods of problem solving to visualize their concepts via various printmaking techniques Students will demonstrate an understanding of figure-ground relationships.	Suggested Formative Assessment: Self evaluation Discussion Participation in readings Sketchbook entries Suggested Summative Assessment: Quizzes Presentation rubrics Art Project: Students will create an illustration through a block print. Students will come up with a social idea and transfer to a block. They will then print the block onto block printing paper. Students will learn about Andy Warhol and Roy Lichenstein. Students will create a block print, using positive/negative space and the concept of Pop Art. Students' piece will be bright and multiple colors. Students will also use the chincolet technique in their blocks that they print.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
3.4 (E) Select and use subject matter, symbols and ideas to communicate meaning in works of art			

Curriculum Framework for Visual Arts

School: Sussex Academy of Arts and Sciences

Curricular Tool: NA

Course: Art II

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Balance and Composition Timeline : 3 weeks			
1.2 (E) Use selected two-dimensional and three-dimensional media to communicate ideas 1.4 (E) Demonstrate how a single medium or technique can be used to create multiple effects in works of art. 1.7 (E) Describe how media and techniques are used to create two-dimensional and three 2.1(E) Identify the elements of art 2.3 (E) Identify the principles of design 5.1 (E) Discuss how individual experiences influence personal works of art 5.2 (E) Identify ways the visual arts are used as communication 6.4 (E) Describe how learning in the visual arts helps develop essential skills for life and the workplace dimensional works of art	<u>Concepts:</u> Cubism Working with value with color pencils, pastels, and oil pastels Still Life Collage Balance in Composition <u>Big Ideas:</u> Artists create works of art employing both conscious and intuitive thought. Art may be created solely to fulfill a need to create.	<u>Essential Question:</u> How do I draw objects in proper proportion to objects around them? <u>Learning Targets:</u> Students will develop different points of view of an idea. Students will determine the structures and values of a composition with thumb nail sketches. Students will compare the effects of various line placements. Students will plan overall balance in a composition. Students will justify best color scheme to use through thumb nail sketches. Students will use measuring techniques to establish placement and relative proportions. Students will investigate ways to incorporate texture in a work	<u>Suggested Formative Assessment:</u> Self evaluation Participation in oral discussion Sketchbooks Participation in readings <u>Suggested Summative Assessment:</u> Quizzes Presentation rubrics Art Projects: Students will create a still life drawing using different value pencils. Students will break the drawing up, and change the light and darks. Students will change the positive and negative space. Students will learn about Chuck Close. Students will create a piece based around the concept of Chuck Close, and use colored pencils to create lines and texture.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Two: Line/texture and value (See Attached unit Lines and Texture) Timeline: 3 weeks			
2.2 (E) Select and use the elements of art in works of art 2.3 (E) Identify the principles of design 2.7 (E) Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art. 3.4 (E) Select and use subject matter, symbols and ideas to communicate meaning in works of art. 4.6 (D/P) Describe how history and cultures influence the visual arts 5.4 (E) Analyze works of art to speculate why they were created 6.1 (E) Compare and contrast relationships and characteristics between the visual arts and other disciplines	Concepts: Foreground and Background Use of space Dominance through texture, line & shape Big Ideas: Artists must understand media, techniques and process as tools to communicate. Artists consider multiple approaches to visual problems. Form and function may or may not be related one to the other	Essential Questions: How can the illusion of texture be created in a drawing? How can texture be manipulated to help create a dominant area in a work of art? Learning Targets: Students will produce a simulated texture collage where textures are used out of context. Students will be able to use mixed media to create a portrait piece using lines and texture.	Suggested Formative Assessment: Self evaluation Participation in oral discussion Sketchbooks Participation readings Suggested Summative Assessment: Quizzes Presentation rubrics Art Projects: Students will create a morphed drawing. Students will take two photographs and morph them together. Once they are done the drawing, the students will use pen and ink to complete the drawing. Students will learn about Surrealism, and the master painters. Students will learn about Dali, Magritte, and Bev Doolittle. Students will create a Surrealist piece using one of these artists as a guide. Students will then use colored pencil to complete the drawing.
Unit Three: Color Timeline: 3 weeks			
2.2 (E) Select and use the elements of art in works of art 2.3 (E) Identify the principles of design	Concepts: values of a hue Split complimentary Warm and cool colors	Essential Questions: Why is it important to understand how to create layers while painting? Learning Targets: Students will be able to associate	Suggested Formative Assessment: Self evaluation Participation in oral discussion Sketchbooks Participation in readings Suggested Summative Assessment:

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.5 (E) Evaluate works of art in terms of structure and function 3.2 (E) Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art 4.4 (E) Speculate on how history and culture give meaning to a work of art 4.7 (D/P) Describe how the visual arts influence history and cultures 5.4 (E) Analyze works of art to speculate why they were created	Big Ideas: Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Subject matter, symbols and ideas are all rooted in culture. Reflection, assessment and refinement are key steps in the process of creating art.	colors to the historical styles of art in terms of color application. Students will produce a work of art that transmits a message through the use of color symbolism. Students will use skills used in perspective to create an abstract painting. Students will demonstrate use of acrylic paint mixing and application to the canvas through the completed project.	Quizzes Presentation rubrics Use tempera or acrylic to paint a line drawing of features in Greek architecture. Use analogous colors. Use contrasting values to emphasize the interesting or important parts of the painting. Create a mood such as pleasant and inviting or somber and forbidding.
Unit Four: Pattern/Rhythm/Movement Timeline: 3 weeks			
1.2 (E) Use selected two-dimensional and three-dimensional media to communicate ideas 1.4 (E) Demonstrate how a single medium or technique can be used to create multiple effects in works of art 1.6 (E) Identify different media, techniques and processes that are used to create works of art 2.2 (E) Select and use the elements of art in works of art	Concepts: Kinetic Art Implied movement Tactile Pan Zoom Big Ideas: Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and	How can I use the elements to help create the principle of movement? Learning Targets: Students will be able to explore and understand prospective content for works of art select and choose subject matter, symbols, and ideas to communicate meaning. Students will be able to create a piece in kinetic art with the understanding of mobiles. Students will understand and create thumbnail sketches and pieces using	Suggested Formative Assessment: Self evaluation Participation in oral discussion Sketchbooks Participation in readings Suggested Summative Assessment: Quizzes Presentation rubrics Art Project: Students will learn about Alexander Calder's Mobiles, and metals jewelry. Students will first draw out ideas for a linear mobile. Students need to figure out what materials would be used in their

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.7 (E) Select and use the principles of design in works of art 3.1 (E) Identify subject matter, symbols and ideas in works of art 3.2 (E) Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art 4.1 (E) Identify historical and cultural characteristics of works of art	processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Art is a form of expression that employs a system of visual symbols. Art is a universal symbol system that transcends language barriers.	Alexander Calder's work as a guide.	product. Students would then go on to build their own Mobile from metals. Art Project: Students will use lines to create motion. They will create an optical illusion that spirals and moves in and out with either using black and white, or two contrasting colors. The lines will bend. Use the idea of thick and thin lines to create motion. Create a pointillism painting by choosing a simple outdoor object as your subject. Study the subject carefully in different light situations or at different times of the day. Paint the object in a variety of ways. Working in small groups design a mural for your school that makes a strong visual statement about your community.
Unit Five: Shape/contrast/balance Timeline: 4 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.5 (E) Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art 1.6 (E) Identify different media, techniques and processes that are used to create works of art 2.1 (E) Identify the elements of art	Concepts: Shapes Forms Positive shapes & negative shapes Size constancy Foreshortening Open form Big Ideas:	Essential Questions: What is the difference between positive and negative space? How does one go about creating open form in 2D art? Learning Targets: Students will be able to create a piece using figure-ground relationships in graphic art. Students will create compositions that use contrast the concept of	Suggested Formative Assessment: Self evaluation Participation in oral discussion Participation in readings Suggested Summative Assessment: Quizzes Presentation rubrics Art Project: Students will produce foreshortened shapes using ellipses and trapezoids. Students will also use organic and geometric shapes and forms, and open &

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.4 (E) Analyze the elements of art 2.5 (E) Evaluate works of art in terms of structure and function 3.1 (E) Identify subject matter, symbols and ideas in works of art	The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Art is a form of expression that employs a system of visual symbols. Artists create works of art employing both conscious and intuitive thought.	foreshortening	closed forms. Students will create a pen and ink drawing using foreshortening, and shapes to create positive and negative space. Students will draw their ideas with the shapes on paper first. Once approved students will then use pen and ink to fill in the areas. Students will use the concept of overlapping shapes and using different sizes to have a foreground, middle ground and background. Create a negative shape painting by painting a large branch where most but not all the leaves have been removed. Make sure the leaves and branches run off the paper. Use tempera or acrylic and paint only the negative shapes. Use a variety of 2 complementary colors. Follow the art critique system of “describe, analyze, interpret and judge”
Unit Six: Artistic Baggage (see attached unit) Timeline: 5 weeks			
4.1 (E) Identify historical and cultural characteristics of works of art 4.2 (E) Describe how the arts and artists influence each other across history and cultures 4.3 (E) Compare the purpose of works of art and design in history and cultures 4.4 (E) Speculate on how history and culture give meaning to a	Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words cannot. Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms.	<u>Essential Questions:</u> Why do artists select one medium over another? To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle	<u>Suggested Formative Assessment:</u> Sketchbook tasks Vocabulary splash Experiments with creating texture Teacher observation Design Charts for self, peer and artist assessment <u>Suggested Summative Assessment:</u> Students to write an entry in their sketchbooks about their personal emotional baggage. If they wish for this

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
work of art 4.5 (E) Describe and differentiate the roles of artists in society across history and cultures 4.6 (D/P) Describe how history and cultures influence the visual arts 4.7 (D/P) Describe how the visual arts influence history and cultures 5.1 (E) Discuss how individual experiences influence personal works of art 5.2 (E) Identify ways the visual arts are used as communication 5.3 (E) Describe personal responses to selected works of art 5.4 (E) Analyze works of art to speculate why they were created 5.5 (E) Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art 5.6 (E) Apply visual arts vocabulary when reflecting upon and assessing works of art 5.7 (E) Describe how a work of art can convey a voice of one or a voice of many	Timeless works of art are deemed important for a number and variety of reasons. Reflection, assessment and refinement are key steps in the process of creating art. The means to create art always changes. Artists make thoughtful choices in creating works of art Artists create works of art employing both conscious and intuitive thought Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.	for communication? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? <u>Learning Targets:</u> Compare, analyze, and discuss works of art. Use technology to locate and access resources. Talk about and critique their personal work Organize visual information.	to be considered “private” they may put a cover sheet over the page indicating so. Students will choose poems that represents them in different states of emotion, and illustrate themselves in that state: where are you, what are your surroundings, are you alone or surrounded by others?, etc. Through the use of this working definition of “emotional baggage” and the daily journaling through both sketching and writings/reflections, the students will have a plethora of sources from where they can draw inspiration for their final products in this unit. Students create thumbnail sketches of their “emotional baggage” and use these sketches to create repeated patterns, unity and variety and a sense of movement on their suitcases. Portfolio selections with summary of the processes used to complete selected work Artist study Vocabulary quiz

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
6.1 (E) Compare and contrast relationships and characteristics between the visual arts and other disciplines 6.2 (E) Compare the use of technology, media and processes of the visual arts with other disciplines 6.3 (E) Describe and/or demonstrate how skills transfer between the visual arts and other disciplines 6.4 (E) Describe how learning in the visual arts helps develop essential skills for life and the workplace			
Unit Seven: Unity and Harmony Timeline: 4 weeks			
1.2 (E) Use selected two dimensional and three-dimensional media to communicate ideas 1.4 (E) Demonstrate how a single medium or technique can be used to create multiple effects in works of art 1.5 (E) Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art	Big Ideas: Artists consider multiple approaches to visual problems. Art is a form of expression that employs a system of visual symbols. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. Art preserves and depicts history in ways words cannot.	Essential Question: Why is unity important in a composition? Learning Targets: Students will be able to create a piece that uses the art principles. Students will be able create a painting in a landscape form Analyze works of art for use of unity and harmony Organize visual elements of produce	Suggested Formative Assessment: Self evaluation Participation in oral discussion Sketchbook Participation in readings Suggested Summative Assessment: Quizzes Presentation rubrics Art Projects: Browse the Classical section of North Carolina Museum of Art Web and choose one Greek or Roman piece in the collection. After examining the artwork,

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.2 (E) Select and use the elements of art in works of art 2.3 (E) Identify the principles of design 2.7 (E) Select and use the principles of design in works of art 2.10 (P/E) Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects 3.5 (E) Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art 4.2 (E) Describe how the arts and artists influence each other across history and cultures 5.6 (E) Apply visual arts vocabulary when reflecting upon and assessing works of art	Timeless works of art are deemed important for a number and variety of reasons.	unity in a work of art Manipulate unity while still maintaining variety	describe and analyze the artist's use of elements and principles. Explain the idea you think the artist was trying to communicate. Identify the elements used in these styles of art that create the idea of unity and/or harmony. Once students feel they have analyzed the piece for the effective communicative elements, they mimic those elements in a Greek or Roman inspired piece of their own creation, clearly indicating which elements they chose to use from their chosen style.
Unit Eight: Portrait Study Timeline: 4 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.2 (E) Use selected two dimensional and three-dimensional media to	<u>Big Ideas:</u> Reflection, assessment and refinement are key steps in the process of creating art. Subject matter, symbols and ideas are all rooted in culture.	<u>Essential Questions:</u> Why is it important to get facial features proportionately accurate? <u>Learning Targets:</u> Students will be able to create a portrait study that is realistic.	<u>Suggested Formative Assessment:</u> Self evaluation Participation in oral discussion Sketchbook Participation in readings <u>Suggested Summative Assessment:</u> Quizzes

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
communicate ideas 2.1 (E) Identify the elements of art 2.9 (E) Plan, design and execute multiple solutions to challenging visual arts problems 2.10 (P/E) Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects 3.2 (E) Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art 4.1 (E) Identify historical and cultural characteristics of works of art 5.7 (E) Describe how a work of art can convey a voice of one or a voice of many	Art draws upon all aspects of human experience. Every work of art has a point of view. Artists create works of art employing both conscious and intuitive thought.	Students will be able to create a portrait study from a photograph and morph it into something new. Students will discuss works of art which portray a variety of people and facial expression Students will accurately portray forms and features of the face Experiment with color/techniques of drawing portraits	Presentation rubrics Art Projects: Students will create a portrait from a photograph. Students will use multiple photographs to add people to create a portrait collage in a drawing form. Students will look at Realist painters. Students will use charcoal to create a high contrast finished product. All in realist form. Investigate the work of Kandinsky. Choose an emotion you can visually communicate. Pick a medium and create the emotion as a painting or visual message.
Unit Nine: Printmaking Timeline: 4 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.2 (E) Use selected two-dimensional and three-dimensional media to communicate ideas	Concepts: Intaglio Printing Produce a multi-color reduction print. Monoprint Chinco Let	Essential Questions: What makes good craftsmanship in a print? How is Pop Art influential? Learning Targets: Students will be able to create	Suggested Formative Assessment: Self evaluation Participation in oral discussion Sketchbook Participation in readings Suggested Summative Assessment: Quizzes

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
1.4 (E) Demonstrate how a single medium or technique can be used to create multiple effects in works of art 2.1 (E) Identify the elements of art 2.9 (E) Plan, design and execute multiple solutions to challenging visual arts problems 2.10 (P/E) Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects 3.4 (E) Select and use subject matter, symbols and ideas to communicate meaning in works of art 4.2 (E) Describe how the arts and artists influence each other across history and cultures 4.7 (D/P) Describe how the visual arts influence history and cultures	Silk Screening Etching Big Ideas: Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Every work of art has a point of view. Artists must understand media, techniques and process as tools to communicate.	multiple prints with each technique. Students will be able to choose a style from the Pop Art movement and create a multiple piece project from each technique.	Presentation rubrics Art Projects: Students will be working with different printing techniques. Students will watch an Andy Warhol documentary. They will sketch out a piece in the Pop Culture style. Students will create a monoprint from their sketches. Students will then create an etching, and print the Pop art from the etching. Students will create t-shirts with silk screening.
Unit Ten: Cartooning and Illustration Timeline: 4 weeks			
1.1 (E) Select and use different media, techniques and processes that are used to create works of art 1.6 (E) Identify different media,		Essential Questions: How are comics different than storytelling? How have comics and illustration changed through history?	Suggested Formative Assessment: Self evaluation Participation in oral discussion Sketchbook Participation in readings

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
techniques and processes that are used to create works of art 2.2 (E) Select and use the elements of art in works of art 2.7 (E) Select and use the principles of design in works of art 2.8 (E) Select and apply the knowledge of the elements of design to convey ideas in works of art 3.4 (E) Select and use subject matter, symbols and ideas to communicate meaning in works of art 3.6 (E) Analyze how the use of subject matter, symbols and ideas are used in works of art 4.5 (E) Describe and differentiate the roles of artists in society across history and cultures		<u>Learning Targets:</u> Students will create a cartoon reflecting today's society. Students will analyze illustrations from various books. Students will be able to construct an illustration to explain or teach. Students will be able to design an illustration for a specific purpose Compare comics to storytelling Create an original character Analyze and compare cartoons historically	<u>Suggested Summative Assessment:</u> Quizzes Presentation rubrics Art Project: Students will look at newspapers and magazines to compare and contrast political and comedic cartoons. Students will use color pencil to sketch their own cartoon. They will come up with a storyboard, and present the storyboard. Once approved students will then use illustration board to create their cartoon. When completed cartoon on story board, they will then blow up one part of the cartoon onto matte board, and create a painting of that piece of the cartoon.

Delaware Model Unit
Design Art – The Golden Mean to an End

Unit Title: The Golden Mean to an End
Designed by: Don Golacinski

District: Sussex Technical School District
Content Area: Design Art

Grade Levels: 9–12
Time Frame: 8 to 10 Classes

Searchable Key Words: Golden Mean, Golden Ratio, Golden Spiral, Phi, The Divine Proportion, Fibonacci Numbers, Parthenon, Vitruvian Man

Summary of Unit

This unit of instruction is designed to guide students through the interesting applications of the Golden Mean by uncovering the geometry inherent in nature and apply these principles to design and creation of art. We will explore how artists use this Golden Ratio as a means of organizing a work of art to create masterpieces throughout history. Students will be introduced to the mathematical properties of the Golden Mean and select patterns from nature to inspire original compositions. Students will begin by searching how the Golden Ratio appears in everyday objects with which they come in contact. The unit will explore examples found in nature and how the ancient Egyptians, the Mayans, and Greeks incorporated it into their art, architecture, and designs. Lessons and activities within the unit are adapted from work by Dr. David L. Narain (2001), <http://cuip.uchicago.edu/~dlnarain/golden/>, of Chicago Public Schools and Grace Hall, <http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm> (source is Princeton Online), of Wilkes Central High School, Wilkesboro, North Carolina.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit of instruction was selected as part of the Sussex Preparatory Academy's curricular submission because it is an exemplary unit of instruction, integrating visual arts, English language arts, mathematics and social studies seamlessly into one unified unit of instruction. There is built in instruction as well as performance tasks that cater to the needs of a diverse set of learners with a diverse set of skills and provides opportunities for all learners to become interested and feel successful throughout the course of the unit.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this unit of instruction.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this model unit of instruction. The resources at the Sussex Preparatory Academy are appropriate for an effective delivery of this unit as is.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

There were no modifications made to this unit of instruction.

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.

Primary Standards and PLEs

Visual Art

- Standard 1: Understanding and applying media, techniques and process.
 - 1.1 – Select and use different media, technologies and processes that are used to create works of art.
 - 1.2 – Use selected two-dimensional and three-dimensional media to communicate ideas.
- Standard 2: Using knowledge of structures and functions.
 - 2.3 – Identify the principles of design.
 - 2.5 – Evaluate works of art in terms of structure and function.
 - 2.6 – Analyze the principles of design.
 - 2.7 – Select and use the principles of design in a work of art.
 - 2.9 – Plan, design and execute multiple solutions to challenging visual art problems.
- Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas.
 - 3.2 – Integrate a variety of sources for subject matter, symbols and/or ideas which communicate an intended meaning in a work of art.

Secondary Standards and PLEs

Visual Art Standards and PLEs

- Standard 4: Understanding the visual arts in relation to history and cultures – 4.1, 4.2, 4.3, 4.4, 4.5.
- Standard 5: Reflecting upon and assessing the characteristics and merits of their works of others – 5.2, 5.3.
- Standard 6: Making connections between visual arts and other disciplines – 6.3.

English Language Arts Standards and GLEs

- Standard 1: Use written and oral English appropriate for various purposes and audiences.
 - 1.3 (9–12) – Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative and expressive pieces.

Mathematics Standards and GLEs

- Standard 7: Communication (Grades 9-12) - Students will be able to organize and consolidate their mathematical thinking through communication.
- Standard 8: Connections (Grades 9-12) - Students will be able to recognize and use connections among mathematical ideas; Students will be able to recognize and apply mathematics in contexts outside of mathematics.

History Standards and GLEs

- Standard 1: Grades 9-12 - Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.
- Standard 2: Grades 9-12 - Students will develop and implement effective research strategies for investigating a given historical topic.

Big Idea

- Transferable core concepts, principles, theories, and processes from the Content Standards.
- Design is inherent in nature.

Unit Enduring Understandings

- Full-sentence, important statements, or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.

Students will understand that:

- Design is a plan and process.
- Artists make thoughtful choices in creating works of art.
- Form and function may or may not be related to one another.
- Art is a universal symbol system that transcends language barriers.
- Timeless works of art are deemed important for a variety of reasons.
- Reflection, assessment, and refinement are key steps in the process of creating art.
- There is a relationship between mathematics and visual art.
- Design is thinking creatively.

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- How is design expressed in the natural and human-made environment?
- To what extent does good design integrate form with function?
- What makes a great work of art?
- How might science and art be related?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- The Golden Mean as a means of organizing a work of art.
- How artists have used the Golden Mean to create masterpieces throughout history.
- Art vocabulary: Golden Mean, Golden Ratio, Golden Spiral, Phi, The Divine Proportion, Fibonacci Numbers, Parthenon, Vitruvian Man.
- Historic information about art relating to the Golden Mean.

Students will be able to...

- Compare, analyze, and discuss works of art.
- Design and complete compositions based upon the Golden Mean.
- Organize visual information.
- Use technology to locate and access resources.
- Talk about and critique their personal work.
- Identify works of art that illustrate the Golden Mean.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Tasks

- Performance/transfer tasks as evidence of student proficiency.

An effective assessment for ALL students should be designed to include:

- Complex, real-world, authentic applications.
- Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge).

Performance Task #1

Designing and Creating a Work of Art Based Upon the Golden Mean

<http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm> (work created by Grace Hall, Wilkes Central High School in Wilkesboro, North Carolina; source is Princeton Online)

Students will analyze and compare examples in nature with artworks created by man then demonstrate properties of the Golden Mean. Students will use information from the analysis to generate ideas to design a composition using the Golden Mean and inspired by nature. These concepts will carry over to a series of drawings exploring how the Golden Mean is used in figure drawing and portraiture.

We have examined how geometry and math are related to design. These mathematical properties appear throughout nature. We will design a composition based upon the Golden Mean and inspired by a pattern from nature. This work should include the following guidelines:

- Students will choose a pattern from nature that is created through the phenomenon of the Golden Mean such as the pattern in a Nautilus Shell or the pattern from the seedpod of a sunflower to inspire an original design.
- Students will use the layouts provided on the transparencies to create an original work of art for the composition. The solutions to this problem are infinite.
- Show students books and magazines with patterns from nature and suggest ways they could use them. Allow them to use the Internet to further research natural patterns.
- Have students select a background color for the entire painting and paint that color within the masking taped area, overlapping enough to create a straight edge when the tape is removed.
- Using the Golden Ratio pattern that they chose, they must determine what part of the design will be the center of interest and place it in the section of the pattern of the Golden Ratio.
- Students will use chalk or pencil to draw the composition.
- Upon the due date, conclude the lesson with a critique using the rubric as a foundation for the discussion.
- Allow students to make changes to their work based on suggestions during the critique before grading or displaying the work.

Rubrics

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
- Provide opportunities for differentiation of the performance/transfer tasks used as evidence of student proficiency.

Art Production Rubric for the Golden Mean Project

Student Name _____ Section _____ Date _____

	Consistently Evident	Evident	Somewhat Evident	Not Evident		
CATEGORY	4	3	2	1	Your Score	Teacher Score
Design is original	Student has taken the technique being studied and applied it in a way that is his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used limited personal experience.	There is little evidence of creativity, but the student has finished the assignment.	Student has not made much attempt to meet the requirements of the assignment.		
Design inspired by a pattern from nature	Design reflects specific patterns from nature.	Design shows a general pattern.	Design shows little use of pattern in nature.	Design does not use a pattern from nature.		
Composition demonstrates knowledge of space as an element of design	Student applies design principles such as unity, space, balance, movement with great skill.	Student applies design principles such as unity, space, balance, movement with some skill.	Student applies little design principles in unskillful manner.	There is little to no design principles evident in student's work.		
Technical craftsmanship	Artwork is clean, neat, and well taken care of. Student has taken pride in appearance of the overall composition.	Artwork is presentable. Student needs to spend a little more time polishing final results.	Artwork appears unorganized. Student appears to have hurried to complete it.	Artwork is sloppy, torn, mishandled. Student did not care about his/her artwork.		
Project completed in a timely manner	Class time was used wisely. Much time and effort went into planning and design of drawing.	Class time was used well. Student could have put extra time and effort in.	Class time was not always used well and put in no additional effort.	Class time was not used well and student put in zero effort.		

Student Comments:

Total _____

Final Score/Grade _____

Teacher Comments:

Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations, and supplements the evidence provided by the task).
- Portfolio reviews.
- Written responses to Web Quest about historical uses of Golden Mean.
- Artistic process—teacher observation of technique, work habits, and procedures.
- Thumbnail sketches.
- Worksheets on the Greek Golden Face, constructing a Golden Spiral and Golden Rectangle.
- The Golden Ratio quiz.
- Class discussion—description on the Golden Ratio found in everyday objects.

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).
- Student self-critique of project defending decisions made about media and composition. During critique, students will offer suggestions about work.
- Complete the Group Participation Rubric.
- Journal entries – Students will keep “artist’s statements” as a part of journaling.
- Student comments on entry of rubrics. All rubrics include student self-evaluation.

The Golden Ratio Quiz

Please use the text to demonstrate your understanding of the Golden Ratio.

1. What is the Golden Ratio to three decimal places? Answer: _____
2. What are the first ten integers in the Fibonacci sequence? _____
3. Name an everyday object that exhibits the Golden Ratio. Please explain.

4. Name a building that exhibits the Golden Ratio in its construction.

5. How does the Golden Ratio appear in the building you named?

6. Name a painting by Leonardo da Vinci that exhibits the Golden Ratio.

7. Describe how the Golden Ratio appears in the painting you named?

8. Name a place where the Golden Spiral appears in nature.

9. How does the Golden Ratio appear in the object you just named? Please explain.

10. In your personal opinion, why do you think the Golden Ratio appears in so many places, both naturally and otherwise? Please explain your thinking.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations.

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- Align with expectations of Stage 1 and Stage 2
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Include a wide range of research-based, effective, and engaging strategies
- Differentiate and personalize content, process, and product for diverse learners
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson One – Discovering the Golden Mean

- <http://cuip.uchicago.edu/~dlnarain/golden/activity1.htm> (work created by Dr. David L. Narain of Chicago Public Schools, 2001)

Students will use the Internet to discover how the Golden Mean appears in everyday objects. They will move on to examining different works of art and finding the Golden Means imbedded within them. They will then use a search engine to find different Leonardo da Vinci masterpieces, download them, and dissect them to discover how he incorporated the Golden Mean into his work. Students will also construct their own Golden Rectangles and Golden Spirals. They will then examine the Golden Mean in nature. Finally, they will examine the faces of different celebrities to see if there is a connection between the Golden Mean and human attraction. Those who are more artistically inclined may choose to sketch a portrait that exhibits Golden Mean characteristics.

Schedule – These four activities will occur over 6 to 7 (90-minute) periods.

Preparations:

1. Pre-assess students' understanding of the Golden Mean using examples in the room.
2. Clearly identify the goals of the unit of instruction including the Big Idea, Enduring Understandings, and Essential Questions as well as the criteria for evaluation.
3. Outline expectations for journaling and self-assessment.
4. Collect tools needed for activities for list.
5. Cite examples of Golden Mean located in classroom.
6. Hand out instruction plan for the five activities. Review the Golden Ratio site and assign teams of three students to computers.

Procedure:

Activity One – The Golden Mean in Everyday Objects

1. Begin by handing out measuring tools.
2. Discuss the Fibonacci number and its origin. Review how the Egyptians, Mayans, and Greeks discovered the Golden Means.
3. On board, show the basic rectangles. Which one is more appealing?
4. Have teams visit website in Activity One.
5. Using tools have students measure the three rectangles and answer on computer which is more appealing.
6. Using suggestions measure and enter ratio in journal.

Activity Two – The Golden Mean in Art

1. Have students examine Leonardo da Vinci's works.
2. Have them Google his works.

List of paintings to look for:

- *The Annunciation*
- *Madonna with Child and Saints*
- *The Mona Lisa*
- *St. Jerome*

If you are having difficulty finding the images, try a search using the words "da Vinci" and "art gallery" together or narrow your search using "advanced search."

- Directions for finding evidence of the Golden Ratio in each painting:

The Annunciation – Using the left side of the painting as a side, create a square on the left of the painting by inserting a vertical line. Notice that you have created a square and a rectangle. The rectangle turns out to be a Golden Rectangle, of course. Also, draw in a horizontal line that is 61.8% of the way down the painting (.618 – the inverse of the Golden Ratio). Draw another line that is 61.8% of the way up the painting. Try again with vertical lines that are 61.8% of the way across both from left to right and from right to left. You should now have four lines drawn across the painting. Notice that these lines intersect important parts of the painting, such as the angel, the woman, etc. Coincidence? I think not!

Madonna with Child and Saints – Draw in the four lines that are 61.8% of the way from each edge of the painting. These lines should mark off important parts of the painting, such as the angels and the baby Jesus in the center.

The Mona Lisa – Measure the length and the width of the painting itself. The ratio is, of course, Golden. Draw a rectangle around Mona's face (from the top of the forehead to the base of the chin, and from left cheek to right cheek) and notice that this, too, is a Golden rectangle.

St. Jerome – Draw a rectangle around St. Jerome. Conveniently, he just fits inside a Golden rectangle. What is the significance of this?

Conclusions – Leonardo da Vinci's talent as an artist may well have been outweighed by his talents as a mathematician. He incorporated geometry into many of his paintings, with the Golden Ratio being just one of his many mathematical tools. Why do you think he used it so much? Experts agree that he probably thought that Golden measurements made his paintings more attractive. Maybe he was just a little too obsessed with perfection. However, he was not the only one to use Golden properties in his work.

Activity Three – Constructing a Golden Rectangle

1. You will need a piece of paper, a pencil, and a protractor to complete this activity.
2. Teams will visit: <http://cuip.uchicago.edu/~dlnarain/golden/activity4.htm>.
3. Follow instruction to create a Golden Rectangle.

Activity Four – The Perfect Face

1. Have teams visit: <http://cuip.uchicago.edu/~dlnarain/golden/activity8.htm>.
2. Do these faces seem attractive to you? Many people seem to think so, but why? Is there something specific in each of their faces that attracts us to them, or is our attraction governed by one of Nature's rules? Does this have anything to do with the Golden Ratio? I think you already know the answer to that question. Let's try to analyze these faces to see if the Golden Ratio is present or not.

3. Choose a different famous face, then go to Lycos Multimedia and do a search on your person's full name. Be sure to click on "Pictures" as a search criterion. When you find the image you want, click on it to make it larger and then save it to your computer. Click on any of the images above to get a larger version. You may print this picture if you like.
4. Here is how we are going to conduct our search for the Golden Ratio: we will measure certain aspects of each person's face. Then we will compare their ratios. We will need the following measurements, to the nearest tenth of a centimeter:
 - a = Top-of-head to chin = _____ cm
 - b = Top-of-head to pupil = _____ cm
 - c = Pupil to nose tip = _____ cm
 - d = Pupil to lip = _____ cm
 - e = Width of nose = _____ cm
 - f = Outside distance between eyes = _____ cm
 - g = Width of head = _____ cm
 - h = Hairline to Pupil = _____ cm
 - i = Nose tip to chin = _____ cm
 - j = Lips to chin = _____ cm
 - k = Length of lips = _____ cm
 - l = Nose tip to lips = _____ cm
5. Now, find the following ratios:
 - a/g = _____ cm
 - b/d = _____ cm
 - i/j = _____ cm
 - i/c = _____ cm
 - e/l = _____ cm
 - f/h = _____ cm
 - k/e = _____ cm
6. Did any of these ratios come close to being Golden? If not, then maybe this face is not so perfect after all. Of the face above, who has the most "Golden" one? Try finding a face that you find attractive and see how Golden it is.

Lesson Two – The Golden Mean to an End

<http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm> (work created by Grace Hall, Wilkes Central High School in Wilkesboro, North Carolina; source is Princeton Online)

Schedule

This lesson may extend over multiple class periods.

Preparations:

1. Download the PowerPoint Presentation, review it, and research the topic to become familiar with how the Golden Mean connects with art.
2. Collect materials needed from the list above.
3. Make transparencies with the four different styles of the Golden Mean by either tracing them on transparencies or by using a copy machine.

Procedure:

1. Begin by posing the first essential question for the class and discuss the ideas they present. Conclude by sharing the theory of the Golden Mean with students.
2. Use the PowerPoint Presentation to instruct students on the background of the Golden Mean.
3. The presentation concludes with the activity, including the rubric, that will be used to assess the final product.
4. Begin the activity.
5. Set a due date, depending on the class, and provide students one to two weeks to complete the unit.
6. Conclude with a group critique discussing issues included in the rubric.
7. Allow students to revise if necessary.
8. Display the artwork for the class or the school including a brief description of the goal of the assignment.

Activity:

1. In this assignment, students will choose a pattern from nature which is created through the phenomenon of the Golden Mean, such as the pattern in a Nautilus Shell or the pattern from the seedpod of a sunflower to inspire an original design.
2. Students will use the layouts provided on the transparencies to create an original work of art for the composition. The solutions to this problem are infinite.
3. Show students books and magazine models with patterns from nature and suggest ways they might use them. Allow them to use the Internet to further research natural patterns.
4. Demonstrate how students are to tape down their canvas paper to leave an even white border around the edge of the paper.
5. Have students select a background color for the entire painting and paint that color within the masking taped area, overlapping enough to create a straight edge when the tape is removed.
6. Demonstrate using the overhead projector to project one of the Golden Mean transparencies over the background and trace it in chalk over the background.
7. Using the Golden Ratio pattern that they chose, they must determine what part of the design will be the center of interest and place it in the section of the pattern of the Golden Ratio.
8. Students will use chalk or pencil to draw in the composition.
9. If students have not used acrylic paint before, a discussion of the nature, care, and cleaning of acrylics should be discussed, including the fact that acrylics dry fast and that they will harden in the brushes and at the bottom of the sink. Acrylics may be used transparently by adding an acrylic medium or water. Alternately, by adding gesso they may also become more opaque. Acrylics will not come out of clothes unless they are removed while still wet and that is not guaranteed. Acrylics can be covered with plastic wrap in order to keep them moist for the next day.
 - a. Instruct students on the importance of good craftsmanship and technical accuracy.
 - b. Circulate to be sure students understand the concept and are using the paints appropriately.
 - c. When the paintings are finished, have students sign their work in one of the lower corners of the painting and carefully remove the masking tape to reveal the white border around the painting.

- d. Upon the due date, conclude the lesson with a critique using the rubric as a foundation for the discussion.
- e. Allow students to make changes to their work based on suggestions during the critique before grading or displaying the work.

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.

Primary Resources:

- Work by Dr. David L. Narain of Chicago Public Schools:
<http://cuip.uchicago.edu/~dlnarain/golden/>
- Work by Grace Hall of Wilkes Central High School in Wilkesboro, North Carolina (source is Princeton Online): <http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm>

Additional Resources:

- The Golden Webquest: http://members.tripod.com/mropfer/the_golden_webquest.htm
- The Golden Ratio Activity: <http://cuip.uchicago.edu/~dlnarain/golden/activity>
- The Golden Section: <http://goldennumber.net/goldsect.htm>
- Golden Ratio Activity: http://www.markwahl.com/golden_ratio.htm
- The Golden Ratio Quiz: <http://cuip.uchicago.edu/~dlnarain/golden/quiz/htm>
- The Human Face: <http://goldennumber.net/face.htm>
- Examples of Art:
http://facultystaff.vwc.edu/~trfanney/golden_mean_wowslides/gm10o.html
- Thinkquest on the Golden Ratio: <http://www.goldenmeangauge.co.uk/index.html>
- The Golden Proportion through a Dentist's Eyes:
<http://www.goldenmeangauge.co.uk/index.html>
- *Golden Ratio in the Arts:
<http://www.mikkeli.fi/opetus/myk/pv/comenius/kultainen.htm>

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

This unit of instruction (process) provides for teacher flexibility in how learning activities are implemented based on knowledge of a student's abilities and interests. This can be determined through a pre-assessment of students prior to beginning the unit of instruction. Students should be formatively assessed throughout the unit of instruction (quizzes, exit cards, observations) to determine areas of focus and to guide teacher's instruction.

The performance tasks for transfer of knowledge and skills found in Stage 2 of the unit provide opportunities for students to choose how they might demonstrate their knowledge, new skills, and understanding in the context of a commemorative object or the adaptations of new design function for an existing building.

Academic Adaptations	Description
• Re-read directions. • Read and clarify. • Varied text and materials. • Oral reading. • Text summary. • Present material in small chunks. • Highlight notes. • Modified lesson. ⇒	I have students in my Design Art classroom who have IEPs. Therefore, the academic adaptations are provided to the entire class. Lesson modifications include: reduced length, chunking information, enlarged font.
Behavioral Adaptations	Description
• Preferential seating. • Re-focus attention. • Organizational skills. • Monitor use of agenda. • Group work. • Pre-writing. • Graphic organizers.	The behavioral adaptations are provided to the entire class.
Materials/Support	Description
• Techademic Coaching. • Computer. • Teacher observation.	The materials and supports are provided to the entire class.

Design Principles

- At least one of the design principles below is embedded within unit design.

- **Information Literacy** – the ability to know when there is a need for information and to identify, locate, evaluate, and effectively use that information for understanding an issue or solving a problem.
- **21st century Knowledge and Skills** – the ability to meet the demands of the global community and tomorrow's workplace.
- **International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** – development of the unit focused on students acquiring and demonstrating knowledge in multiple ways as well as providing opportunities for students to express themselves in multiple ways.

The design principle embedded within the unit is Information Literacy. Students demonstrate knowledge of when there is a need for information and identify, locate, evaluate, and effectively use that information to gain understanding of the Golden Mean.

- Standard 1: The student who is information literate accesses information efficiently and effectively.
- Standard 2: The student who is information literate evaluates information critically and competently.

- Standard 3: The student who is information literate uses information accurately and creatively.

Technology Integration

Students make extensive use of computer skills and Internet research throughout this unit. Each activity is directed through the Internet and the online assessment allows the students to self-critique. Through the Internet, students are encouraged to visit museum websites from around the world to problem-solve answers.

Content Connections

- Content Standards integrated within instructional strategies

Alignment of instruction addressing content standards in Visual Art, Social Studies, Mathematics, English Language Arts, and Information Literacy indicates the diverse nature of this unit of instruction.

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Artistic “Baggage”

Designed by: Betsy DiJulio

Adapted by: Rhonda Hill

For: Innovative Schools

Content Area: Visual Arts

Grade Level(s): 9-12

Summary of Unit

This Creative Challenge invites students to express something about their personal "emotional baggage" in a poetic and somewhat ambiguous way using drawings of common objects on top of prepared grounds. Photocopies of luggage drawings (whole pieces and details) are submerged in grounds prepared with newsprint and ink washes. On top, students draw and paint objects that, in themselves and through their relationships with each other, symbolize what lies at the crux of each student's "emotional baggage." Lessons and activities within the unit are adapted from Betsy DiJulio, M.A.,ED.S., retrieved from <http://thebloomingpalette.blogspot.com>

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 4.1E Identify historical and cultural characteristics of works of art
- 4.2E Describe how the arts and artists influence each other across history and cultures
- 4.3E Compare the purpose of works of art and design in history and cultures
- 4.4E Speculate on how history and culture give meaning to a work of art
- 4.5E Describe and differentiate the roles of artists in society across history and cultures
- 4.6E Describe how history and cultures influence the visual arts
- 4.7E Describe how the visual arts influence history and cultures
- 5.1E Discuss how individual experiences influence personal works of art
- 5.2E Identify ways the visual arts are used as communication
- 5.3E Describe personal responses to selected works of art
- 5.4E Analyze works of art to speculate why they were created
- 5.5E Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art
- 5.6E Apply visual arts vocabulary when reflecting upon and assessing works of art

- 5.7E** Describe how a work of art can convey a voice of one or a voice of many
- 6.1E** Compare and contrast relationships and characteristics between the visual arts and other disciplines
- 6.2E** Compare the use of technology, media and processes of the visual arts with other disciplines
- 6.3E** Describe and/or demonstrate how skills transfer between the visual arts and other disciplines
- 6.4E** Describe how learning in the visual arts helps develop essential skills for life and the workplace

Big Idea(s)

Art has been created by all peoples, in all times and in all places.
Art preserves and depicts history in ways words cannot.
Art celebrates the unique characteristics of all cultures.
Subject matter, symbols and ideas are all rooted in culture.
Natural resources have influenced the creation of indigenous art forms.
Timeless works of art are deemed important for a number and variety of reasons.
Reflection, assessment and refinement are key steps in the process of creating art.
The means to create art always changes.

Unit Enduring Understanding(s)

Artists make thoughtful choices in creating works of art
Artists create works of art employing both conscious and intuitive thought
Art is a form of expression that employs a system of visual symbols.
Art may be created solely to fulfill a need to create.
Art is a universal symbol system that transcends language barriers.
Art draws upon all aspects of human experience.
The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.

Unit Essential Questions(s)

Why do artists select one medium over another?
To what extent is a work of art dependent upon the point of view of the artist?
To what extent is a work of art dependent upon the point of view of the viewer?
How and why is art used as a vehicle for communication?
What is art?
How does the use of specific symbols influence the meaning of a work of art?
What makes art more or less authentic?

Knowledge and Skills

Students will know...

- How to use a sketchbook to practice with modeling techniques (hatching, cross-hatching, stippling, cross-contour marks, etc.)
- What a "weighted line" (widened and tapered line) is and how varied line quality can affect a composition.
- Knowledge of a value scale
- Basic understanding of composition and Elements and Principles of Design

Students will be able to...

- Compare, analyze, and discuss works of art.
- Use technology to locate and access resources.
- Talk about and critique their personal work
- Organize visual information.

Suggested Performance/Transfer Task(s)

- Performance/Transfer tasks as evidence of student proficiency

An effective assessment for ALL students should be designed to include:

- *Complex, real-world, authentic applications
- *Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- *Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Performance Task #1

- Students to write an entry in their sketchbooks about their personal emotional baggage. If they wish for this to be considered “private” they may put a cover sheet over the page indicating so.
- Students will choose poems that represents them in different states of emotion, and illustrate themselves in that state: where are you, what are your surroundings, are you alone or surrounded by others?, etc. Through the use of this working definition of “emotional baggage” and the daily journaling through both sketching and writings/reflections, the students will have a plethora of sources from where they can draw inspiration for their final products in this unit.
- Students can view the student chosen work samples that are online at <http://thebloomingpalette.blogspot.com> to identify with student work from other areas, although the possibilities for what exactly is included in their “baggage” is endless and completely up to student interpretation.

Rubric(s)

See attached.

Other Evidence

- Sketchbook tasks
- Vocabulary splash
- Experiments with creating texture
- Teacher observation
- Portfolio selections with summary of the processes used to complete selected work
- Artist study

- Vocabulary quiz
- Design Charts for self, peer and artist assessment

Student Self-Assessment and Reflection

- Self-reflection
- Opportunities for reflection and revision

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- *Align with expectations of Stage 1 and Stage 2
- *Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- *Include a wide range of research-based, effective, and engaging strategies
- *Differentiate and personalize content, process, and product for diverse learners
- *Provide ongoing opportunities for self-monitoring and self-evaluation

Class 1

1. Discuss definition of "emotional baggage"— ideas, beliefs, or practices retained from one's previous life experiences, especially insofar as they affect a new situation in which they may be no longer relevant or appropriate.
2. Students to write an entry in their sketchbooks about their personal emotional baggage. (If you want to give them the option of keeping it private, have them tape a "cover sheet" over it.)
3. Students make a series of approximately six 5-minute gesture drawings of whole suitcases or details, aka "the baggage," at a series of drawing stations—suitcases set on tables with a few chairs gathered around. (We used white drawing paper and thick graphite sticks, but you could use whatever you prefer.)

4. Students choose their favorite two drawings for teacher to photocopy, if using photocopies. (Whole pieces and details are used); students are asked to choose their best two so small, medium and large copies of each). Note: If you prefer to save time and paper, students can use their actual drawings, but copies in different sizes are nice for unity.
5. Homework: students bring objects from home to symbolize their emotional baggage (or they can scavenge them from still-life storage).

Class 2: Prepared Grounds

1. Students tape edges of their paper (they should stick masking tape on their clothes to remove a little of the adhesive and then lay along edges of paper).
2. Using matte medium or glue with a drop or two of water, students adhere 3 pieces of newsprint to their paper support, by brushing under and on top of newsprint. Small sponge brushes work well.
3. Next, students wash over their ground with a medium ink wash.
4. Then, students cut out their suitcase drawings and, using matte medium or very slightly diluted glue, adhere them in an interesting way to their support to create movement, repetition, unity and variety.
5. While grounds are drying, students should begin work on their thumbnail sketches. The tricky part is helping students draw a thumbnail in which they indicated the lines and shapes established in their prepared grounds.
6. If desired, students can practice modeling the objects they have chosen.

Classes 3-6 : Developing Compositions

1. To begin building up drawings on their grounds, students may block out areas with black ink to create separation between object and ground and, once dry, work on top. Or, they may work directly on the ground and add later add a black ink halo for separation.
2. In either case, to create objects, students lightly sketch the contours first in whatever media will show up and then paint the silhouettes solid white. Once dry,

students use Ebony pencil to model the form of the objects, striving for drama through a wide range of values.

Classes 6-9: Color

1. Students choose complementary colors of acrylic and dry brush them on to create additional layers of movement, unity, variety and emphasis.
2. As a finishing touch, students use embroidery thread in one or both colors—or even twist them together—and stitch into their pieces using restraint to develop the movement, unity, variety and emphasis even further. (They can use any type of stitching they choose, though mimicking that of the luggage can be effective and is, in fact, what inspired the use of thread.)
3. Finally, students may work back into compositions, if desired, to make any adjustments using any of the materials used so far plus, e.g. white and colored pencils.

Student Extension—Group Critique:

Prior to the critique, students put their names in a box and then draw a name other than their own. Then they fill out a [Critique Form](#) (Attached) based on the work created by the student whose name they drew. They will refer to this form during the Critique. (This ensures that the critique moves along with no one grasping for something to say.) Next, students and teacher sit in a circle for the Critique during which each student, in turn, addresses at least 3 aspects of the work s/he critiqued, preferably a balance between "glows" (strengths) and "grows" (areas of improvement). After each student presents, the student whose work was critiqued is given an opportunity to address aspects of his or her work. Similarly, other students may comment.

Resources and Teaching Tips

GLOSSARY

- "ish" colors--colors that cannot be named, e.g. pinkish-goldish-bronzish; colors that are layered or mixed for greater complexity and sophistication (credit: teaching artist, Nicole Brisco)
- Compositional Strategies--specific pictorial devices artists use to enhance compositions (see below for specifics)
- Dirty Water Wash--a wash created by mixing tiny amounts of warm and cool pigments (e.g. acrylic or tempera) to create a "dirty" neutral color/value
- Extended Lines--extending lines from edges of objects to link positive space with negative and to imbue artwork with the subtle look and feel of an architectural drawing (credit: teaching artist, Nicole Brisco)
- Prepared Ground--painting, collaging or otherwise altering the ground or surface on which you plan to draw or paint; lends a sense of "history and mystery"
- Two Glows and a Grow--a mini critique in which students trade artwork and comment constructively on at least two strengths and one area of improvement (credit: teaching artist, Nicole Brisco)
- Weighted Lines--contour lines that widen and taper to create volume, depth and general dynamism in a drawing or painting

<http://thebloomingpalette.blogspot.com>

Differentiation

- Stage 2 allows students to work with poetry of their choice. This open-endedness allows for students to choose works with which they can feel confident in their understanding of.
- Instruction is student driven, from the working definition of “emotional baggage” all the way to the critique protocol at the end of the unit.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

This unit integrates the 21st century skills of collaboration and critical thinking. Students are asked to think creatively and critically about accurate representations of their piece s created in class. They collaborate with each other in small groups during the critique process, where critique protocols are well known and part of the classroom culture. Through the use of t his critique protocol, students learn to both give and receive helpful, succinct, specific feedback that aids them in the refining and revision of their own work to increase their work quality and allow them to grow personally in communication and self reflection.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Content Connections

Content Standards integrated within instructional strategies

Artwork Critique Form

QUESTIONS	Write your ideas here. Give first impressions. Make guesses. Say what you see, do not say what you like, or don't like. Do not judge. Describe, analyze, and interpret.
1. What stands out the most when you first see it?	
2. Explain the reason you notice the thing you mention in number 1.	
3. As you keep looking, what else seems important?	
4. Why does the thing you mention in number 3 seem important?	
5. How has contrast been used?	
6. What leads your eye around from place to place?	
7. What tells you about the style used by this artist?	
8. What seems to be hiding in this composition?	
9. Why do you think this was partially hidden?	
10. Imagine the feelings and meanings this artwork represents?	
11. What titles could you give this artwork?	
12. What other things interest you about this artwork?	
form © Marvin Bartel, 2002	http://www.goshen.edu/art/ed/critiqueform.html May be printed and copied for non profit classroom use.

CRITERIA	A	B	C	D	E
Concept	Fully grasped teacher-driven concept OR choose a concept that demonstrates thoughtfulness, richness, and/or evocativeness, personal relevance and investment	Mostly grasped teacher-driven concept OR choose a concept that demonstrates some thoughtfulness, richness and/or evocativeness, personal relevance and investment.	Partially grasped teacher-driven concept OR choose a concept that demonstrates little thoughtfulness, richness and/or evocativeness, personal relevance and investment	Largely failed to grasp teacher-driven concept OR chose a concept that demonstrates almost no thoughtfulness and/or evocativeness, personal relevance and investment	Fails to meet minimum standard
Communication of Concept	1. Approach to concept is effectively innovative and/or unique; avoids clichés, triteness and immature imagery and ideas 2. Communicates intended meaning clearly 3. Imagery is “poetic”	1. Approach to concept has some effective innovation and/or uniqueness; avoid most clichés and trite or immature imagery and ideas. 2. Communicated intended meaning somewhat clearly 3. Imagery is somewhat “poetic”	1. Approach to concept largely lacks effective innovation or uniqueness; relies somewhat on clichés and trite or immature imagery and ideas. 2. Communicates intended meaning with little clarity 3. Imagery largely lacks “poetry”	1. Approach to concept is not effectively innovative and/or unique, relies almost exclusively on clichés and trite or immature imagery or ideas 2. Largely fails to communicate intended meaning. 3. Imagery is not “poetic”	Fails to meet minimum standard
Composition	1. Composition is appropriately complex 2. Composition demonstrates mastery of all or nearly all of the “Principles of Design”	1. Composition is somewhat appropriately complex 2. Composition demonstrates mastery of most “Principles of Design”	1. Composition is only moderately, appropriately complex 2. Composition demonstrates mastery of some “Principles of Design”	1. Composition lacks sufficient appropriate complexity. 2. Composition demonstrates mastery of very few “Principles of Design”	Fails to meet minimum standard
Craftmanship/Technical Skill	1. Craftmanship and attention to detail is excellent 2. Student’s technical skill/mastery of media is excellent according to goals of assignment.(e.g. realism, expressionism, abstraction) 3. Use of materials may be appropriately innovative	1. Craftmanship and attention to detail is very good 2. Student’s technical skill/mastery of media is very good according to the goals of assignment. (e.g. realism, expressionism, abstraction)	1. Craftmanship and attention to detail is average with some areas that are sloppy. 2. Student’s technical skill/mastery of media is average according to goals of assignment.(e.g. realism, expressionism, abstraction)	1. Craftmanship and attention to detail is poor. 2. Student’s technical skill/ mastery of media is poor according to goals of assignment. (e.g. realism, expressionism, abstraction)	Fails to meet minimum standard
Contrast	Possesses a wide range of values that fully enhance composition	Possesses a range of values that largely enhances composition OR possesses a wide range of values but they may detract somewhat from the composition	Possesses a moderate range of values(values may be all too light, all too dark or all too mid-range) OR possesses a range of values but they may detract significantly from composition	Possesses a very limited range of values OR possesses a moderate range of values that largely detract from composition	Fails to meet minimum standard
Color	1. Demonstrates strong knowledge of color theory 2. Color is complex (layered/mixed) unless otherwise specified 3. Color is appropriately neutralized; not muddy	1. Demonstrates good knowledge of color theory 2. Color is somewhat complex (layered/mixed) unless otherwise specified 3. Color is mostly appropriately neutralized; may verge toward muddiness	1. Demonstrates some knowledge of color theory 2. Color lacks much complexity (layered/mixed) unless otherwise specified. 3. Color is only somewhat appropriately neutralized, may be somewhat muddy	1. Demonstrates little knowledge of color theory 2. Color is not complex(layered/mixed) unless otherwise specified 3. Color is not appropriately neutralized; may be very muddy.	Fails to meet minimum standard
Class Ethics/Effort/Commitment/Participation	This is a holistic, somewhat objective grade. An “A” is expected and assumed of all students, hence, this grade is not assigned unless a student earns a “B” or lower based on negative behavior and/or lack of effort, commitment, or participation during a particular Creative Challenge or assignment. Negative behaviors include disruptions to teaching and learning, disrespect, inappropriate language, poor attitude, talking over the teacher, excessive tardies, etc.				
Comments:					

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Lines and Texture

Designed by: Diana Rossi

Content Area: Art

Grade Level(s): 9-12

Summary of Unit

Students will learn about how to incorporate lines into designs. Students will understand implied lines, with simulated texture.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.1 select and use different media, techniques and processes that are used to create works of art
- 1.2 use selected two-dimensional and three-dimensional media to communicate ideas
- 1.4 demonstrate how a single medium or technique can be used to create multiple effects in works of art
- 1.7 describe how media and techniques are used to create two-dimensional and three dimensional works of art
- 2.1 identify the elements of art
- 2.2 select and use the elements of art in works of art
- 2.3 identify the principles of design
- 2.5 evaluate works of art in terms of structure and function
- 2.9 plan, design and execute multiple solutions to challenging visual arts problems
- 4.7 describe how the visual arts influence history and cultures
- 5.4 analyze works of art to speculate why they were create

Big Idea(s)

Perspective

Movement

Contrast

Unit Enduring Understanding(s)

Artists must understand media, techniques and process as tools to communicate

Artists consider multiple approaches to visual problems

Form and function may or may not be related one to the other

Unit Essential Questions(s)

To what extent can media be manipulated using a variety of techniques and processes?

How can lines express emotion?

Why is value an important part of the line design?

To what extent does good design integrate form with function?

Knowledge and Skills

Students will know...

- Vocabulary terms: perspective
 contrast
 Value with lines
 Texture
 Movement
 Rhythm
- how to create a design from lines
- what it means to create movement from lines
- how to use perspective
- 2 point perspective
- horizon line
- vanishing point
- implied lines
- different types of lines
- who Jackson Pollock, Willem DeKooning, and Piet Mondrian are

Students will be able to...

- create a line drawing using different types of lines, using charcoal, pencil and black markers.
- create a piece consisting of contrast, movement and rhythm.
- create balance between their lights and darks.
- create 2-point perspective buildings drawing using all implied lines to imply texture.
- evaluate and discuss their pieces and pieces of their peers using a critique protocol and rubric.
- analyze artist's work and thoughts on why they created their pieces and their use of lines.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

-Students will be working on a line pattern design. They will have a 9x12 piece paper, and worksheets on different types of lines. The designs will create movement and value with black and white.

-Students will be working with 9x12 paper and working with 2 point perspective. Students will practice in their sketchbooks creating two point perspective buildings.

Once completed they will work on a cityscape using only two point and using line designs to create texture and implied lines.

Rubric

Drawing Assessment Rubric						
Student Name:						
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Excellent	Good	Average	Needs Improvement	Teacher's Rating	
Criteria 1 – Student drew from observation and drew with correct proportions and balance	10	9 – 8	7	6 or less		
Criteria 2 – Accurate line drawing of still life objects	10	9 – 8	7	6 or less		
Criteria 3 – Student understands the concept of value in art, and can use a pencil to express a full range of values from black to light gray. Completed drawing shows that range.	10	9 – 8	7	6 or less		
Criteria 4 – Effort: took time to develop idea & complete project? (Didn't rush.) Good use of class time?	10	9 – 8	7	6 or less		
Criteria 5 – Craftsmanship – Neat, clean & complete? Skillful use of the art tools & media?	10	9 – 8	7	6 or less		
Total: 50 x2 (possible points)	Grade:					Teacher Total
Student Comments:						
Teacher Comments:						

Other Evidence

- oral participation in class discussions

-Students will journal daily with the following suggestions for sketches and the only instruction that the work must be solely created through the use of lines:

- * Illustrate your favorite poem
- * Draw the contents of a trash can
- * Drawing of a house plant (real or artificial)
- * Draw an object with a surface texture.
- * Draw tools used in certain professions
- * Draw a tennis shoe
- * draw a grouping of leaves
- * Draw something you might find in a department store display
- * Draw a large jar and fill it up with something (candy, toys, rock, etc)
- * Design a school desk
- * Draw your favorite snack food
- * Draw an object melting
- * Draw a bowl of fruit, shade it.
- * Draw hands holding something
- * Draw a mechanical object
- * word picture: select a word that bring to mind a mental picture, draw the word as the shape of the object, such as the word apple in the shape of an apple, or apples spelling out the word.
- * Draw popcorn
- * Keyhole: what would you see through a key hole

Student Self-Assessment and Reflection

- Pre-test
- Post test
- Critique, written

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

- What is a line?
- How do lines create movement?
- Students will learn what lines are. Students will learn how lines create movement.
- Students will create a chart of lines in their sketchbooks so they have an understanding of the different types of lines.
- Students will learn what Zentangle means.
- Students will look at examples of different types of Zentangle patterns in order for them to create their own Zentangle.
- Students will create a piece using the lines worksheet, and the zentangle patterns.
- Students will learn the concept of vanishing point, horizon line and perspective.
- Students will complete exercises in their sketchbooks on perspective.
- Students will create a drawing in two-point perspective. Once students have done the drawing, they will go back and imply windows and doors by using only lines

Resources and Teaching Tips

- DeKooning: A Retrospective, by Jim Coddington, [John Elderfield](#) and Willem de Kooning (Hardcover - Sep 30, 2011)
- Jackson Pollock, by Ellen Landua April 2010
- Picasso Line drawings and prints (Dover Fine art, History of Art) by Pablo Picasso 1982
- Line and Shading in drawing, (Drawing Academy) by Gabriel Martin I Roig (2005)
- Basic Zentangle
- Zentangle 2
- Zentangle 3
- Perspective drawing handbook, (Dover art instruction) by Joseph D'Amelio (May 2004)
- Perspective drawing for beginners (Len a Doust)

Differentiation

- Change the size of the paper
- Along for longer time on project, provide assistance when requested
- Allow students to look at different patterns and use those patterns to create their design.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Universal Design for learning: Students will learn balance between the artist's work and their own work. Students will examples of other's work, and other ways of solving problems and finding a different solution.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Projector

Elmo

Demonstration from the Elmo onto the board so everyone can see demonstration

Laptop for images

Curriculum Framework for Performing Arts

School: Sussex Academy of Arts and Sciences

Curricular Tool: NA

Course: GLEE!

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Many Voices But One Sound - Singing Together as a Chorus (Sample Unit Provided) Timeline: 6 weeks			
Standard 1: Singing independently and with others, a varied repertoire of music. 1.2(E) -Sing on pitch within the appropriate singing range 1.3(E) -Sing on pitch in rhythm while applying a steady beat 1.4(E) -Sing demonstrating proper posture and breathing 1.5(E) -Sing demonstrating proper vocal technique 1.6(E) -Sing expressively utilizing dynamics and phrasing 1.9(E) -Sing in groups in response to gestures of a conductor 1.12 -Sing music in 2 and 3 parts 1.13(P,E)- -Sing in groups and vocal timbres 1.14(P,E)- -Sing a repertoire of songs representing different genres, styles and languages	A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning. Singing in a choir is different from singing as a soloist. Choirs must listen to each other as they sing to ensure blend and balance. Expression of a song is demonstrated through the use of tone and changes in vowels and dynamics.	<u>Essential Questions:</u> What does proper breathing look/feel like? Why is it important to breathe correctly while singing? What are the physical characteristics necessary for good breath support? How are balance and blend achieved within a choir? How do dynamics affect the mood of a song? How do expressive elements communicate an idea and/or feeling in a song? <u>Learning Targets:</u> Exhibit proper breathing while singing Sing with open throat and a relaxed jaw Listen and identify various tone colors.	<u>Suggested Formative Assessments</u> • Teacher observations • Homework assignments • Vocabulary • Participation rubric • Assessment of solo and small group performances using a rubric • Peer assessment of performance using a rubric • Assessments used to scaffold performance project development <u>Suggested Summative Assessments:</u> • Tests on music theory and vocabulary

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
1.15(P,E)- -Sing expressively with phrasing, dynamics and stylistic interpretation 1.16(P,E)- -Sing music in 4 parts with and without accompaniment 1.17(P,E)- -Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory. 5.4(E) -Read a single line of an instrumental or vocal part 5.8(P,E) -Read an instrumental or vocal score 5.10(P, E) -Read simple melodies		Produce lighter and darker, fatter and thinner vocal qualities through shaping lips and mouth. Identify their voice part by range sung and follow that part in a score Perform with proper balance within a choir Perform with proper blend within the choir Shape vowels correctly while singing Students will use dance to accompany musical performances	
Unit Two: Properly Using Your Voice (Sample Unit Provided) Timeline : 6 weeks			
Standard 1: Singing independently and with others, a varied repertoire of music. 1.2 (E)-Sing on pitch within the appropriate singing range 1.4(E) -Sing demonstrating proper posture and breathing 1.5(E) -Sing demonstrating proper vocal technique 5.1(E) -Identify and define standard notation symbols	A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning. In order to engage in an ensemble one must be both a performer and a listener with the ability to react. To become a skilled performer requires persistence. Written music is open to individual interpretation. Music has a universal language.	Essential Questions: What is solfege and how do we use it to read music? Why is sight reading important to musicians? To what extent does participation in a vocal ensemble impact the performance of the ensemble? When is music deliberate and when is it spontaneous?	Informal: - Teacher observations - Homework - Vocabulary - Performance evaluation - Informal assessment of student's performance - Use of questioning during whole group instruction Formal Assessment: - Unit exams - Mid-term exams - Final exams - Written quiz on identifying notes

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
5.3(E) -Read melodic notation 5.4(E) -Read a single line of an instrumental or vocal part 5.5(E) Notate symbols and terms for meter and rhythm 5.6(E) Notate symbols for pitch 5.9(P, E) -Read unfamiliar music with tonal and rhythmic accuracy		<u>Learning Targets:</u> Listen and identify various tone colors. Produce lighter and darker, fatter and thinner vocal qualities through shaping lips and mouth. Identify their voice part by range sung and follow that part in a score Shape vowels correctly while singing Recognize a scale as a series of notes Sing the C major scale using “do re mi” etc. Identify each step of the major scale using do, re, mi, fa, so, la, ti, do Sing the major scale with accuracy Demonstrate the use of hand-signs Demonstrate proper singing posture, breath control and support	both in the Treble and Bass clefs, as well as a quiz on applying Solfege to the C Major Scale
Unit Three: Music Appreciation and Analysis Timeline: 4 weeks			
Standard 6: Listen to, describing and analyzing music and musical performances 6.1(E) -Express changes and contrasts in music through	A voice is a tool which when used according to the rules and apart from the rules can move others’ emotions and/or communicate meaning.	<u>Essential Questions:</u> When is sound considered music? How does the concept of quality relate to musical performance?	<u>Suggested Formative Assessments</u> • Teacher observations • Homework assignments • Vocabulary • Participation rubric

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
movement 6.3(E) -Identify and classify voices by range and quality 6.4(E) -Identify and describe basic music forms 6.5(E) -Identify and describe common instrumental and vocal ensembles 6.6(E) -Express through verbal and non-verbal means various styles/ genres of music 6.7 (P, E) -Identify the elements of music within a musical composition 6.8 (P, E) -Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms 6.9(P, E) -Identify and explain compositional devices and techniques use Standard 7: Evaluating music and musical performances 7.1(E) -Express personal preferences for specific musical styles 7.3(E) -Explain personal music preferences using appropriate	In order to engage in an ensemble one must be both a performer and a listener with the ability to react. To become a skilled performer requires persistence. Written music is open to individual interpretation. To become a skilled performer requires persistence.	Is the historical context important to listening and/or analyzing music? Should you hear a performance to understand or appreciate it? Is it necessary to be able to hear to appreciate music? What influences the development of a personal aesthetic? How influential is the taste of the time, and why? To what extent is dissonant music a product of our undeveloped taste? On what basis can music be compared and contrasted? When is sound considered music? How does the concept of quality relate to musical performance? Why learn the historical context prior to evaluating music? Should you hear a performance to understand or appreciate it? Is it necessary to hear to appreciate musical performance? What are the advantages and disadvantages of live performance?	- Assessment of solo and small group performances using a rubric - Peer assessment of performance using a rubric - Assessments used to scaffold performance project development <u>Suggested Summative Assessments:</u> - Tests on music theory and vocabulary - Projects involving the development of musical performances - Performance assessments using a rubric - Students watch videotape of their performance(s) and write a critical evaluation of the performance using appropriate vocabulary and terminology. Within the written evaluation, students identify their own criteria for what makes a performance “good” or in need of improvement and then analyze their and others’ performance using that independently set criteria.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
terminology 7.4(P, E) -Discuss and evaluate the relationship between music and human emotions 7.5(P, E) -Develop and apply criteria for evaluating compositions and performances 7.6(P, E) -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing 7.7(P, E) -Critically evaluate one's own musical creations 7.8(P, E) -Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement		<u>Learning Targets:</u> Students will be able to demonstrate good posture and breathing position while standing on risers. Students will be able to follow a conductor Students will understand the importance of using effective facial expression while singing Students will be able to describe the elements of effective stage presence. Students will be able to demonstrate what proper performance etiquette looks like.	
Unit Five: Music in History Timeline: 6 weeks			
Standard 8: Making connections between music, the other arts and other curricular areas 8.1(E) -Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of	Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously. Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation is	<u>Essential Questions:</u> How important has music been in history? To what extent do musicians break down social norms? To what extent is participation in	<u>Suggested Formative Assessments</u> • Teacher observations • Homework assignments • Vocabulary • Participation rubric • Assessment of solo and small group performances using a rubric • Peer assessment of performance

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
the arts including music 8.2(P, E) -Make connections with other disciplines as they relate to music 8.3(P, E) -Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music 8.5 (P, E) -Compare and contrast artistic themes across cultures, history Standard 9: Understanding music in relation to diverse cultures, times and place 9.1(E) -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles 9.2(E) -Listen to music from various periods and diverse cultures by genre or style 9.3(E) -Describe how elements of music are used in various historical periods, cultures, genres and styles 9.4(E) -Identify sources of American music genres; trace the evolution of those genres and well-known musicians associated with them	a highly developed kind of shorthand that uses symbols to represent ideas. Music is a study and reflection of society. Music reflects the environment and times of its creation. Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets. Music is art. It allows a human being to integrate many techniques and use them to create emotion. Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time. Music complements other art forms. Music is one form of artistic expression People communicate about their culture through music. Changes in history cause changes in	music education an important part of one's comprehensive education? To what extent does learning in the arts contribute to a student's cognitive ability? Does art influence life or does life influence art? To what extent have changes in technology influenced music? To what extent do musicians influence society? To what extent does society influence musicians? Under what conditions should music be preserved to accurately insure the composer's intentions? To what extent does music play a role in culture? To what extent does music influence social change? On what basis can music be compared and contrasted? To what extent does music affect the world community? How can music be used to reflect the similarities and differences among cultures?	using a rubric - Assessments used to scaffold performance project development <u>Suggested Summative Assessments:</u> - Tests on music theory and vocabulary - Projects involving the development of musical performances - Performance assessments using a rubric

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
9.5(E) -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods ** Delaware Dance standards used in association with performances. Standard 5: Demonstrating and understanding dance in various cultures and historical Periods 5.1(E) -Perform folk dances from various cultures 5.2(E) -Perform a broad spectrum of American historical folk, social and/or theatrical dances 5.10(P, E) -Adapt and elaborate on a multicultural dance of a different time or culture; sharing the dance and it's context with peers	music. Music as a form of expression becomes part of the history and culture. Cultures utilize their natural resources to produce music. A culture's music reflects its values. Dance is evident in many cultures, times and places.	To what extent is dance timeless? To what extent is it very history-bound? <u>Learning Targets:</u> Students will be able to actively listen and communicate regarding the music. Students will be able to use the knowledge gained to communicate the meaning of the music. Students will be able to describe what makes the audience an integral part of any performance. Students will understand that musical taste is subjective and based on personal preferences. Students will be able to understand the music's connection to math. Students will be able to describe how music is a world language. Students will demonstrate music's connection to art and artistic expression. Students will be able to describe the cultural impact music has on a society.	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		Students will be able to discuss how Blues, Ragtime and Jazz became a part of America's musical foundation.	
Unit Three: Performing as a Professional Chorus (Sample Unit Provided) Timeline: 12 weeks			
Standard 1: Singing independently and with others, a varied repertoire of music. 1.2(E) -Sing on pitch within the appropriate singing range 1.5(E) -Sing demonstrating proper vocal technique 1.6(E) -Sing expressively utilizing dynamics and phrasing 1.9(E) -Sing in groups in response to gestures of a conductor 1.13(P,E) -Sing in groups and vocal timbres 1.14(P,E) -Sing a repertoire of songs representing different genres, styles and languages 1.15(P,E) -Sing expressively with phrasing, dynamics and stylistic interpretation 1.16(P,E) -Sing music in 4 parts with and without accompaniment 1.17(P,E) -Sing a repertoire of	A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning. In order to engage in an ensemble one must be both a performer and a listener with the ability to react. To become a skilled performer requires persistence. Dance requires an entire repertoire of movement. The dancer utilizes music for rhythm and tempo. A musical performance is not only about sounding good, it is about <i>looking</i> good as well. Participating in a choir and using knowledge of musical skills in a singing performance can help build self- esteem and confidence. Demonstrating respect for a performance, both on and off the stage, can foster a deep appreciation	Essential Questions: When does singing go from mere repetition or imitation to creative and artful performance? To what extent does participation in a vocal ensemble impact the performance of the ensemble? To what extent is dance more than a human trait? When does movement become dance? What is the role of the conductor in musical interpretation? Why do manners and etiquette matter to a chorus member? What do you want the audience to feel when you are performing? Learning Targets: Exhibit proper breathing while singing Produce lighter and darker, fatter and	Suggested Formative Assessments • Teacher observations • Homework assignments • Vocabulary • Participation rubric • Assessment of solo and small group performances using a rubric • Peer assessment of performance using a rubric • Assessments used to scaffold performance project development Suggested Summative Assessments: • Tests on music theory and vocabulary • Projects involving the development of musical performances • Performance assessments using a rubric

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
choral literature with expression and technical accuracy including songs performed from memory. 6.1 Express changes and contrasts in music through movement 6.7 Identify the elements of music within a musical composition 6.9 Identify and explain compositional devices and techniques used in a musical work ** Delaware Dance standards used in association with performances. Standard 1: Identifying and demonstrating movement elements and skills in performance 1.2(E) -Demonstrate accuracy in moving to a musical beat and responding to changes in tempo 1.6(E) -Execute basic movement phrases individually and in a Group 1.8(E) -Memorize and reproduce extended sequence 1.11(E) -Demonstrate the ability to remember extended movement Sequences	for other performers.	thinner vocal qualities through shaping lips and mouth. Identify their voice part by range sung and follow that part in a score Perform with proper balance within a choir Perform with proper blend within the choir Shape vowels correctly while singing Students will use dance to accompany musical performances Exhibit good singing posture Follow a conductor Use facial expressions effectively while singing Perform with proper performance manners and etiquette	

Curriculum Framework for Band/Orchestra

School: Sussex Preparatory Academy

Curricular Tool: N/A

Course: N/A

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Skills for Performing as a Group Timeline : September to November			
2.2/E -Perform on pitched and unpitched instruments in rhythm while applying a steady beat 2.3/E-Perform rhythm accompaniments by ear 2.4/E-Perform tonal accompaniments by ear 2.5/E-Perform melodies by ear using a melodic instrument 2.6/E-Perform with proper posture and breathing 2.7/E-Perform with proper instrument technique 2.8 /E- Perform in groups in response to gestures of a conductor 2.9/E-Perform an independent part in an ensemble setting 2.10/E-Perform music representing diverse genres and styles	Understanding and refinement of basic playing techniques to enhance performance. Learning how to demonstrate good tone production will enable you to perform better on your own instrument. Expression of a song is demonstrated through the use of tone and changes in dynamics. Musical elements such as articulation, dynamics, and tone quality are necessary for a good performance. Knowledge of scales and fingering patterns enable students to perform at a higher level. Ensembles must listen	Essential Questions: What does it take to play in band/orchestra? What is expected of me as an individual component of the ensemble? What are the essentials of good playing posture? What are the physical characteristics necessary for good breath support? What does proper breathing look/feel like? How is a good sound of a concert band/orchestra achieved? How can we improve our individual music skills on our instrument? What is good intonation and how do we achieve it? How are balance and blend achieved within the ensemble? Why is it important to learn and practice scales? What is musical articulation and how does it affect the music? How is a performance different than a rehearsal? What is the role of the conductor, and what must the performance do to ensure they are following the conductor? What is the value of creating music?	Suggested Formative Assessments: Teacher observation of: - Students exhibiting proper breathing while singing - Singing with open throat - Relaxed jaw - Listening and identifying various tone colors - Produce lighter and darker, fatter and thinner vocal qualities through shaping lips and mouth - Identify their voice part by range sung and follow that part in a score - Shape vowels correctly while singing - Successfully sing 2 part music of beginner difficulty, while incorporating all the music skills and techniques studied - Students will complete journal reflections on the music of the different cultures, either by writing their own thoughts, or by answering specific questions posed by the teacher. - Use of questioning during whole group instruction Suggested Summative Assessments: - The teacher will listen to the

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
5.1/E-Identify and define standard notation symbols 5.2/E-Read rhythmic notation 5.3/E-Read melodic notation 5.4/E-Read a single line of an instrumental or vocal part 5.8D/P/E-Read an instrumental or vocal score 5.9 D/P/E-Read unfamiliar music with tonal and rhythmic accuracy 5.10 D/P/E-Read simple melodies in 2 or more clefs 6.2/E-Identify and classify instruments according to family 6.5/E-Identify and describe common instrumental and vocal ensembles	to each other as they play to ensure blend and balance Certain behaviors and skills may contribute to producing a good performance Composing is a form of communication provides a method of self expression. Composing rhythms and songs provides a deeper understanding of the form and structure of music and reflect the time period and culture of the composer. Improvising with music and movement enhances the development of creativity. Evaluation and self - evaluation is a critical component for improving and appreciating the aesthetics of a performance. Variations in melody, rhythm, tempo and dynamics, instruments	How can you use technology to compose music? Learn the basics of a music notation program(Sibelius or Finale are recommended) <u>Learning Targets:</u> Demonstrate responsible behavior by keeping and organizing their own music folder. Caring for music department physical facilities and equipment. Being a responsible and contributing member at every rehearsal. Identify the proper instrumentation and set up of a wind ensemble. Demonstrate proper posture and playing position for their own particular instrument. Reacting appropriately at various musical activities and events. Define and demonstrate proper tone quality as it relates to their individual instrument. Produce a quality tone using proper breath support and articulation. Produce a gradual extension of range with increasing flexibility and facility. Demonstrate a scope of dynamic range without distortion of tone quality. Develop characteristics of a mature sound; vibrato, resonance, color, and timbre. Demonstrate knowledge of differences between melodic and harmonic passages. Understand the dynamic range in relation to group	students' perform 15-20 measures of musical selections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable with. The teacher will also have each student sing the selection individually. • Rubrics • Singing assessments on sight-reading in the keys of C, G, and D major with Solfege • Written assessments on identifying notes both in the Treble and Bass clefs, and music vocabulary and symbols. • Exit tickets where students are asked to complete exit tickets as to their grasp of the enduring understandings, essential questions, and objectives of each lesson. • Singing assessments on sight-reading in the key of C major (+ relative minors) with Solfege

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	help to define music. Comparing and contrasting various styles of music can deepen the understanding of how music styles are collaborative.	instrumentation and size. Identify good and bad intonation by listening. Identify key signature for the following major scales: Concert Bb, Eb, Ab Identify fingerings for the above scales Perform scales in select rhythm pattern and tempo Identify note duration for select rhythms Perform selected rhythm studies in tempo Breathe in time and in unison with ensemble Identify and demonstrate staccato, legato, marcato, accents, and sforzando articulations. Attach notes together, hold notes for proper duration, release notes in unison Identify and perform the following articulations in music: tongue, slur, staccato, accent, legato Develop the ability to improvise rhythmic variations on familiar songs Develop the necessary skills for composing short songs Identify key signature for the following major scales: Concert F, C, G Identify fingerings for the above scales	
Unit Two: Performance Timeline: December			
2.11/E-Perform in groups with blend and balance 2.12 P/E-Perform expressively with phrasing, dynamics and	Understanding and refinement of basic playing techniques to	<u>Essential Questions:</u> What is expected of me as an individual component of the ensemble?	<u>Suggested Formative Assessment:</u> • Informal assessment of student's performance • Perform with proper balance within a choir

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
stylistic interpretation 2.13P/E-Perform a repertoire of instrumental literature with expression and technical accuracy on a pitched or unpitched instrument	enhance performance. Ensembles must listen to each other as they play to ensure blend and balance. Musical elements such as articulation, dynamics, and tone quality are necessary for a good performance. Participating in and observing music and its performance is enriching spiritually, emotionally, and cognitively. Evaluation and self - evaluation is a critical component for improving and appreciating the aesthetics of a performance. Listening to and analyzing music helps to develop an appreciation of how music relates to a person's environment and culture. Certain behaviors and skills may contribute to producing a good	How is a performance different than a rehearsal? Why is producing a good performance important? Why do non-musical things like behavior affect the quality performance? Why is it important to perform for others? What do you want the audience to feel when you are performing? What manners are expected by a performer? What s the role of the conductor, and what must the performance do to ensure they are following the conductor? How are balance and blend achieved within the ensemble? How does self-evaluation improve one's own performance? How do expressive elements communicate an idea and/or feeling in a song? How can evaluating a music performance help to improve your own performance? <u>Learning Targets:</u> Being a responsible and contributing member at every rehearsal. Demonstrate proper posture and playing position for their own particular instrument. Reacting appropriately at various musical activities and events. Perform scales in select rhythm pattern and tempo	<u>Suggested Summative Assessments:</u> - Teacher will video tape the choir's performance at a rehearsal two weeks prior to concert, and then again at the concert. He/she will then watch the performances, and evaluate each student using a rubric. - The teacher will listen to the students' perform 15-20 measures of musical selections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable with. The teacher will also have each student sing the selection individually. - Singing assessments on sight-reading in ALL MAJOR/MINOR KEYS with Solfege

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	performance	Identify note duration for select rhythms Breathe in time and in unison with ensemble Approach and leave the performance area in silence Demonstrate proper stage presence. Demonstrate proper stage etiquette. Follow conductor cues and gestures. Attach notes together, hold notes for proper duration, release notes in unison. Develop performance goals	
Unit Three: Genre Study Timeline: January-April			
6.6/E-Express through verbal and non-verbal means various styles/ genres of music 6.7/E-Identify the elements of music within a musical composition 6.2/E-Identify and classify instruments according to family 6.7/E-Identify the elements of music within a musical composition 7.1/E-Express personal preferences for specific musical styles 7.2/E-Identify ways for evaluating compositions and performances	Composing rhythms and songs provides a deeper understanding of the form and structure of music and reflect the time period and culture of the composer. Composing and improvising music can help people work together and learn to respect and value the work of others around them. Participating in and observing music and its performance is enriching spiritually, emotionally, and	<u>Essential Questions:</u> Does a composer's music always reflect what type of person the composer is? What kinds of elements can you use in a composition that reflects your culture? How does music of today compare with music of the past? Why is it important to explore different styles and genres of music? What is the value of observing works of music? How does music help you to be a better person? How does music help you in other discipline areas? How can a person critique a piece of music in a respectful way? What is the difference between listening for enjoyment and listening to analyze? How can empathy for another culture be developed by	<u>Suggested Formative Assessments:</u> - Students will complete journal reflections on the music of the different cultures, either by writing their own thoughts, or by answering specific questions posed by the teacher. <i>Interviews:</i> students "interview" family members about music styles of their youth. The feedback from these interviews can be used as a way to determine some of the artists students will use to research. <i>Discussions:</i> Students will be required to participate in small and large group discussions throughout the unit. Students will work in partnerships and small cooperative groups. <i>Journals:</i> Students keep a journal specifically for reflections on the

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
7.3/E-Explain personal music preferences using appropriate terminology 7.4D/P/E-Discuss and evaluate the relationship between music and human emotions 7.5 D/P/E -Develop and apply criteria for evaluating compositions and performances 7.6 D/P/E-Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing 7.7 D/P/E-Critically evaluate one's own musical creations 7.8 D/P/E-Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement 8.1/E -Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music 8.3 D/P/E - Illustrate ways in	cognitively. Listening to and analyzing music helps to develop an appreciation of how music relates to a person's environment and culture. Variations in melody, rhythm, tempo and dynamics, instruments help to define music. Comparing and contrasting various styles of music can deepen the understanding of how music styles are collaborative.	listening to its music? How do variations in music elements affect the mood of piece? What similarities and differences do different genres of music have? How do expressive elements communicate an idea and/or feeling in a song? What is the value of observing works of music? How do variations in music elements affect the mood of piece? <u>Learning Targets:</u> Learn to explore and appreciate music of different cultures. Learn to respectfully critique/evaluate musical performances. Develop a critical listening ear. Learn to compare and contrast music of various genres. Identify Patterns in music, both tonal and rhythmic	material covered in this unit. Students can reflect on the information or write about their own personal experiences or opinions in relation to the topics. <u>Suggested Summative Assessments:</u> • <i>A Timeline of Music:</i> Students will be required to create a timeline that briefly illustrates the evolution of a musical genre of their choice. They will be presented with information from the earliest to most modern progressions of various genres. This information will be used to complete their timelines. • <i>Research:</i> Students will conduct research of many aspects of a musical genre of their choice, from options studied in class, including information such as famous musicians, popular genres, and musical instruments. They will use resources such as, books, magazines, video, and the Internet to conduct their research. • <i>Graphic Organizers:</i> Students will create and use graphic organizers during their research and during my presentations of the history of music, genre studies, artist studies and popular musical instruments to record the information. One graphic create organizers to show their prior knowledge of the subject,

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
which the principles and subject matter of other curricular areas are interrelated to music 8.4 D/P/E-Compare and contrast terms common between the arts and other curricular areas (e.g. texture, color, form) 8.5 D/P/E-Compare and contrast artistic themes across cultures, history and multiple media 9.1/E-Identify and describe the roles of musicians in various historical periods, cultures, genre and styles 9.2 D/P/E-Listen to music from various periods and diverse cultures by genre or style			what they want to learn and what they learned at the conclusion of each lesson or part of the unit. Other graphic organizers will be used to guide them in writing and increase their knowledge of important vocabulary terms. <i>Oral Presentations:</i> Students will be required to orally present their research during this unit. The students will present at various times throughout the unit. They will present information on genres, artists, and musical instruments. <i>Assessments:</i> Students will be assessed on their written reports, oral presentations, graphic organizers, class work, participation in discussions, participation in group work, and journals.
Unit Four: Performance Timeline: May			
2.6/E-Perform with proper posture and breathing 2.7/E-Perform with proper instrument technique 2.8 /E- Perform in groups in response to gestures of a conductor 2.9/E-Perform an independent part in an ensemble setting	Evaluation and self - evaluation is a critical component for improving and appreciating the aesthetics of a performance. Participating in and observing music and its performance is enriching spiritually, emotionally, and	Essential Questions: What is the value of creating music? Does a composer's music always reflect what type of person the composer is? How does self-evaluation improve one's own performance? How can evaluating a music performance help to improve your own performance? What is expected of me as an individual component of the ensemble?	Suggested Formative Assessment: - Informal assessment of student's performance - Perform with proper balance within a choir Suggested Summative Assessments: - Teacher will video tape the choir's performance at a rehearsal two weeks prior to concert, and then again at the concert. He/she will then watch the performances, and

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
2.10/E-Perform music representing diverse genres and styles 2.11/E-Perform in groups with blend and balance 2.12 P/E-Perform expressively with phrasing, dynamics and stylistic interpretation 2.13P/E-Perform a repertoire of instrumental literature with expression and technical accuracy on a pitched or unpitched instrument	cognitively. Listening to and analyzing music helps to develop an appreciation of how music relates to a person's environment and culture. Understanding and refinement of basic playing techniques to enhance performance. Ensembles must listen to each other as they play to ensure blend and balance. Certain behaviors and skills may contribute to producing a good performance Musical elements such as articulation, dynamics, and tone quality are necessary for a good performance.	How is a performance different than a rehearsal? Why is producing a good performance important? Why do non-musical things like behavior affect the quality performance? Why is it important to perform for others? What do you want the audience to feel when you are performing? What manners are expected by a performer? What s the role of the conductor, and what must the performance do to ensure they are following the conductor? How are balance and blend achieved within the ensemble? How do expressive elements communicate an idea and/or feeling in a song? <u>Learning Targets:</u> Learn to show respect for others' improvising and composing Develop performance goals Being a responsible and contributing member at every rehearsal. Demonstrate proper posture and playing position for their own particular instrument. Reacting appropriately at various musical activities and events. Perform scales in select rhythm pattern and tempo	evaluate each student using a rubric The teacher will listen to the students' perform 15-20 measures of musical selections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable with. The teacher will also have each student sing the selection individually. Singing assessments on sight-reading in ALL MAJOR/MINOR KEYS with Solfege

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		Identify note duration for select rhythms Breathe in time and in unison with ensemble Approach and leave the performance area in silence Demonstrate proper stage presence and etiquette. Follow conductor cues and gestures. Attach notes together, hold notes for proper duration, release notes in unison.	

Delaware Model Unit Gallery Template

Unit Title: Introduction to Sight-Reading

Designed by: Chris Celfo

District: Innovative Schools

Content Area: Music

Grade Level(s): 7-12

Summary of Unit

Students will learn the foundations for reading musical notation in both the Treble and Bass clef. They will be introduced to the musical solfege system, and through use of hand signs, will discover how to apply solfege syllable to a C Major Scale. Students have already been introduced to basic rhythms.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.2 Sing on pitch within the appropriate singing range
- 1.4 Sing demonstrating proper posture and breathing
- 1.5 Sing demonstrating proper vocal technique
- 5.1 Identify and define standard notation symbols
- 5.3 Read melodic notation
- 5.4 Read a single line of an instrumental or vocal part
- 5.5 Notate symbols and terms for meter and rhythm
- 5.6 Notate symbols for pitch
- 5.9 Read unfamiliar music with tonal and rhythmic accuracy

Big Idea(s)

Reading and notating music.

Unit Enduring Understanding(s)

Students will understand that music has a universal written language.

Unit Essential Questions(s)

- What is solfege and how do we use it to read music?
- Why is sight reading important to musicians?

Knowledge and Skills

Students will know...

The acronyms for reading notes on the treble clef staff
The acronyms for reading notes on the bass clef staff
The definition of a scale
The Solfege syllables and how they apply to the C major scale
The hand signs for the Solfege syllables

Students will be able to...

Recognize a scale as a series of notes
Sing the C major scale using "do re mi" etc.
Identify each step of the major scale using do, re, mi, fa, so, la, ti, do
Sing the major scale with accuracy
Demonstrate the use of hand-signs
Demonstrate proper singing posture, breath control and support

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task

Written Quiz on identifying notes both in the Treble and Bass clefs, as well as a quiz on applying Solfege to the C Major Scale

Assessment on sight-reading w/Solfege, using following rubric:

Sight-Singing Rubric					
	Unacceptable	Poor	Fair	Good	Excellent
	0 pts	1 pt	2 pts	3 pts	4 pts
	Unacceptable	Poor	Fair	Good	Excellent
Rhythmic Accuracy	Incorrect rhythms consistently occur significantly detracting from the overall performance. Rhythms generally unrecognizable.	Incorrect rhythms frequently occur detracting from the overall performance. Rhythms generally unrecognizable.	Incorrect rhythms occasionally occur detracting from the overall performance.	Incorrect rhythms rarely occur without detracting from the overall performance.	Rhythms are consistently accurate as notated enhancing the overall performance. Professional level rhythmic accuracy.
Pitch	Incorrect pitches consistently occur significantly detracting from the overall performance. Pitches generally unrecognizable.	Incorrect pitches frequently occur detracting from the overall performance. Pitches generally unrecognizable.	Incorrect pitches occasionally occur detracting from the overall performance.	Incorrect pitches rarely occur without detracting from the overall performance.	Pitches are consistently accurate as notated enhancing the overall performance. Professional level pitch accuracy.

Note Name Accuracy	Note names are never accurate, significantly detracting from the overall performance.	Note names are rarely accurate, detracting from the overall performance.	Note names are usually accurate, but detracting from the overall performance.	Note names are usually accurate without detracting from the overall performance.	Note names are consistently accurate.
Solfege Accuracy	Solfege syllables are never accurate, significantly detracting from the overall performance	Solfege syllables are rarely accurate, detracting from the overall performance.	Solfege syllables are usually accurate, but detracting from the overall performance.	Solfege syllables are usually accurate without detracting from the overall performance.	Solfege syllables are consistently accurate.

Other Evidence

Informal assessment of student's performance

Use of questioning during whole group instruction

Student Self-Assessment and Reflection

Students will be asked to complete exit tickets to their grasp of the enduring understandings, essential questions, and objects of the unit.

Stage 3 – Learning Plan (Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson One: Basics of Melodic Notation(Treble Clef)

Give students each a piece of Staff paper.

Introduce the musical staff, and indicate the 5 lines and 4 spaces.

Draw the Treble Clef, and have students practice drawing them on the first line of the staff paper. Observe and make corrections.

Teach students the saying Every Good Boy Does Fine and FACE, and explain how it applies to the notes and spaces on the staff.

Write EGBDF and FACE from bottom left to top right on the lines and spaces respectively.

Show students that as notes go up the staff, they go line – space – line – space, etc.

Show students that as you go up the staff from line to space, that it is like going up stairs and you go up your alphabet in order.

Draw a series of different "line" notes on the board, and assess students randomly, one at a time, by having them verbally identify the notes.

Draw a series of different "space" notes on the board, and assess students one at a time by having them verbally identify the notes.

Explain to students that notes can get higher and higher by drawing extra lines – *ledger lines*.

On their staff paper, have students draw a quarter note on each of the lines, and label them appropriately.

Do the same with the spaces.

Have students take a short quiz at the end of class identifying notes on the Treble clef Staff. For homework, give them a worksheet to complete (self created) for next class.

Lesson Two: Basics of Notation (Bass Clef)

Give students each a piece of Staff paper.

Introduce the musical staff, and indicate the 5 lines and 4 spaces.

Draw the Treble Clef, and have students practice drawing them on the first line of the staff paper.

Teach students the saying Great Big Dogs Fight Animals and All Cows Eat Grass and explain how it applies to the notes and spaces on the staff.

Write GBDFA and ACEG from bottom left to top right on the lines and spaces respectively.

Reinforce to students that as notes go up the staff, they go line – space – line – space, etc, , and that as you go up the staff from line to space, that it is like going up stairs and you go up your alphabet in order.

Draw a series of different Bass Clef "line" notes on the board, and assess students one at a time by having them verbally identify the notes.

Draw a series of different Bass Clef "space" notes on the board, and assess students one at a time by having them verbally identify the notes.

Reinforce to students that notes can get higher and higher by drawing extra lines – *ledger lines*.

Have students take a short quiz at the end of class identifying notes on the Bass clef Staff. For homework, give them a worksheet on Bass Clef Notes to complete (self created) for next class.

Give quiz the next class on Treble, and Bass Clef Notes.

Lesson Three: Solfege

Play the song "Do Re Mi" for students. Tell them the song comes from the musical *The Sound of Music*.

Teach the song by phrases.

Sing several times, having students sing as much as they can remember.

Teach students the Solfege hand signs one at a time.

Show how the hand signs correlate to the steps of the scale.

As you use the hand signs, make sure to place them spatially high and low as they correspond to the scale.

Add the hand signs as you sing the song this time.

You may want to use a recording of the song for students to sing along with so that you can help them with the hand signs.

Have students echo patterns of hand signs. Sing and sign. Start with So-Mi.

Add La, Re, and Do (pentatonic scale).

After significant practice, add Fa and Ti.

Pair students up, and have them practice drilling each other using hand signs. Observe their performance.

This will be an *ongoing skill practice*. It may take several lessons to be able to echo all the intervals of the major scale.

Use of echoing hand-sign patterns should be done as a drill over a long period of time.

You will get to a point where you can use this skill to teach songs.

Lesson Four: Applying Solfege to the C Major scale

Tell students that the term scales refer to a series of notes that go in an ascending and descending manner.

Have students echo hand signs Do, re, mi, fa, sol, la, ti, do.

Inform them that what they just sang, was the C Major scale.

Explain to students the students that the **major scale** is the foundation from which all other scales are formed.

On the board, write the letters, C, D, E, F, G, A, B, C.

Explain to students that a C major scale begins with a C and ends with a C.

Have them echo hand sign patterns to the major scale again, this time substituting note names for the syllables.

Create various hand-sign patterns as the students continue to echo using note names instead of syllables.

Put them in pairs, and have them drill each other using hand-signs.

In the book *The Choral Warm-up Collection* by Sally Albrecht, teach the students exercise #85.

After students have learned the exercise on syllable, have them perform it on note names.

As an exit ticket, write a series of random letters from the C Major scale on the board, and have students identify the solfege syllable to the note names of the Major Scale.

Lesson Five: Applying Solfege to Various Melodies

Make copies of page 1 in the MELODIA sight singing course-Book one.

Give each student a copy, and have them look at exercise #1.

Ask them to look the exercise over, and in their heads determine the note names of each note in the exercise.

After 1 minute, play the starting pitch for them, and as a class sing through the exercise on NOTE NAMES. Observe students as they sing, to ensure they are following.

Repeat again to give students a chance to fix their mistakes.

Next, ask them to look the exercise over, and in their heads determine the solfege syllable of each note in the exercise.

After 1 minute, play the starting pitch for them, and as a class sing through the exercise on solfege syllables. Observe students as they sing, to ensure they are following.

Repeat again to give students a chance to fix their mistakes.

Repeat steps 3-8 with exercises 2 and 3.

Assess each student individually on exercise 4. Like earlier, give them a minute look it over to determine note names, and a minute for solfege. Use rubric from stage three.

This process should be continued for 2 weeks, using the exercises on subsequent pages. After two weeks, cut the time they have to look over it to 30 seconds, and then after four weeks, cut it down to 15 seconds. Assess students once a week to track progress.

Resources and Teaching Tips

Resources:

Centennial Songbook, or other source for *Do Re Mi*
Piano
Recording of Do Re Mi on cassette or CD
"The Choral Warm-up Collection" by Sally Albrecht
Melodia-A Course In Sight-Singing by Samuel Cole and Leo Lewis

Differentiation

Work in pairs to support learning
Students use the visual, auditory, and kinesthetic learning styles during this unit.
While students are in pairs doing hand-signs, it allow teacher to differentiate his/her time, moving between groups as the students need support.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

As written, this unit does not make use of a great deal of technology. However, if the teacher wished to extend the unit, students could certainly go online and search for lessons that drill note reading.

Content Connections

Content Standards integrated within instructional strategies

Social Studies – Learning about non-western cultures. Teacher could extend the unit with a short comparative study on texture from cultures around the world.

ELA – The musical composing process is similar to written composition.

Math – Dividing time with measures, beat, syncopation

Delaware Model Unit Gallery Template

Unit Title: GLEE - Performance Skills

Designed by: Chris Celfo

District: Innovative Schools

Content Area: Music

Grade Level(s): 6-12

Summary of the Unit: Students will learn the proper etiquette for being a performer and also an audience member, as well as what it takes for a choir to look successful. They will understand that different performance and styles of music require different behaviors for both the performer and the audience. Performances in the choir and classroom activities will develop personal and interpersonal skills. These experiences will help them to be a lifelong supporter of the arts in their communities and appreciate the role of music in society.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.2 Sing on pitch within the appropriate singing range
- 1.5 Sing demonstrating proper vocal technique
- 1.6 Sing expressively utilizing dynamics and phrasing
- 1.9 Sing in groups in response to gestures of a conductor
- 1.13 Sing in groups and blending vocal timbres
- 1.14 Sing a repertoire of songs representing different genres, styles, and languages
- 1.15 Sing expressively with phrasing, dynamics, and stylistic interpretation
- 1.16 Sing music in 4 parts with and without accompaniment
- 1.17 Sing a repertoire of choral literature with expression and technical accuracy, including songs performed from memory
- 6.1 Express changes and contrasts in music through movement
- 6.7 Identify the elements of music within a musical composition
- 6.9 Identify and explain compositional devices and techniques used in a musical work
- 7.4 Discuss and evaluate the relationship between music and human emotions
- 7.5 Develop and apply criteria for evaluating compositions and performances

**** Delaware Dance standards used in association with performances.**

Standard 1: Identifying and demonstrating movement elements and skills in performance

- 1.2(E)** -Demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- 1.6(E)** -Execute basic movement phrases individually and in a Group
- 1.8(E)** -Memorize and reproduce extended sequence
- 1.11(E)** -Demonstrate the ability to remember extended movement sequences

Big Idea(s)

Musical performance

A voice is a tool which when used according to the rules and apart from the rules can move others' emotions

and/or communicate meaning.

In order to engage in an ensemble one must be both a performer and a listener with the ability to react.

To become a skilled performer requires persistence.

Dance requires an entire repertoire of movement.

The dancer utilizes music for rhythm and tempo.

A musical performance is not only about sounding good, it is about *looking* good as well.

Participating in a choir and using knowledge of musical skills in a singing performance can help build self- esteem and confidence.

Demonstrating respect for a performance, both on and off the stage, can foster a deep appreciation for other performers.

Unit Enduring Understanding(s)

A musical performance is not only about sounding good, it is about *looking* good as well.

Participating in a choir and using knowledge of musical skills in a singing performance can help build self- esteem and confidence.

Demonstrating respect for a performance, both on and off the stage, can foster a deep appreciation for other performers.

Unit Essential Questions(s)

What is the role of the conductor in musical interpretation?

Why do manners and etiquette matter to a chorus member?

What do you want the audience to feel when you are performing?

When does singing go from mere repetition or imitation to creative and artful performance?

To what extent does participation in a vocal ensemble impact the performance of the ensemble?

To what extent is dance more than a human trait?

When does movement become dance?

Knowledge and Skills

Students will know...

The elements of proper singing posture

How to exhibit proper posture when on risers

How facial expression affects performance

How to follow a conductor

Elements of proper stage presence

What proper performance etiquette looks like

What proper audience etiquette should look like

The role of the conductor and how to follow him/her

Students will be able to...

Exhibit good singing posture

Follow a conductor

Use facial expressions effectively while singing

Perform with proper performance manners and etiquette

Exhibit proper breathing while singing

Produce lighter and darker, fatter and thinner vocal qualities through shaping lips and mouth.

Identify their voice part by range sung and follow that part in a score

Perform with proper balance within a choir

Perform with proper blend within the choir

Shape vowels correctly while singing

Students will use dance to accompany musical performances

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Teacher will video tape the choir's performance at a rehearsal two weeks prior to concert, and then again at the concert. He/she will then watch the performances, and evaluate each student using the following rubric:

Performance Rubric

Following Conductor	Unacceptable	Poor	Fair	Good	Excellent
	Student is never watching/following conductor, detracting from the overall performance.	Student rarely watches/follows conductor, detracting from the overall performance.	Student is occasionally watching/following conductor, but detracting from the overall performance.	Student is usually watching/following conductor, without detracting from the overall performance.	Student is consistently watching/following conductor, detracting from the overall performance.
					Professional level following
Etiquette	Unacceptable	Poor	Fair	Good	Excellent
	Etiquette is never appropriate, significantly detracting from the overall performance.	Etiquette is rarely appropriate, detracting from the overall performance.	Etiquette is usually appropriate, but detracting from the overall performance.	Etiquette is usually appropriate, without detracting from the overall performance.	Etiquette is consistently appropriate.
					Professional level etiquette

Facial Expression	Unacceptable	Poor	Fair	Good	Excellent
	Effective facial expressions are never employed within the ensemble, significantly detracting from the overall performance.	Effective facial expressions are rarely employed within the ensemble, detracting from the overall performance.	Effective facial expressions are mostly accurate within the ensemble, detracting from the overall performance.	Effective facial expressions are usually employed within the ensemble without detracting from the overall performance.	Effective facial expressions are consistently employed within the ensemble enhancing the overall performance.
					Professional level expression
Posture	Unacceptable	Poor	Fair	Good	Excellent
	Correct posture is never employed, significantly detracting from the overall performance.	Correct posture is rarely employed, detracting from the overall performance.	Correct posture is often employed, but detracts from the overall performance.	Correct posture is usually employed, without detracting from the overall performance.	Correct posture is consistently employed enhancing the overall performance.

Other Evidence

Exit tickets
 Reflection of performance as a classroom discussion
 Use of questioning during whole group instruction

Student Self-Assessment and Reflection

A great deal of reflection will occur throughout the unit as the teacher guides the students to discuss the performance of music.

Students will be asked to complete exit tickets to reflect their thinking on the lesson's content and their grasp of the enduring understandings and essential questions.

After performance, students will have a chance to reflect on their work, watching both performances and writing about their personal performance.

Stage 3 – Learning Plan (Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson One: Posture

Explain to the group that proper singing technique begins with good posture, setting up the body to produce the best sound possible.

Have students stand in a circle facing each other, and give them the following instructions. Circulate around the circle and correct any problems:

Have students place feet shoulder length apart, one foot slightly ahead of the other, weight evenly distributed and toward your toes. Instruct them to rise up on tiptoes, and lower back down slightly so heels are barely touching the ground.

Have them slightly bend their knees so that they can feel it, but no one can see it. Instruct them to wiggle knees forward and back to feel how relaxed they are while still standing tall.

Instruct them to raise chest slightly, creating a lift throughout the middle of their body. Have them tap on sternum to feel the area that should be lifting (show them where sternum is).

Indicate that in raising your chest you should feel a tilt in your ribcage, rotating upward from the sternum.

Have them relax and lower shoulders comfortably, parallel to chest. Instruct them to raise shoulders to ears, and then lower them to the ground. Then have them take a deep breath, relax, and try to lower them an inch more.

Have them place their arms at their sides, hanging them in a relaxed position. Instruct them to shake their hands out and let their fingers hang.

Tell them to imagine their chin resting on a table, parallel to the ground.

Ask each group to demonstrate their version of correct body posture for the group. Class members are encouraged to evaluate group performance in a positive, constructive way.

To further emphasize correct alignment, the teacher asks students to find a blank wall space and stand with their backs against the wall. Students place their heels, buttocks, shoulder blades, and back of the head (with chin parallel to the ground) against the wall. The teacher points out that this is the "standing tall" posture we're looking for. Students are then instructed to move 6 inches away from the wall, keeping this posture alignment.

In a final step, students are asked to rise up on their tip-toes, and lower slightly so that their heels are barely touching. This will create the weight shift desired.

While this lesson should be ongoing throughout the year, when concert time comes, teacher should bring the students on stage to the risers; have them arrange themselves in concert order. They will then display appropriate posture while singing a selection chosen by the teacher.

Teacher will video tape performance, and have students evaluate themselves using the "posture" portion of the performance rubric.

Lesson Two: Following a conductor

Have students write down what they believe a choir conductor is communicating when conducting a choir.

Make a list on the board of some of the student's answers.

Give students a brief overview of how a conductor keeps the beat

Explain how the first beat of the baton is usually downward and is known as the "ictus," or "downbeat.", the second beat the baton continues inward toward the conductor's body, beat three moves outward, away from the body. and finally, the conductor moves his baton upward to signify the final beat of the measure (the "upbeat" or "prep beat").

Explain how this four beat conducting pattern is repeated throughout the entire piece of music, helping all members of the ensemble know where they are at in the overall performance simply by keeping one eye on the conductor's baton.

Inform them that other kinds of music with different meters and beats per measure are conducted in different ways, but the ictus and the upbeat will always be done with the same basic motions, with the upbeat immediately preceding the ictus.

Have students sing "My Country 'Tis Of Thee", while watching you conduct. Explain to them the importance of watching, and following the tempo they are given. Vary the tempo dramatically throughout, and keep a close eye on who is following correctly. Kids love this activity, and it really shows them the power the conductor has.

Explain to the class that the conductor does much more than simply keep a beat, however. The conductor is solely responsible for making the chorus sing the music exactly as he or she feels is appropriate, at varying dynamic levels. Large motions often signify loud, smooth passages. Small, gently motions will accompany soft, delicate passages.

Have students sing "My Country 'Tis Of Thee" again, and this time vary large, and small motions, and tell students to adjust their dynamic level based on the conductors gestures.

Also discuss that the conductor will also express articulations through his or her gestures. Choppy, short motions go along with bouncy, choppy rhythms, while bigger, flowing motions will signify smooth, legato passages.

Have students sing once again, this time stressing different articulations.

Finally, have students sing one last time, and combine varied dynamics, tempo, and articulations.

This lesson is continuous, in the sense that the teacher should vary his/her conducting on a daily basis to get students accustomed to following a conductor.

Lesson Three: Facial Expression

Ask students to write down reasons why facial expressions are important in singing.

Have students discuss their answers in groups of 3-5, and then share with the entire class.

Stress to the class the importance of facial expressions, and the importance that they convey the mood of the text.

Explain how face and body are very vital to your song delivery, in that appropriate facial expressions can make a song come alive!

Discuss/demonstrate the importance of the raising (slightly) of the eye/eyebrow area as this technique will enhance the use of facial expressions while adding more depth and expression to the singing tone.

Throughout the semester, spend time analyzing lyrics with the students. What is the song about? What mood is the composer trying to convey? Teacher should encourage students to “feel” the lyrics, and be aware of using effective facial expression while singing.

Video tape the class during rehearsal, and then have the class evaluate their facial expression by watching their performance, and answering the following questions:

- Are you just moving your lips, or are you gradually moving your mouth to accommodate the vowels in the song?
- Are you lifting your eyebrows?
- Do the facial expressions of the singers convey the mood of the text?

Have students provide exit tickets answering the questions.

Lesson Four: Concert Performance Etiquette

Have students jot down what they believe are elements of proper performance etiquette.

Discuss as a class, and make a list on the board.

Demonstrate to students the proper way to file on and off the risers. Stress the importance of maintaining singing posture from the moment they enter the stage, till the moment they exit the stage.

Discuss the importance of remaining quiet while filing on and in between selections.

Teach students the proper way to bow as a chorus.

- Throughout the year, do several “practice runs” of a performance by doing the following:
- Have students line up in riser order in the chorus room.
- Have them enter the auditorium, and load onto the risers.

- Run through 30 seconds of each song.
- Have them bow as a group, and exit the risers.
- Two weeks before the 1st performance, video tape the “practice run” and evaluate students using the “Etiquette” portion of the rubric.
- This lesson should be revisited many times throughout the year.

Resources and Teaching Tips

Resources:

Video Camera

“Lyrics to “My Country Tis Of Thee”

A variety of musical repertoire

Differentiation

Students use the visual, auditory, and kinesthetic learning styles during this unit.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

The teacher makes use of video by recording the chorus and having them evaluate their own performance skills.

Content Connections

Content Standards integrated within instructional strategies

Math – Dividing time with measures, beat, syncopation

Delaware Model Unit Gallery Template

Unit Title: Singing Together as a Chorus

Designed by: Chris Celfo

District: Innovative Schools

Content Area: Music

Grade Level(s): Grade 7-12

Summary of Unit

Singing is a main focus in the choir. Students will be able to sing using various techniques and understand how these techniques change the expression of the song. By using proper breathing and vocal techniques they will keep their voices healthy and know how to keep their vocal chords safe.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.2 Sing on pitch within the appropriate singing range
- 1.3 Sing on pitch in rhythm while applying a steady beat
- 1.4 Sing demonstrating proper posture and breathing
- 1.5 Sing demonstrating proper vocal technique
- 1.6 Sing expressively utilizing dynamics and phrasing
- 1.9 Sing in groups in response to gestures of a conductor
- 1.12 Sing music in 2 and 3 parts
- 1.13 Sing in groups and blending vocal timbres
- 1.14 Sing a repertoire of songs representing different genres, styles, and languages
- 1.15 Sing expressively with phrasing, dynamics, and stylistic interpretation
- 1.16 Sing music in 4 parts with and without accompaniment
- 1.17 Sing a repertoire of choral literature with expression and technical accuracy, including songs performed from memory
- 5.4 Read a single line of an instrumental or vocal part
- 5.8 Read an instrumental or vocal score
- 5.10 Read simple melodies in 2 or more clef

Big Idea(s)

Musical Expression

Unit Enduring Understanding(s)

Singing in a choir is different from singing as a soloist.

Choirs must listen to each other as they sing to ensure blend and balance.

Expression of a song is demonstrated through the use of tone and changes in vowels and dynamics.

Unit Essential Questions(s)

What does proper breathing look/feel like?

Why is it important to breathe correctly while singing?

What are the physical characteristics necessary for good breath support?

How are balance and blend achieved within a choir?

How do dynamics affect the mood of a song?

How do expressive elements communicate an idea and/or feeling in a song?

Knowledge and Skills

Students will know...

The definition of balance, blend, dynamic, and dynamic symbols

How to breathe properly while sitting and standing

Students will be able to...

Exhibit proper breathing while singing

Sing with dynamic contrast

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Teacher will choose 15-20 measure sections from selections currently being studied. The teacher will listen to the students' perform these sections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable with. The teacher will also have each student sing the selection individually. The following rubric will be used to assess each student.

Vocal Performance Rubric-					
	Unacceptable	Poor	Fair	Good	Excellent
	0 pts	1 pt	2 pts	3 pts	4 pts
Tone Quality	Tone is never focused, clear, centered throughout the dynamic range, significantly detracting from the overall overall performance.	Tone is rarely focused, clear, centered throughout the dynamic range, detracting from the overall performance.	Tone is mostly focused, clear, centered throughout the dynamic range, detracting from the overall performance.	Tone is usually focused, clear, centered, and ringing tone throughout the dynamic range without detracting from the overall performance.	Tone is consistently focused, clear, centered, and ringing tone throughout the dynamic range enhancing the overall performance. Professional tone quality.
	Dynamics, blend, and balance is never accurate within the ensemble, significantly detracting from the overall performance.	Dynamics, blend, and balance is rarely accurate within the ensemble, detracting from the overall performance.	Dynamics, blend, and balance is mostly accurate within the ensemble, detracting from the overall performance.	Dynamics, blend and balance is usually accurate within the ensemble without detracting from the overall performance.	Dynamics, blend, and balance is consistently accurate within the ensemble enhancing the overall performance. Professional level dynamics, blend, and balance.
Dynamic, Blend and Balance	Correct posture and breath mechanics are never employed, significantly detracting from the overall performance.	Correct posture and breath mechanics are rarely employed, detracting from the overall performance.	Correct posture and breath mechanics are often employed, but detract from the overall performance.	Correct posture and breath mechanics are usually employed, without detracting from the overall performance.	Correct posture and breath mechanics are consistently employed enhancing the overall performance. Professional level technique

Other Evidence

Responds to questioning during whole group instruction
Informal assessment during class when students are rehearsing

Student Self-Assessment and Reflection

A great deal of reflection will occur throughout the unit as the teacher guides the students to discuss the fundamentals of singing in a choir

Students will be asked to complete exit tickets to reflect their thinking on the lesson's content and their grasp of the enduring understandings and essential questions.

Stage 3 – Learning Plan (Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson One: Breathing

Have students place a hand on their belly button.

As they breathe, explain that this area should expand first when they breathe in and then spread upwards until chest is expanded.

Observe and make sure students don't lift their shoulders or push their stomach out.

Have the students lay flat on their backs, and place their hands on waists, fingers pointing towards your belly button. (If you have access to the stage at your school, this is a great place to do this exercise.)

Tell them to focus on filling up your stomach from the bottom to the top taking a slow deep breath.

Inform them that the aim is not to fill themselves to bursting but to inhale enough air so that you can feel the difference between a shallow breath taken when breathing from the chest.

Make sure that their stomach rises and their hands rise gently up and outward until they feel their chest expanding.

Indicate that the expansion is not only at the front of the body but also to the sides and back as well.

Have them breath out in slowly for a count of 8, hold for a count of 4, and then exhale slowly for a count of 8.

Repeat the exercise 10 times

Observe each student and correct any issues you may see.

Tell the students that the next step is to practice breathing while singing.

Have the students stand up tall with proper singing posture (previously taught).

Explain that when breathing standing up, they should have the same feeling they had in their lower body while lying down.

Have them breath out in slowly for a count of 8, hold for a count of 4, and then sing the "oo" vowel for a count of eight.

Repeat the exercise several times, observing for proper posture and breathing.

Repeat the exercise, but increase the counts they are singing to 16. Have students raise their hands when they run out of air.

Eventually try to work up to 24+ counts with students continuing to raise their hands when they run out of air. This will help you to assess who needs extra-help.

These breathing exercises should be continued throughout the year, and the technique should be incorporated in each piece being studied.

Lesson Two: Dynamics in music performance

Teacher will explain the definition of dynamics and talk to students about how the degree of loudness or softness of music affects the mood of the music. Play examples for the students. These examples should "catch their attention," so make sure to choose examples that they will enjoy.

As the students listen to each sample, have them write down a word or two to describe what they are hearing. Then go around the room and have each student share his/her word.

After listening to the examples, lead discussion with students on how they think the dynamics affect the music. Tell them to get out their musical selections that they are working on and sing the pieces, dividing them into sections of dynamic contrast.

After singing each section, have the students discuss how these dynamics effect the mood of the music and why they think the composer used these dynamics in these sections.

Go back to the music and have individuals sing specific sections of the music to individually demonstrate the varying dynamic levels. To differentiate, with the more experienced singers, pick the more challenging sections; for the less experienced singers, pick a section that they are capable of performing effectively to demonstrate the dynamic contrast.

Alternatively, let the students pick which section they want to sing and this will lead to "volunteers" singing individually. After allowing time for individuals to sing, have the choir sing through the piece and record it. Have class listen to the recording.

Have students reflect on the performance by completing the "dynamic" section of the rubric above.

Lesson Three: Balance/Blend

Teacher will provide class with an overview of the topics of Balance and Blend.

Teacher will instruct the soprano section to sing one or two short phrases from a selection in unison and then ask other choir members for a response.

On a piece of paper, have students answer the following questions

- Was the section in tune?
- On which notes - specifically - could a subtle beating sound be heard, suggesting that one or more players was a little off pitch?
- Was the section breathing properly?
- Did they demonstrate good posture?
- Did they blend well, or did one or two players dominate the section?

Teacher will do the same with the alto, tenor, and bass sections individually.

Teacher will then have the sopranos and altos sing together. Then ask the male voices, was there an acceptable balance, or did the alto section dominate the others?

The process will then be repeated with the boys performing, and asking the ladies the same questions.

Because the above approach risks embarrassing weaker singers, it is usually best to avoid singling out particular students, even when their shortcomings are obvious. Focus instead on the need for the section as a whole to overcome any weaknesses, and encourage those listening to give positive as well as negative comments.

By moving systematically through the choir in this way and summarizing the findings of the group in a kindly and encouraging manner, the choir director can do much to raise awareness within the ensemble of the basics of intonation, breathing, balance and blend. It will also help produce a much better sound from the choir as a whole.

Resources and Teaching Tips

Resources:

Various repertoire of musical selection chosen by teacher

Differentiation:

Work in small groups and pairs to support learning.

When dividing up students to sing some students with learning disabilities may benefit from being in a group with stronger singers.

Students use the visual, auditory, and kinesthetic learning styles during this unit.

Students choose which passages to sing during evaluations.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

As written, this unit does not make use of a great deal of technology. However, if the teacher wished to extend the unit, students could certainly go online and search for samples of music that exhibit proper balance/blend. The teacher could also download a video of a choir singing and talk about the singing fundamentals being used.

Content Connections

Content Standards integrated within instructional strategies

Math – Dividing time with measures, beat, syncopation

SUSSEX PREPARATORY ACADEMY

Course Selection Handbook

State of Delaware Law for a Diploma

No public school student shall be granted a State of Delaware Diploma unless such student shall have successfully completed a minimum of 24 credits in order to graduate including: 4 credits in English/language arts, 4 credits in mathematics, 3 credits in science, 3 credits in social studies, 2 credits in world language, 1 credit in physical education, 1/2 credit in health, 3 credits in a career pathway, and 3 1/2 credits in elective courses.

SUSSEX PREPARATORY ACADEMY Credit Requirements

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

SUSSEX PREPARATORY ACADEMY Graduation Requirements

Includes Delaware Department of Education Requirements Minimum of 26 credits required

English	4.0 credits
Mathematics	4.0 credits
Science	4.0 credits
History	2.0 credits
Social Studies	2.0 credits
Foreign Language (Spanish)	3.0 credits
Physical Education	1.0 credits
Health	0.5 credits
Career Pathway	3.0 credits
Electives	3.5 credits
Drivers Education	0.25 credits

Total: 27.25 credits

Seniors who successfully complete the minimum of 27 credits that include the above courses are eligible for graduation and will receive a diploma. At least 5 credits must be completed during the senior year.

Community Service

Students must graduate with community service. Community service hours must benefit the Sussex community. Students complete a minimum of 10 service hours per year.

Granting Credit

Granting course credit to a student requires a passing final grade and the satisfactory completion of all major course requirements. In addition, students are required to attend at least 95% of the class meetings. At the beginning of each course, teachers will provide students with a course syllabus which includes a written list of all major requirements. Parents will be expected to review the syllabus with their student and return a signed copy to the teacher.

SUSSEX PREPARATORY ACADEMY Grading Policy

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

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

Sussex Preparatory Academy Educational Program

ENGLISH			
Course Title	Credit	Required/ Elective	Prerequisite
Survey of Literature	1.0	Required	None
World Literature	1.0	Required	Survey of Literature
American Literature	1.0	Required	World Literature
European Literature	1.0	Required	American Literature
Speech and Multimedia Presentation	1.0	Elective	None
Creative Writing	0.5	Elective	None
Journalism	0.5	Elective	None
Digital Video Productions	0.5	Elective	None
Career Communications	0.5	Elective	None
Virtual Enterprise	0.5	Elective	None
Media Arts	0.5	Elective	None
Web Design	0.5	Elective	None
Print Media	0.5	Elective	None
MATHEMATICS			
4 high school credits required			
Algebra I	1.0	Required	Pre-Algebra
Geometry	1.0	Required	Algebra I
Algebra II	1.0	Required	Geometry
Pre-Calculus	1.0	Required	Algebra II
BC Calculus	1.0	Required	Pre-Calculus
Statistics	1.0	Required	None
Finite Math	1.0	Elective	None
Discrete Math	1.0	Elective	None
Ordinary Differential Equations	1.0	Elective	None
Elementary Linear Algebra	1.0	Elective	None
SOCIAL STUDIES			
Geography and Civics	1.0	Required	None
Economics	1.0	Required	Geography and Civics
US History	1.0	Required	Economics
World History	1.0	Required	World History
SCIENCE			
Earth/Physical Science	1.0	Required	None
Life Sciences	1.0	Required	Earth/Physical Science
Chemistry/Physics	1.0	Required	Life Sciences
WORLD LANGUAGE			
Spanish I	1.0	Required	None
Spanish II	1.0	Required	Spanish I
Spanish III	1.0	Elective	Spanish II
Spanish IV	1.0	Elective	Spanish III
VISUAL & PERFORMING ARTS			
Theatre & Production	0.5	Elective	None
Glee Club (Chorus)	1.0	Elective	None

Concert Band	1.0	Elective	None
Introduction to Art I	1.0	Elective	None
Introduction to Art II	1.0	Elective	None
Physical Education/Health/Driver's Education			
Physical Education	1.0	Required	None
Health	0.5	Required	None
Driver's Education	0.25	Required	None
PATHWAYS			
Art	Communications	Language	Mathematics
Art Elective	Speech and Multimedia Presentation	Spanish III	Finite Math
Visual Arts SL	Creative Writing	Spanish IV	Discrete Math
Visual Arts SL	Journalism	Spanish Culture	Ordinary Differential Equations
	Digital Video Productions		Elementary Linear Algebra
	Career Communications		
	Virtual Enterprise		
	Media Arts		
	Web Design		
	Print Media		

Humanities Student with Communications Pathway				
9th Grade	10th Grade	IB Groups	11th Grade	12th Grade
Survey of Literature	World Literature	1	English HL American Literature	English HL European Literature
Spanish I - Honors	Spanish II - Honors	2	Spanish III HL	Spanish IV HL
Civics/Geography	Economics	3	History HL United States History	History HL Modern World 20 th Century History
Earth & Physical Sciences	Biology	4	Chemistry SL	Physics SL
Algebra I or Geometry	Geometry or Algebra II	5	Math Studies/Math SL Algebra II or Pre-Cal/ Trig	Math Studies/Math SL Pre-Cal/ Trig or BC Calculus
Speech and Multimedia Presentation	Elective	6	Career Communications	Print Media
	Elective			
Physical Education	Physical Education		Theory of Knowledge Crew Elective	Theory of Knowledge Crew IB Exam Preparation
Health	Driver's Education			
Crew ¹	Crew			
Elective	Elective			

Mathematics/ Science Student with Mathematics Pathway				
9th Grade	10th Grade	IB Groups	11th Grade	12th Grade
Survey of Literature	World Literature	1	English HL American Literature	English HL European Literature
Spanish I	Spanish II	2	Spanish III SL	Spanish IV SL (Optional)
Civics/Geography	Economics	3	History SL United States History	History SL Modern World 20 th Century History
Earth & Physical Sciences	Biology	4	Chemistry HL	Physics HL
Algebra II	Pre-Calculus/ Trigonometry	5	Math HL BC Calculus/Statistics	Math HL BC Calculus/Statistics
Finite Math	Elective	6	Discrete Math	Ordinary Differential Equation
	Elective			
Physical Education	Physical Education		Theory of Knowledge Crew Elective	Theory of Knowledge Crew IB Exam Preparation
Health	Driver's Education			
Crew	Crew			
Elective	Speech and Multimedia Presentation			

¹ Student advisory course specific to Expeditionary Learning that provides an opportunity for mentoring, team building and collaboration for community service opportunities.

ENGLISH - Course Descriptions

English 9 - Survey of Literature

The course integrates writing, vocabulary, spelling, grammar and speaking through an intense in-depth analytical and interdisciplinary approach to literature. Weekly emphasis will be placed on the mastering of SAT vocabulary and strategies for answering antonym, and sentence completion questions. This course will provide students with a survey of literature emphasizing the genres of short story, the novel and poetry. Writing assignments will provide intensive practices in comparison/contrast essay, point-of-view essay and characterization comparison as they apply to the assigned literature. All skills will be taught from an analytical and evaluative level in order to assist students in becoming more independent and creative in their thinking.

English 10 – World Literature

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

English 11 – American Literature

English 12 – European Literature

Language A1 - Higher Level, International Baccalaureate

This is a pre-university literature course in the student's native or best language. Language A1 promotes an appreciation of literature and knowledge of the student's own culture, along with that of other societies, and develops the student's powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read 11-15 works grouped by genres. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation.

Communications Pathway

Students will build a communications pathway by taking Speech and Multimedia Presentations and four other 0.5 credit courses.

Speech and Multimedia Presentation

This is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

Creative Writing

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

Journalism

Students will develop their newspaper reporting and persuasive writing abilities. Students will apply the basics of newspaper reporting to such publications as the student newspaper, yearbook, news TV program, webpage, and other current school publications. The class will be designed as a writing workshop where students will be

responsible for creating assignments, writing articles, selling advertising, taking photographs, and researching other topics of interest. This course will be taught in a project-based, workshop format and may be taken more than once.

Digital Video Productions

This course provides video basics and participation in the pre-production, production, and post-production processes of filmmaking. This course includes camera operation, audio recording, composition, scriptwriting, storyboarding, editing, distribution, and evaluation of films. Film analysis will include story elements, design, location, lighting techniques, special effects, and more. Student will analyze films of various genres and complete various projects including commercials, PSAs, music videos, indies, trailers, documentaries, shorts, instructional videos, and community service projects.

Career Communications

This course will prepare students to explore the world of work by incorporating two unique aspects of business. Using several computer applications such as MS Word, Excel, PowerPoint, and Publisher, students learn to develop their desktop publishing skills and creativity. Students also participate in a six-week, cross-age tutoring program during this course. They tutor elementary students in reading, math and writing skills.

Virtual Enterprise

Students are introduced to the global economy and the dynamics of business in a changing world through the creation of a virtual business enterprise. Students will develop an understanding of economic principles and theories. Students working in departmentalized groups and in partnership with a local business will understand the role of the individual within an economic structure and will be encouraged to recognize and interpret economic happenings in our society. A simulation on the Internet is used for a realistic approach.

Media Arts

In this course, we will further explore the world of graphic design and advertising, building digital skills in both Adobe Photoshop and Illustrator. Looking at the way media affects our everyday lives- from news to entertainment, we will create projects that express our ideas about being a consumer, being a teenager, and the power we have when communicating our voice locally and globally.

Web Design

Web Design is a business course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities, and school and community projects.

Print Media

Like to use the computer to draw, design, and show off your creativity? Students in this course will use various programs to create many types of print media, such as scrapbooks, newsletters, brochures, photos, drawings, logos, programs, and so much more. Use your creativity to produce appealing layouts while learning the technology available to create professional looking documents. Many of the programs used are accessible from a home computer.

MATHEMATICS - Course Descriptions

Mathematics Pathways²

Algebra I

Algebra I formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra II

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Pre-Calculus/ Trigonometry

Pre-Calculus extends the course of study in algebraic reasoning past Algebra II. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

BC Calculus

Calculus BC is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>.

² For those students who select the mathematics pathway, their course of study will continue beyond the four required mathematics courses. Students may elect to take dual enrollment courses.

Statistics

Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Mathematics Higher Level, International Baccalaureate – Mathematics/ Science Student

Mathematics Higher Level, International Baccalaureate includes seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. It is based on the curriculum published by the International Baccalaureate Organization. In addition, students also must complete one of the following four options: statistics and probability, sets, relations and groups, series and differential equations, or discrete mathematics.

Mathematical Studies Standard Level, International Baccalaureate – Humanities Student

Mathematical Studies Standard Level, International Baccalaureate includes eight core topics: introduction to the graphic display calculator, number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, introductory differential calculus, and financial mathematics. It is based on the curriculum published by the International Baccalaureate Organization.

Dual Enrollment Courses

Finite Math

A study of selected algebraic topics including mathematics of finance, systems of linear equations and matrix algebra, linear programming, properties of probability and probability distributions. Markov chains and techniques of applied problem solving.

Discrete Math

A study of discrete models, sets, functions, logic, mathematical induction, algorithms, recursions, relations, graphs, and trees and matrices.

Ordinary Differential Equations

The study of solutions of ordinary differential equations of first and second order using qualitative, numeric and analytic approaches, Mathematical modeling of real life phenomena will be studied.

Elementary Linear Algebra

Systems of linear equations, matrix algebra and determinants. Vector spaces, linear dependence and independence, basis and dimension. Linear transformations, similarity transformations and diagonalization problems. Inner product spaces and least squares approximation. Emphasizes theory and application to other mathematics areas. Includes computer use for analysis and solution of linear algebra problems.

SOCIAL STUDIES - Course Descriptions

Geography and Civics

This geography course creatively challenges students to use the tools of geography to view, analyze, and understand the world around them. In all areas, geography is a contextualized study. In this course, students will research problems, analyze data, and suggest solutions. Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day.

Economics

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. The functions of government in a market economy and market structures will be examined. The behavior of people, societies and institutions and economic thinking is integral to this course.

11th Grade – United States

12th Grade – Modern World 20th Century

Higher Level - International Baccalaureate

History Higher Level, International Baccalaureate promotes the understanding of the nature and diversity of history and its methods and interpretations. It is based on the curriculum published by the International Baccalaureate Organization. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course includes one prescribed subject from a choice of three and two 20th century world history topics from a choice of six. Regional options include Africa, the Americas, East and South East Asia and Oceania, Europe, and South Asia and the Middle East.

History – Standard Level - International Baccalaureate

History Standard Level, International Baccalaureate promotes the understanding of the nature and diversity of history and its methods and interpretations. It is based on the curriculum published by the International Baccalaureate Organization. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course includes one prescribed subject from a choice of three and two 20th century world history topics from a choice of six.

SCIENCE - Course Descriptions

Earth/Physical Science

This challenging course provides students with important insights into the physical environment of the earth. An overview of the chemical properties and the physical forces of motion that shape the earth's features will be investigated in a logical sequence. Emphasis will be on addressing state standards through an integrated curriculum that relates energy, alchemy – chemistry, and the earth's systems to the fields of geology, meteorology/climatology, astronomy, and oceanography.

Life Sciences

In this course, students will explore the nature of science and the theory of evolution by natural selection, understand the chemical basis of many life processes, and investigate the storage of genetic information in DNA, its transmission and its expression during protein synthesis. Students will also investigate the application of these topics to biotechnology. Inquiry and technology-based experiences will prepare students with the skill and processes needed for college and/or the work environment. Laboratory work will allow the students to explore fundamental chemical relationships and become more familiar with basic chemical laboratory techniques and procedures.

Integrated Chemistry-Physics

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction will focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Laboratory work will allow the students to explore fundamental chemical relationships and become more familiar with basic chemical laboratory techniques and procedures.

Chemistry – Higher Level – International Baccalaureate

Chemistry Higher Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students must complete additional study in nine topics: atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Additional options are modern analytical chemistry and further organic chemistry.

Chemistry – Standard Level – International Baccalaureate

Chemistry Standard Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy.

Physics – Higher Level – International Baccalaureate

Physics Higher Level, International Baccalaureate is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. It is based on the curriculum published by the International Baccalaureate Organization. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves,

electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum physics and nuclear physics. Optional course topics from which the student may only choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics.

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WORLD LANGUAGES - Course Descriptions

Spanish I

This course is designed for students who are linguistically talented. Grammatical structures and vocabulary are taught in a context which emphasizes communication skills in listening, speaking, reading, and writing Spanish. Levels: Honors, College Preparatory

Spanish II

In this course, students utilize the present, past and future tenses in reading, writing, listening and speaking assignments. The focus of the class is more academic as the students are asked to focus on their reading comprehension skills, and correct use of Spanish in oral and written assignments. Spanish is spoken by the instructor for the majority of this class; however, grammar and more technical explanations may take place in English. Regular vocabulary and grammar quizzes and chapter tests are given to ascertain that the students are learning the material. Students will also be assigned homework to practice structures and vocabulary learned in class. Levels: Honors, College Preparatory

11th Grade - Spanish III

12th Grade - Spanish IV

World Language – Higher Level – International Baccalaureate

World Language B Higher Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. It is based on the curriculum published by the International Baccalaureate Organization. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

World Language – Standard Level – International Baccalaureate

World Language ab initio Standard Level, International Baccalaureate is a world language course for students with little or no previous experience in learning the target language and is offered for twelve languages. It is based on the curriculum published by the International Baccalaureate Organization. This course provides an opportunity for students to further their linguistic skills by taking up a second world language or for students to learn a world language for the first time. The course concentrates on the acquisition of language necessary for practical communication in a variety of everyday situations and also focuses on development of the four primary language skills of listening, speaking, reading and writing. This course further enables students to acquire a basic awareness of the target cultures through the study of a core-syllabus and a language-specific syllabus.

Spanish Culture

This course continues to develop students' grammatical and Spanish speaking skills through group discussions of daily events, essays on Spanish newspaper articles, short stories and poetry in Spanish, tapes and presenting in Spanish investigative information as a lecture to other students. The objective is to give the student the ability to talk to native speakers with ease, knowing what to say and knowing what is being said. Spanish/Spanish-American literature is investigated. Spanish history and customs are also investigated by students. There will be a weekly reading of a pre-approved novel. Each chapter in the text should require approximately two weeks of study.

VISUAL & PERFORMING ARTS - Course Descriptions

Theatre & Production

This course prepares students to actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

Glee Club

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

Concert Band

Concert band classes are designed to help the student progress toward the attainment of the advanced woodwind, brass, and percussion objectives. This band offers students several performance opportunities. Performances and rehearsals, both in and outside of the school time are required in this class. Instrumentation for the group will be at the discretion of the instructor. Prerequisites include an audition by the instructor and attainment of intermediate woodwind, brass, or percussion objectives.

Introduction to Art I

A survey of history from prehistoric times to the present, the course offers an introduction to analysis and evaluation of the visual arts, with emphasis on the relationship of end product to design, technique, and cultural background. The main purpose of the course is to gain appreciation for all art forms. Lectures are presented with the use of slides/PowerPoint and other visual aids.

Introduction to Art II

Students will study the art, the geography and history of various cultures and produce two and/or three dimensional works in the style of that culture. Media used could be paint, clay, papier-mâché, wood, fibers, sand, beads, etc. Some projects could be inspired by Persian miniatures, Oaxacan sculptures, Huichol beading, African masks, Balinese Batik, Japanese silk painting, etc.

Visual Arts – Higher Level – International Baccalaureate

Visual Arts Higher Level, International Baccalaureate provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. The course is based on the curriculum published by the International Baccalaureate Organization. It exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures. The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production; and research workbooks—independent critical research and analysis, visual and written, in more than one culture.

Visual Arts – Standard Level – International Baccalaureate

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Physical Education, Health and Drivers Education Course Descriptions

Physical Movement

Physical Movement will provide students with a study of the following:

- personal health and wellness
- physical activity
- healthy eating
- promoting safety and preventing unintentional injury and violence
- promoting mental and emotional health
- a tobacco-free lifestyle
- an alcohol- and other drug-free lifestyle
- promoting human development and family health

Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors and wellness advocacy skills.

Health

Health provides students with a study of personal health, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors and wellness advocacy skills.

Drivers Education

Driver Education is course designed to teach basic fundamental maneuvers of driving. Students taking Drivers Education must be in 10th grade. Students must also be pursuing a regular course of study or its equivalent as approved by the Department of Education, and must be passing at least 5 credits. Two of those credits must be separate areas of English, mathematics, science, or social studies.

Classroom Phase: State requires a minimum of thirty (30) clock hours in the classroom.

Behind-the-Wheel Phase: State requires seven (7) clock hours of behind the wheel training and observation.

INTERNATIONAL BACCALAURETE CORE REQUIREMENTS Course Descriptions

The Extended Essay, International Baccalaureate

The Extended Essay is 4,000 word study of a special interest topic. This affords students the opportunity to engage in independent research while having a teacher as an advisor. The extended essay should be written in a clear, correct and formal style appropriate to the subject from which the topic is drawn. Note: The limit includes the introduction, body, the conclusion and any quotations. This is a mandatory component of the IB diploma.

Theory of Knowledge (TOK), International Baccalaureate

Theory of Knowledge, International Baccalaureate is unique to the International Baccalaureate Organization and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. It is based on the curriculum published by the International Baccalaureate Organization. The 100-hour course challenges students to question the bases of knowledge, to see the consilience between the academic disciplines, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging appreciation of other cultural perspectives. This is a mandatory component of the IB diploma.

Creativity, Action, Service (CAS), International Baccalaureate³

Creativity, action, service is at the heart of the IB Diploma Programme and enables students to enhance their personal and interpersonal development through experiential learning. The three strands of CAS are as follows:

- Creativity: arts, and other experiences that involve critical thinking.
- Action: physical exertion contributing to a healthy lifestyle, complementing the academic work elsewhere in the Diploma Programme
- Service: an unpaid and voluntary exchange that has a learning benefit for students. The rights, dignity and autonomy of all those involved and respected.

³ Community, action, service guide – International Baccalaureate

The Sussex Academy of Arts and Sciences

Board Policy Manual

Table Of Contents

100	School Charter
01	Name and Classification
02	Mission Statement
03	Copy of Charter (Section 2)
04	Clarify Living in Sussex County
200	Board
01	Power and Responsibilities
02	Membership and Organization
03	Board Procedures
04	Board Member Conduct and Ethics
300	Instruction—Charter and Student Handbook
400	Programs
01	Extracurricular Activities (Student Handbook)
02	Interscholastic Athletics (Student Handbook)
03	Non-Discrimination
04	Activity Fee
500	Pupils
01	Admission
	A. Preference in Admissions
	B. Admissions and Enrollment
02	Release of Students and Student Information
	A. Access to Cumulative Folders
	B. Release of Information to Non-Custodial Parents
	C. Release of Directory Information
03	Promotion and Retention
	A. Retention Policy
	B. Determination of Grade Placement
04	Guidelines for Honor Roll
05	Student Attendance (Student Handbook)
06	Student Discipline
	A. Student Code of Conduct
	B. Bully Prevention

- 07 Unpaid Student Debts
- 08 Dress Code/Uniform Policy

- 600 Fiscal Management
 - 01 Operating Budget Timeline
 - 02 Administration of Approved Budget
 - A. Expenditure Reports/Budget Adjustments
 - B. Maintenance of Adequate Carry-Over Funds
 - 03 Affiliate Account Information (Student Fund-Raising)
 - 04 Purchase of Furniture
 - 05 "Whistle-Blower"
 - 06 Conflict of Interest
 - 07 Travel

- 700 Personnel—Administrative (Staff Handbook)
 - 01 Equal Employment Opportunity and Affirmative Action
 - 02 Pre Employment
 - 03 Staff Conduct
 - 04 Drug Free Workplace

- 800 Personnel—Professional (Staff Handbook)
 - 01 Executive Director (Job Description)

- 900 Personnel—Classified

- 1000 Support Services and Operations
 - 01 Contracted Services
 - 02 Transportation (Student Handbook)
 - 03 Health Services (Student Handbook)
 - A. Wellness and Health
 - 04 Food Services (Student Handbook)
 - 05 Safety
 - A. School Closing/Cancellation/Delay of Opening
 - 06 Use of School Facilities

- 1100 Home, Community, and Agency Relations
 - 01 Publicity
 - 02 Concerns and Complaints
 - 03 Unsafe School Student Transfer Option Program
 - 04 Parental Involvement Policy

Sussex Academy of Arts and Sciences

Board Policy: Section 100 School Charter

101 NAME AND CLASSIFICATION

The name of the organization shall be The Sussex Academy of Arts and Sciences, hereafter referred to as the “Sussex Academy.”

The Sussex Academy will be located in Georgetown.

The Sussex Academy will be a charter school authorized by the Delaware State Department of Education and will operate in accordance with all State laws and Department of Education requirements pertaining to charter schools.

The Sussex Academy will provide challenging, innovative learning opportunities for academically motivated middle school students in grades six through eight.

Sussex Academy of Arts and Sciences

Board Policy: Section 100 School Charter

102 MISSION STATEMENT

The mission of the Sussex Academy of Arts and Sciences is to prepare middle school students for future academic success by providing an accelerated, supportive academic environment within a small school setting.

Sussex Academy of Arts and Sciences

Board Policy: Section 100 School Charter

104 CLARIFY “LIVING IN SUSSEX COUNTY”

The intent and wording of both the original and renewal charter of the Sussex Academy was to serve students “living in Sussex County.” Of the seven attendance districts of Sussex County (Cape Henlopen, Delmar, Indian River, Laurel, Milford, Seaford, Woodbridge), two include students from both Sussex and Kent counties. Approximately 85% of students in Woodbridge School District reside in Sussex, 15% in Kent; approximately 60% of students in Milford School District reside in Sussex and 40% in Kent. Added to that, the Delmar School District borders two states, Delaware and Maryland, through an interstate cooperative agreement. (Maryland serves elementary students from both states and Delaware serves secondary students from both states.)

It is the practice of these school districts not to discriminate between counties/states of residence relative to educational programming unless there is a comparable program within the county in which a student lives. For instance, students from Delmar, Woodbridge, and Milford may attend Sussex County's Academic Challenge Program regardless of their individual place of residence. Internally, students are allocated the same per pupil expenditure even though their tax rates differ. On the other hand, programs like county vocational schools and intensive learning centers that are available in all counties mandate that the child attend the school provided by his/her county.

Thus, in keeping with the policies of these districts and the funding regulations of the state, we will allow admission to any sixth, seventh, and eighth grade eligible student from the seven sending aforementioned districts regardless of the state/county of his individual residence. This allowance, though, in no way guarantees transportation (bus stops) beyond the boundaries of the county.

Sussex Academy of Arts and Sciences
Board Policy: Section 200 Board

201 POWER AND RESPONSIBILITIES

The Founding Board was the governing body for overseeing the development and operation of Sussex Academy in accordance with State law and the requirements of the State Department of Education.

After the official opening of Sussex Academy, the Founding Board became the Executive Board. The Executive Board oversees the development and operations of Sussex Academy. At the first meeting of the Executive Board, it: 1) designated two new members—one who was a parent of a child enrolled at Sussex Academy and one who was employed as a teacher at Sussex Academy; 2) assigned the term that each Board member shall serve thereon; and 3) establish the procedure of electing Board members.

In carrying out their functions the Founding Board and the Executive Board, hereafter referred to indistinctively as the "Board", recognizes the following general responsibilities:

1. formulating and interpreting policy
2. making decisions related to educational and support programs
3. making decisions related to site acquisition and construction of a school facility
4. making decisions regarding budget and operational expenses
5. communicating with the public
6. communicating with the State Department of Education and other appropriate agencies
7. employing staff, consultants and other services as may be appropriate

A majority of the whole Board shall constitute a quorum for the transaction of business at any meeting of the Board.

At a meeting where a quorum is present, a majority vote of its attending members shall constitute an act or decision of the Board. This shall not apply if motions voted on require more than a majority vote of its attending members as specified in the Board's policies.

Because all powers of the Board lie in its action as a group, individual Board members have authority and power regarding Sussex Academy affairs only at legal meetings of the Board. It is understood that the Board will not be bound in any way by any action or statement of any individual Board member.

The exception to this is when an individual Board member is delegated a specified power, authority or assignment by action of the Board.

Date(s) Adopted: 7/00, 11/11

Sussex Academy of Arts and Sciences

Board Policy: Section 200 Board

202 MEMBERSHIP AND ORGANIZATION

Board Members

1. The Board shall consist of no less than nine members and not more than eleven members.
2. At least one Board member shall be a parent of a child currently enrolled at Sussex Academy.
3. One Board member shall be a teacher currently employed by Sussex Academy. The teaching staff shall select this person.
4. New Board member candidates shall submit an application for consideration. The Board must approve candidates selected for appointment.
5. Board members shall resign their position in the event of personal or professional conflicts of interest, or for personal reasons. Resignations shall be submitted in writing to the Board President.

Board Officers

1. President
 - a. selected by the majority of the standing Board members
 - b. coordinates the efforts of Board members and committees
 - c. oversees financial commitments and transactions
2. Vice President
 - a. assists the president
 - b. stands in for the president during absences

Standing Committees

Standing Committees will be identified by the Board. Their responsibility is to carry out assignments of the Board and make recommendations as appropriate.

1. Policy Committee - charged with the responsibility of developing and reviewing policy in accordance with the goals of the Executive Board and the requirements of the State of Delaware.
2. Audit Committee – charged with the responsibilities of being the contact for the auditor, attending the annual exit conference with the auditor and Executive Director, presenting the findings to the Executive Board, and ensuring that the audit report is officially recognized by the Executive Board. This committee shall be comprised of at least two members, one who currently serves on the Executive Board.
3. Finance Committee – charged with the responsibility of overseeing the financial position of the Sussex Academy and making recommendations to the Executive Board regarding financial operations inclusive of formulating the operational budget, monitoring the financial operations, and making recommendations to the Executive Board.
 - a. The committee will be comprised of at least five members, with at least one member who is an educator from the school, one member who is a parent whose child currently attends the school, and three members with personal or professional experience that would lend to expertise in charter school financial oversight. In addition, this committee will include one Delaware Department of Education liaison. The Committee members will be appointed by the Executive Board President and approved by the Executive Board at an annual meeting. The Executive Board President will appoint the committee chair. Terms of service are three years but can be extended by the vote of the Executive Board.
 - b. The committee will have full access either electronically or in hard copy format to all financial documents and financial information the Sussex Academy has with redactions permitted only to protect confidential personal information regarding students or employees.
 - c. Members of the committee are expected to attend required finance trainings, attend committee meetings, and maintain expertise that will enhance effective financial oversight of the charter school.
4. Recognition Committee – charged with the responsibility of recognizing and honoring the contributions and efforts of members of the Sussex Academy community toward establishing and maintaining a school committed to excellence in education. This committee shall be comprised of a minimum of three Executive Board members.
5. Community Outreach Committee – charged with the responsibility of working with committee on the formulation of activities and strategies to attract a diverse community of parents, students, and community members into the school. This committee shall be comprised of at least three members, one of whom currently serves on the Executive Board.

6. Futures Committee – charged with the responsibility of researching and presenting options for future programs and activities that will ensure the continued success of the Sussex Academy. This committee will also work closely with the members of the Board of the Sussex Academy of Arts & Sciences, Inc.- the Foundation Board for the Sussex Academy. The committee shall be comprised of at five members, with at least three serving on the current Executive Board.

Board Meetings

The Board shall hold no less than six meetings each school year, the dates of which shall be determined by the Board. In addition, the Annual Meeting of the Board shall be held in the month of June for each year for the election of the officers and other business that may come before it. In the absence of the Board President, the Board Vice President will run the monthly board meeting. The Board President shall designate a third board member to run the meeting in the event that neither the Board President nor the Board Vice President is able to attend a scheduled meeting.

Elections and Terms

1. At the Annual Meeting following the opening of the Sussex Academy, the Board shall decide that, of its members:
 - a. 1/3 shall serve for one year;
 - b. 1/3 shall serve for two years; and
 - c. 1/3 shall serve for three years.

In 2006 and thereafter, the Annual Meeting shall be held in June. New Board members and Board Officers will be installed at the Annual Meeting. This is consistent with the fiscal year (July through June).

2. The term of Board membership shall be for three years. After the initial three-year term, current Board members may request one-year appointments, up to an additional three concurrent years on the Board.
3. The term of the Board member representing the teachers shall be for three years. After the initial three-year term, this member may request one-year appointments, up to an additional three concurrent years on the Board or for as long as he or she is employed by the Sussex Academy whichever is less.
4. A Board member may be removed by the affirmative vote of two-thirds (2/3) of the whole Board provided that: first, notice of such proposed action shall be given in the agenda of the meeting at which such removal is considered; second, the Board member has been informed in writing at least ten (10) calendar days prior to the meeting of the reason for the proposed removal; and third, the Board member is given an opportunity to be heard at the proposed removal meeting.

5. A Board member may have no more than two unexcused absences in any given fiscal year. Failure to notify the Board president of impending absence with reason will be considered unexcused. After two unexcused absences, the president shall bring the person's name before the Board to consider removal from membership.

Date(s) Approved: 7/00, 8/04, 10/05, 3/06, 6/08, 5/09, 11/10, 5/11, 11/11

Sussex Academy of Arts and Sciences

Board Policy: Section 200 Board

203 BOARD PROCEDURES

No action shall be taken on behalf of the Board until it has been presented, discussed and approved by the majority of the Board.

Committee Reports

1. Committee representatives shall report on committee activities at each meeting.
2. Recommendations will be made to the Board for discussion and consideration.
3. Recommendations will not be acted upon without the approval of the Board.

Policy Revision

The majority vote of a two-thirds (2/3) quorum shall be required for a policy revision.

Date(s) Adopted: 7/00

Sussex Academy of Arts and Sciences

Board Policy: Section 200 Board

204 BOARD MEMBER CONDUCT AND ETHICS

Because of their vital and important role, it is important for Board members:

1. To be supportive of the board and their decisions, even those with which they personally do not agree.
2. To respect privileged information and communications.

3. To conduct all business with the board as a whole except when delegated a specified power, authority or assignment by action of the Board.
4. To support one another and the Board as a group.
5. To take no private action that will compromise the Board or administration.
6. To avoid being placed in a position of conflict of interest and refrain from using the position of board member for personal or partisan gain.
7. Who apply for a paid position at the Sussex Academy resign from the Sussex Academy of Arts and Sciences' Board at the time of their application.
8. To share in the work of the Board and to respect the work done by other Board members and committees.
9. To conduct all business in a manner that reflects high standards of integrity and professionalism.
10. To report any potential conflicts of interest regarding any decisions that the Board is considering.

Date(s) Adopted: 7/00

Sussex Academy of Arts and Sciences

Board Policy: Section 400 Programs

403 NON-DISCRIMINATION

It is the policy of the Sussex Academy that no person shall be subjected to discrimination on the basis of disability as prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable laws, regulations and Executive Orders.

Date(s) Adopted: 7/00

Sussex Academy of Arts and Sciences
Board Policy: Section 400 Programs

404 ACTIVITY FEE

In keeping with the student-centered nature of the Sussex Academy, it is our desire to offer a plethora of enrichment/extracurricular activities for students to develop their interests and talents. Yet, to support such initiatives requires monies.

Second, it shall be the practice of the Sussex Academy to limit fundraising activities somewhat to avoid overlapping of initiatives and the nuisance of such. Therefore, we will levy a student activity fee that will be applied toward the following expenses:

- A. Materials for clubs. (Currently we sponsor the following clubs, e.g. photography, dance/choreography, games, computer, dramatics, arts and crafts, chess, chorus, band, science, student leadership (student council), student newspaper.)
- B. Supplements to Expeditionary Learning/ Outward Bound initiatives, e.g. student originated displays, museums, dramatic productions, etc.
- C. After school, school endorsed competitions and programs, e.g., Odyssey of The Mind, Math League, Whatchamacallit, etc.
- D. Materials for student centered publications, e.g. supplements, yearbooks, programs, awards, newspapers.
- E. Intramural sports.
- F. Interscholastic sports.
- G. School sponsored field trips.

The Board shall review the activity fee annually. It shall establish a fee for the next school year. Those students who qualify under Federal guidelines for free lunch will be excused from the activity fee. Those students who qualify under Federal guidelines for reduced lunch will be prorated to half the fee.

Levy of the Fee

The Executive Director shall establish a timeline and procedure for the collection of the activity fee. Failure to pay said fees will render the student ineligible to participate in clubs or extracurricular events for one annual year.

Expenditure of the Funds

All events as listed above for which the sponsor/teacher has qualified under the policy/procedure of "Sponsorship of Student Focused Activities" shall qualify for limited funding.

Accounting for Expenditures

The sponsor(s) of any above mentioned events are responsible for accurate record keeping of expenditures in accordance with sound fiscal practices.

501-A PREFERENCE IN ADMISSIONS

Three classes of students will be afforded preference in the admissions policy to the Sussex Academy when filling positions available in any of the three grades. These three preferences are also rank ordered, in cases of limited open positions, in the following sequence.

1. Those children of Founding Board members
2. Those children of staff members
3. Those children exercising sibling preference

Founding Board Members

The Founding Board of the Sussex Academy of Arts and Sciences was in place and active between fall 1997 and the opening of school, September 2000. At that time, the Board slowly evolved into the Executive Board; the guidelines and bylaws of which became the permanent system of governance for the Sussex Academy. Therefore, since much but not all of the membership was redundant, any adult who served on the Board consistently from 1997 until June 30, 2001, shall be deemed a Founding Board member for purposes of student preference. An approved list of those members is on file in the office along with the estimated dates of their children's admission.

Children of Staff Members

Children, stepchildren, long-term foster children, and children over whom a professional staff member has guardianship will receive preferential placement in open positions.

Children with Siblings Concurrently Enrolled

In the Delaware Code, Title 14, Chapter 5, Section 506, charter schools are allowed to give "sibling preference" relative to admission. In the common definition of sibling, "one of two or more individuals having the same parent or parents," (American Heritage Dictionary) is not adequate to define those more complex definitions of sibling in today's world of reorganized families. Second, in determining the intent of this law, as well as other attendance/admissions laws in the state, the role of residency is critical in school attendance. It appears that this law was intended to be convenient to families of a common household in order to not disrupt family life. Keeping in mind the common definition as above and the common residency, the Sussex Academy of Arts & Sciences shall recognize these relationships as valid under sibling preference:

1. Any individuals having the same parent or parents, either natural or adoptive
2. Any individuals who are step siblings and share a common custody or legal residency arrangement, each of whom have to have a natural or adoptive parent at the same residence
3. Any foster sibling who has remained or is expected to remain in the common household in excess of three years

Sussex Academy of Arts and Sciences

Board Policy: Section 500 Pupils

502-A ACCESS TO CUMULATIVE RECORDS

Parents (defined as natural parent, adoptive parent, or legal guardian) have a right to review all records in their child's cumulative record. Parents are afforded these rights except in the case where a written court-endorsed document is produced to deny such access.

In order to review their child's record, parents must present themselves at the main office, verify their identity, and review the record under the guidance of a staff member after having signed the Permission to Inspect Document. At no time shall parents remove the file from the office or room to which they are assigned, and at no time are parents allowed to remove individual items from the folder.

If a parent requests a copy of the student's record or parts of the record, the school will duplicate up to five pages at no cost. Documents in excess of five pages will require a payment of \$.30 per page.

Parents have the right to request an amendment of the school record if they believe that there is inaccurate information or a violation of the student's right to privacy under the Family Educational Rights and Privacy Act (FERPA). This request for amendment to the record must be in writing and must be received within 10 days of the parent's review of the record. The request will clearly identify what part of the record they want changed and why it should be changed. If the school decides not to amend the record as requested by the parents, the school will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. Should a parent believe that the school has failed to comply with the requirements of FERPA, that parent can file a complaint with the U.S. Department of Education

502-A ACCESS TO CUMULATIVE RECORDS

Administrative Procedures for Parent Request to Amend Child's Cumulative Record

Should a parent request an amendment to their child's cumulative record, the parent shall submit such request in writing within 10 days of the review of the record.

Such request will clearly identify what part of the record they want changed and why it should be changed.

Within 10 days of the receipt of the request, the school administration will request a conference with the parent to discuss the alleged discrepancy. The parent will be allowed to present evidence as to why the record should be amended. After weighing the evidence, the school administration will make a decision and respond to the parent in writing within 5 days. The response will include the decision and the right to appeal should the parent disagree with the decision.

Appeal of Administrative Decision

Should the parent wish to appeal this decision, he/she can do so by submitting the request to the Executive Board President. The Executive Board President will convene the Executive Board within 14 days to hear the Appeal.

At that Appeal, the parent shall have the right to the following:

1. To be represented by counsel at the parent's expense
2. To request that any witnesses appear in person and answer questions
3. To present witnesses who testify in person
4. To cross-examine school administration

At that Appeal, the administration shall present its position

Board Action

Within 5 days, the Board will render a decision and notify the parent and administration in writing of its decision.

Appeal of Executive Board Decision

Should the parent wish to appeal the Executive Board's decision, he/she may do so by filing a complaint with the U.S. Department of Education. The school administration will provide the address for such appeal upon the parent's request.

2/15/07

Sussex Academy of Arts and Sciences

Board Policy: Section 500 Pupils

502-B RELEASE OF INFORMATION TO NON-CUSTODIAL PARENTS

We recognize that in reorganized families there are complex sets of relationships and rights to which we have to be sensitive; yet we more strongly emphasize the well being and best interests of the individual child in all our decision making.

We will provide to the residential custodial parent all documents and conference times. It is the responsibility of that parent to duplicate and disseminate information to the non-residential custodial parent if he/she so chooses. We will not make a practice of duplicating our efforts since such duplications lead to complications.

If, on the other hand, a non-residential custodial parent or non-custodial parent requests access to cumulative folder information or to access to the child, we recognize that we have no grounds to deny that. We will do the following: (1) We will check the identification of the parent against the name on official documents, e.g. birth certificate or custody agreement (2) We will check the cumulative folder to see if there is a court document that denies access e.g., injunction or court order. If no such document has been provided to us, we will attempt to contact the residential custodial parent to make him/her aware of the occurrence, noting that we will allow access. If, at any time, though, a professional staff member feels that the student will be psychologically or physically harmed by the access, we will deny access for the protection of the child.

Date(s) Adopted: 1/24/01, 11/19/03

Sussex Academy of Arts and Sciences

Board Policy: Section 500 Pupils

502-C RELEASE OF DIRECTORY INFORMATION

The Sussex Academy has designated student name, school year, birth date, race, gender, district code, school code, entry date, and exit date as Directory Information. Directory Information does not include Social Security numbers. The Sussex Academy may disclose, without consent, Directory Information. Parents/guardians may request in writing that the school not disclose Directory Information about their child(ren) by September 15 of each school year.

Date(s) Approved: 5/20/09

503-A RETENTION POLICY

Within the educational reform movement for the state of Delaware there is a strong initiative toward student accountability for meeting the mandated curriculum standards. Meeting those standards is demonstrated through successful performance on the state tests, through passing grades in the subject areas, through consistent attendance, and through other demonstrations of proficiency. The guidelines for retention in a grade as stated below are within the parameters of the existing state laws as well as the parameters of the charter of the Sussex Academy of Arts and Sciences.

Sixth Grade

A student will be retained in the sixth grade if any one of these conditions exists:

- The student fails reading, writing, or mathematics
- The student fails social studies and science
- The student fails either social studies or science and any two (2) of his special classes
- The student does not meet the standard in reading or mathematics on the DCAS and other external standardized measures adopted by the school
- The student is absent for 24 or more of the 180 student school days*

Seventh Grade

A student will be retained in the seventh grade if any one of these conditions exists:

- The student fails reading, writing, or mathematics
- The student fails social studies and science
- The student fails either social studies or science and any two (2) of his special classes
- The student does not meet the standard in reading or mathematics on the DCAS and other external standardized measures as adopted by the school
- The student is absent for 24 or more of the 180 student school days*
- The student fails to meet the standards of the Portfolio Review Committee

Eighth Grade

A student will be retained in eighth grade if any one of these conditions exists:

- The student fails reading, writing, or mathematics
- The student fails social studies and science
- The student fails either social studies or science and any two (2) of his special classes
- The student does not meet the standard in reading or mathematics on the DCAS and other external standardized measures as adopted by the school
- The student is absent for 24 or more of the 180 student school days*
- The student fails to meet the standards of the Portfolio Review Committee

*A team of teachers in a child study meeting format may elect to override this rule if there is substantial evidence that the student's pattern of absences was warranted and did not dramatically affect academic achievement.

DCAS- Delaware Comprehensive Assessment System

Date(s) Adopted: 11/29/00, 9/26/01, 8/28/02, 9/10/02, 6/21/06, 6/19/08, 5/19/10, 4/20/11

Sussex Academy of Arts and Sciences

Board Policy: Section 500 Pupils

503-B DETERMINATION OF GRADE PLACEMENT

Just as it is the school's role to determine retention within a grade (See Retention Policy) or any acceleration to the next grade, so too it is the school's role to determine grade placement for incoming students from another school or from homeschooling.

Many factors are used in the determination of grade placement. Those factors include, but are not limited to, the placement decision of the previous school, academic achievement measures, physical size, knowledge of the English language, previous retentions, estimates of intellect, wishes of the parents, age, etc. It is, of course, common practice for incoming students to be tested if no current academic information is available. That practice is endorsed by this policy.

In cases where an incoming 6th grade student is promoted by another school but that student has not scored a Level 3 (meets the standards) on the 5th grade DCAS in reading or mathematics, Sussex Academy reserves the authority to make decisions about the child's academic placement. These decisions may include placing the student in the regular program or placing the student in basic skills classes. Regardless of the options provided, students must meet the yearly grade level requirements, or they will be retained.

Date(s) Adopted: 9/26/01, 5/18/11

Sussex Academy of Arts and Sciences

Board Policy: Section 500 Pupils

504 GUIDELINES FOR HONOR ROLL

At the end of each term, an Honor Roll will be published.

A Honor Roll

To be on the A Honor Roll, a student must have a grade of 93% or better in all core subjects (reading, writing, math, social studies, and science).

B Honor Roll

To be on the B Honor Roll, a student must have a grade of 85% or better in all core area subjects (reading, writing, math, social studies, and science).

Sussex Academy of Arts and Sciences

Board Policy: Section 500 Pupils

506 STUDENT CODE OF CONDUCT

The Sussex Academy of Arts & Sciences emphasizes a strong code of conduct that promotes respect for self and others and positive reinforcement of rules in a safe, secure environment. An important part of the students' education is the right to make decisions and the responsibility to accept the results of those choices. To protect rights of students and staff, a Student Code of Conduct has been established.

All staff and students at the Sussex Academy of Arts & Sciences have a right to work in a pleasant and caring environment in which discipline and welfare are essentially related. Students have the right to learn—and teachers have the right to teach in an atmosphere of order, cooperation and mutual respect. Therefore, students are expected to adhere to this Student Code of Conduct and to accept their share of responsibility for maintaining a productive and civilized educational environment. Parents have an obligation to support the school in its efforts to implement this Student Code of Conduct. The Executive Director and staff have an obligation to implement this Student Code of Conduct in a fair and consistent manner.

Principles

The Student Code of Conduct at the Sussex Academy is based upon the following principles:

- All individuals are to be valued and treated with respect.
- Students have a right to learn in a secure environment without intimidation, where they are able to develop their talents, interests and ambitions.
- Parents should expect that their children will be educated in a secure environment in which care, courtesy, and respect for the rights and property of others are encouraged.
- Teachers should expect to be able to teach in an atmosphere of order and cooperation.
- Parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment. The Executive Director and teachers have an obligation to implement the Code of Conduct fairly, reasonably, and consistently.
- Positive relationships among students are to be encouraged.

Standard and Rules

Sussex Academy students are expected to conduct themselves appropriately and be mindful of the health and safety of themselves and others.

- Students will act safely and responsibly in the building.

EXAMPLES of acting responsibly are:

- walking quietly in the hallways
- using a hall pass during class time
- keeping halls and lavatories free of litter

- Students will treat others with respect and common courtesy.

EXAMPLES of respect and courtesy are:

- removing hats inside the building
- being appreciative and attentive during assemblies
- being seated and quiet when class begins
- answering teachers in a respectful manner

- Students will act responsibly in the multi-purpose room.

EXAMPLES of acting responsibly are:

- leaving a clean table when through eating
- making sure all waste is disposed of properly
- keeping all food and snacks in the designated eating areas

- Students will be responsive to the suggestions of the adults in the building.

EXAMPLES of acting responsibly are:

- being on best behavior while a substitute teacher is in charge of the class
- obeying all adults, custodians, secretaries, and staff members

Sussex Academy students will not interfere with the rights of students and teachers.

The following behaviors are unacceptable and will not be tolerated:

- harassment or violence, whether physical, verbal or otherwise
- vandalism and graffiti
- the taking or removal of the property of others at school without their permission
- disruptive behavior
- disrespect to a staff member
- interference with the rights of teachers to teach or students to learn
- uninvited visits to the school by persons unwilling to seek the permission of the Executive Director or staff to be on the school premises

In addition verbal or physical harassment or threats or physical violence between students or gross outrage by a student against a teacher or other student will lead to immediate suspension from the school and will be reported to the Executive Director who will consider permanent removal of the student from the school. In addition, none of the following will be allowed at Sussex Academy. Violation of these rules will also result in direct administrative involvement and suspension or expulsion from school.

- possession of tobacco or drugs
- violation of closed campus policy
- possession of weapons (including knives)*
- vandalism
- unsupervised buying or selling
- gambling
- stealing or extortion
- use of obscene or profane language
- possession of fireworks or other dangerous items

*Possession of Firearm or Weapon/Dangerous Instrument or Look Alike Weapon/Dangerous Instrument

Possession of a firearm or weapon/dangerous instrument or object designed or intended to look like a firearm or weapon/dangerous instrument as defined by Federal and State law, on school property, in school, or at any school-sponsored event or activity, shall result in expulsion for a period of not less than one year.

Breaches of this Code of Conduct

Breaches of this Code have consequences for the student and for others. It is, therefore, logical that students experience the consequences of poor behavior and in most instances those consequences will be related to the nature of the breach. Consequences may include the following:

- verbal warning
- written or verbal apology
- deprivation of privileges
- period of detention
- parent/guardian contact
- withdrawal from excursions or other group activities
- removal from normal classes
- referral to the Executive Director
- suspension from school and/or school activities
- behavioral contract
- referral to outside authorities (e.g. the police)
- expulsion from school

The Sussex Academy of Arts & Sciences complies with all Federal and State discipline reporting requirements and procedures. Accordingly, reportable offenses become a permanent part of student records maintained through the state's pupil accounting program.

Students and parents should recognize that the Student Code of Conduct is a guide and does not include nor describe all of the behavioral expectations of the Student Code of Conduct.

Date(s) Adopted: 7/00, 3/14/07

506-B BULLY PREVENTION

The Sussex Academy of Arts & Sciences (hereinafter referred to as “SAAS”) recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. SAAS strives to provide safe learning environments for all students and all employees.

Prohibition of Bullying

To further these goals and as required by 14 Del. C. 4112D, SAAS hereby *prohibits the bullying of any person on school property or at school functions or by use of data or computer software that is accessed through a computer, computer system, computer network or other electronic technology of the school. SAAS further prohibits reprisal, retaliation or false accusation against a target, witness or one with reliable information about an act of bullying.*¹

Definition of Bullying

As used in this policy, *bullying means any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:*

A. *Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property.*

B. *Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or*

C. *Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or*

D. *Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.*

School-wide Bully Prevention Program

SAAS is committed to supporting the adoption and implementation of a school-wide research-based bully prevention program. All members of the SAAS learning community (students, teachers, staff, and parents/guardians) will participate in components of the program which will attempt to:

1. Reduce existing bullying problems among students

¹ Legal or Regulatory Requirements are in *italics* throughout.

2. Prevent development of new bullying problems
3. Achieve better peer relations and staff-student connections at school

Coordinating Committee

The Student Achievement Team (SAT) of SAAS shall be responsible for coordinating the school's bully prevention program. The representatives of this committee shall be chosen by members of the staff with representatives of the non-employee group being appointed by the Executive Director.

Reporting Requirements

Bullying is unacceptable and a culture of openness is the best way to counter such behavior. It is the responsibility of each member of the school community: pupils, staff and parents to report instances of bullying or suspicions of bullying, in writing, with the understanding that all such reports will be listened to and taken seriously.

Investigative Procedures

All complaints shall be appropriately investigated and handled consistent with due process requirements and appropriate disciplinary action(s) will be taken when instances or acts of bullying have been determined to have occurred. SAAS will follow all State and Federal reporting requirements. The Executive Director may designate a person or persons to be responsible for responding to bullying complaints.

Training.

SAAS will provide a combined training each year totaling of at least one (1) hour for all members of the staff in the identification and reporting of criminal youth gang activity pursuant to § 617, Title 11 of the Delaware Code and bullying prevention pursuant to § 4112D, Title 14 of the Delaware Code.

Notification of Parents

A Parent, guardian or relative caregiver pursuant to 14 Del. C § 202(f) or legal guardian of any target of bullying or person who bullies another will be notified in a timely manner by the individual responsible for the investigation.

Date Approved:	Date(s) Amended:
4/17/08	

507-A UNPAID STUDENT DEBTS

Establishing Debt Amounts

Most debt is easy to calculate. For instance, unpaid lunch bills or unpaid fees are absolute sums. Yet, in cases where the value of an item has decreased over time and use, its debt value will be calculated in the following manner. The debt cost will be established via a five-year prorated use basis for lost/damaged student materials, textbooks, and equipment. For instance, if the replacement cost of a textbook is \$40, the student responsible will be billed \$32 if the book were one year old, \$24 if it were two years old, etc., not to be less than one/fifth of its value no matter its age.

Students who owe money will be notified periodically and finally during the first week of June of each school year. Executive Director is authorized to withhold the report card of any student for non-payment of debt.

508 DRESS CODE/UNIFORM POLICY

The Sussex Academy has established high academic and personal standards for the students who attend the school. The Executive Board, administration, and staff believe that school uniforms project an image that is consistent with the high standards of the Academy and reflect an appropriate academically oriented school climate. Thus, students at Sussex Academy are required to wear regulation uniforms selected from and supplied by *In Unison Apparel*.

The regulation school uniform includes any “inside apparel” items offered by *In Unison*. Students must wear the regulation gym uniform for physical education and any after-school sports activity. If students need sweat clothes for gym or after school, they may choose the regulation sweatshirt/sweatpants or plain navy blue sweat clothes. Students are not allowed to wear apparel with other writing or logos while in regulation school uniform.

Students are to wear appropriate shoes (e.g. athletic shoes, oxfords, etc.). Only shoes with an enclosed toe and heel are considered acceptable footwear.

Other rules of neat, appropriate, and tasteful dress and appearance apply. For example, students should not wear clothing that is too tight or revealing, pants that “shag,” or clothing adorned with logos (most particularly those implying drug, alcohol, tobacco, vulgarities, etc.). Additionally, students are expected to maintain their appearance such that hair color and style are consistent with high standards of the school. For example, hair color that does not occur naturally is unacceptable (e.g. fuchsia, green, purple, etc.).

Students must store outerwear (e.g. gloves, hats, coats, etc.) in their lockers upon entry into the building and routinely may not wear such in the building.

The final determination of appropriate dress is left to the discretion of the Executive Director or designee.

Date(s) Adopted: 7/00, 3/14/07

601 OPERATING BUDGET TIMELINE

The Director shall prepare and present to the Board for approval an annual operating budget each fiscal year according to the following relative timeline:

January

Whereas monies are tied to pupil units and pupil units are tied to registered pupils, the Director shall have in place a projected number of pupils to be enrolled for the September unit count.

February

A preliminary estimate of revenues shall be submitted to the Board along with an estimate of expenditures. By presenting the preliminary budget, adjustments can be discussed and implemented in a timely fashion.

March-May

Adjustments to the next operating budget will be implemented. An estimate of carry-over can be presented.

July

No later than July 1 of any school year, the Director shall present a recommended annual budget to the Board; this annual budget must be approved by the Board.

Sussex Academy of Arts and Sciences

Board Policy: Section 600 Fiscal Management

602-A EXPENDITURE REPORTS/BUDGET ADJUSTMENTS

Periodically, not to be less than six times a year, the Director shall submit to the Board a statement of expenditures relative to the lines as established in the approved budget.

If at any time expenditures within a line item exceed or are anticipated to exceed 15% of the amount budgeted, the Director must present a budget adjustment request to the Board for approval.

Date(s) Adopted: 3/27/02, 11/19/03

Sussex Academy of Arts and Sciences

Board Policy: Section 600 Fiscal Management

602-B MAINTENANCE OF ADEQUATE CARRY-OVER FUNDS

The financial year of the Delaware public schools is from July 1-June 30. State monies (currently contained in fund 0213) cannot be carried over from one fiscal year to the next. Local monies (currently contained in 8000 funds) can be carried over from one year to the next.

Allocations are generated through a variety of state, local, and federal sources. At no time in the budget year shall revenue sources be depleted to less than 5% of the annual budget without approval by the Board. That, too, includes the need for 5% of annual funds to be available to the Academy even at the time of the close of the fiscal year. Such consistent 5% contingency/carry-over shall be reflected in all financial reports.

Date(s) Adopted: 3/27/02, 11/19/03

Sussex Academy of Arts and Sciences

Board Policy: Section 600 Fiscal Management

602-B MAINTENANCE OF ADEQUATE CARRY-OVER FUNDS

The financial year of the Delaware public schools is from July 1-June 30. State monies (currently contained in appropriation 05213) cannot be carried over from one fiscal year to the next. Local monies (currently contained in 90000 appropriations) can be carried over from one year to the next. Federal Funds (currently in 40000 appropriations) have specific beginning and end dates that may or may not carry-over from one fiscal year to the next.

Allocations are generated through a variety of state, local, and federal sources. At no time in the budget year shall revenue sources be depleted to less than 5% of the annual budget without approval by the Board. That, too, includes the need for 5% of annual funds to be available to the Academy even at the time of the close of the fiscal year. Such consistent 5% contingency/carry-over shall be reflected in all financial reports.

Date(s) Adopted: 3/27/02, 11/19/03, 10/19/11

Sussex Academy of Arts and Sciences

Board Policy: Section 600 Fiscal Management

602-C RESERVE FUNDS

Restricted Local Funds

Annually, the Board will determine amounts for three restricted reserve funds. These funds will be used specifically for expenditures on instructional innovations and adoptions, severance to compensate employees ending their service with the State for unused illness and annual leave, and staff technology replacement. As funds are expended for these purposes, they will be replenished from any available surplus funds at the end of the fiscal year and/or from the State or Local funds of the subsequent fiscal year.

Total Local Reserves

The Sussex Academy will make every effort to maintain a total carry-over reserve fund of not less than twenty-five percent of the annual operating budget. This reserve amount will be inclusive of funds deposited in school-held bank accounts, local funds held by the State, any security deposits held by outside agencies, and restricted local funds.

Date(s) Adopted: 10/19/11

Sussex Academy of Arts and Sciences

Board Policy: Section 600 Fiscal Management

603 AFFILIATE ACCOUNT INFORMATION

(Student Fund-Raising)

The Sussex Academy of Arts & Sciences' administration is responsible for establishing and maintaining an internal control structure for organizations or groups that are either under the direct jurisdiction of the Executive Board of Directors or affiliated with the school via student, parent, or booster organizations. These groups include any parent, booster, or other group whose purpose is supportive of student organizations. These "affiliate accounts" consist of receipts from student activities, monies collected in the

school or on school premises, and all other monies collected other than state or federal funds.

At the end of each month, the account ledger for each organization or group must be totaled and balanced, the bank statement must be reconciled, and a Treasury Report must be issued to the president and secretary of the organization as well as to the Executive Director of Sussex Academy. In addition all student and affiliated organizations will provide an annual financial statement that has been audited by a CPA or at least three persons from the organization who have had no control over the financial affairs of the organization. This annual financial statement will be submitted to the Executive Director by July 31. This statement will be forwarded to the Executive Board of Directors by August 15.

Any organization not complying with these requirements within 30 days will be subject to sanctions, which may include, but are not limited to, outside audits, denial of fundraising activities, replacement of officers, or dissolution of the organization. Any activity suspected to be inappropriate will be subject to the requirements of state and/or federal laws and referred to the respective enforcement organizations.

Date(s) Adopted: 1/22/03, 11/19/03

Sussex Academy of Arts and Sciences

Board Policy: Section 600 Fiscal Management

604 PURCHASE OF FURNITURE*

In recognition of the tasteful décor and aesthetic quality originally established for this building by the Foundation Board, we intend to purchase replacement and new furnishings that are compatible with the quality, hues, and style of the existing interior. This is borne out of the belief that a pleasant school environment is essential to the learning environment we espouse and is a major selling point to visitors considering choosing our program.

On the other hand, we recognize the restraints of purchasing regulations for Delaware agencies. While we are not bound by the “low bid” parameters for all purchases, we are compelled to follow these guidelines the predominance of time when using state monies. Those guidelines, generally state that with purchases between \$10,000-\$24,900 we must get three informal quotes; the decision does not have to be the lowest quote. With purchases of \$25,000 or more, we are compelled to get formal bids and to follow the formal bid process.

Last, we are constrained by the limits of our operating revenue. For instance, in FY’03, there were no monies whatsoever budgeted for furniture.

With the overriding desire to maintain the aesthetics of the building, and the lesser desires of purchasing regulations and fiscal limitations, the Sussex Academy

establishes an “aesthetic oversight” procedure. When the Director prepares to purchase furniture, as defined below, the Director shall consult with the President of the Board or a designee thereof prior to purchase. In situations where the state’s regulations regarding informal quotes occur, the Executive Board shall make all decisions. In situations where the bid processes are required, the Board shall handle the entire bidding process relative to furnishings.

*Furniture includes:

Teacher/student desks and chairs

Couches, tables, cabinets, bookcases, lockers

Furniture excludes:

Televisions, appliances, computers/components/modules, telecommunications, musical instruments, fitness equipment, mailboxes, sound systems, trophy cases, and instructional materials of all kinds

Date(s) Adopted: 2/26/03, 11/19/03

Sussex Academy of Arts and Sciences

Board Policy: 600 Fiscal Management

605 “Whistle-Blower” Policy

Employees of the Sussex Academy of Arts & Sciences have the right to report improper governmental action. “Improper governmental action” means any action by an employee that violates state law, abuses authority, wastes public funds or endangers public health or safety. “Improper governmental action” does not include personnel actions involving employee grievances and related complaints.

Any employee wishing to report improper governmental action must notify either the Executive Director or an Executive Board officer. The notification should include a description of the improper action, the name of the employee involved, and any other details necessary to conduct an investigation. The notification should be signed. The whistle-blower’s name will be held in strict confidence.

The complaint will be investigated and details reported to the employee under investigation by the Executive Director or the Executive Board, whichever is appropriate.

A whistle-blower is entitled to protection from reprisal or retaliatory action.

Date(s) Adopted: 8/04

Sussex Academy of Arts and Sciences
Board Policy: Section 600 Fiscal Management

606 CONFLICT OF INTEREST

In keeping with our commitment to high standards of integrity, fairness, and conduct, the Sussex Academy has established a Conflict of Interest policy. While the policy cannot delineate every conflict that may be a violation of public trust, the Executive Board members and its employees are expected to act in the spirit of the policy and to be guided by good judgment, personal integrity, honesty, and sound ethical behavior.

This means that any Executive Board member, its employees, and persons who hold contracts with the school have an obligation to conduct their work within the guidelines that prohibit actual or potential conflicts of interest. A conflict or potential conflict exists when the individual is in a position to influence a decision that may result in a personal gain for the Board member, employee, or relative of same as a result of Sussex Academy's business dealings.

An Executive Board member and its employees must disclose any potential or actual conflicts to the Executive Director or Board President (whichever is applicable in the line of authority). Situations that may involve a conflict of interest include such as the following:

- Ownership or financial interest in an outside enterprise that provides a similar service like Sussex Academy
- Working for a company that is seeking to do business with Sussex Academy
- Family member or personal friend seeking to do business with Sussex Academy

Executive Board members or employees who participate in such practices will be subject to disciplinary action possibly leading to discharge and legal action.

Date Approved:	Date(s) Amended:
9/27/06	

Sussex Academy of Arts and Sciences
Board Policy: Section 600 Fiscal Management

607 Travel Policy

The Sussex Academy of Arts & Sciences (hereinafter referred to as "SAAS") recognizes that employees and/or Board members may need to travel both within and outside of the state to perform the duties related to their position or to attend events/activities to support our commitment to continuous improvement. The purpose of this policy is to provide guidelines and specific procedures with regard to incurring, reporting, and reimbursing travel expenses for employees and officials for authorized travel.

Travel Authorization

The Director of Finance and Operations shall approve all out-of-state travel that extends beyond one day. All requests shall be made on the "Travel Authorization and Reimbursement" form and submitted at least 3 weeks prior to the event/activity. A copy of the meeting program or conference schedule must be submitted with the authorization form.

Method of Payment

Whenever possible, the payment for travel related expenses will be made using the Delaware SuperCard. The SuperCard is to be used for authorized expenses for state personnel only and may not be used to charge expenses for family members or others not on official state/agency business. Employees must retain all SuperCard receipts. Individuals authorized for travel that are not employed by the Sussex Academy or who do not have access to the SuperCard shall pay for their own expenses and submit receipts and documentation within 2 weeks of returning.

Payment and Reimbursement Guidelines

Mileage for travel within the state or out of state will be reimbursed at the rate set and approved by the state of Delaware.

Tolls will be fully reimbursed provided a receipt or other documentation is submitted.

All other travel expenses are reimbursed by one of two general methods:

- a. Fixed per diem method; and/or
- b. Actual expense method.

Lodging will be reimbursed at a rate of \$175.00, inclusive of taxes, per night or at the actual amount, whichever is less. Lodging will only be reimbursed for those nights during which the event/activity has been scheduled and for the night preceding the event if it is not possible to arrive and attend on the same day. An additional night of lodging may be authorized if there is no means of travel at the culmination of the event or if it is financially advantageous to travel the day after the event ends.

Meals will be reimbursed at the rate of \$50.00 (inclusive of gratuities) per full day or travel and at the rate of \$30.00 (inclusive of gratuities) on partial days or at the actual amount, whichever is less.

Transfers and or parking will be reimbursed at the actual amount. Parking will only be reimbursed for those days during which the event/activity has been scheduled and for the day preceding the event if it is not possible to arrive and attend on the same day.

Rental cars only will be authorized if it is an economically advantageous alternative to the use of shuttles and/or taxis while traveling out of state.

Conference and conference related fees will be reimbursed at the actual amount.

Common carrier expenses will be reimbursed at a rate of \$350 or the actual expense, whichever is less.

The maximum amount* that SAAS will expend for a traveler on a single travel event shall not exceed the following amounts:

2-day conference- \$1000

3-day conference- \$1250

4-day conference- \$1500

5-day conference- \$1750

* Mileage and tolls will be reimbursed and are not included to these limits. Any financial support from other sources (grants, stipends, etc.) will be included in these limits thus reducing the impact on school operating funds.

The Board and the Director of Finance and Operations reserves the right to authorize travel that exceeds these limits and to fully reimburse the employee or Board member if the individual(s) has been recruited and/or required by SAAS to attend an event, conference, or activity for which out of state travel is required.

Date Approved:	Date(s) Amended:
11/17/10	
Sussex Academy of Arts and Sciences	
Board Policy: Section 700 Personnel	

701 EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION

The Executive Director will establish guidelines for organization of the teaching, administrative, and other professional staff. A screening committee comprised of SAAS faculty and staff will assist in the recruitment, screening, selection, and hiring for new positions. Promotions will be coordinated by the Executive Director with approval of the Executive Board. The Executive Director will direct the work of all school employees.

Sussex Academy will hire well-qualified people to perform the many tasks necessary to providing a quality education for the students of Sussex Academy. Equal opportunities will be extended to all employees and to applicants for employment who meet the qualifications established for the classification or position for which application is made. The district will not illegally discriminate against any employee or applicant for employment on the basis of age, race, creed, color, sex, marital status, national origin, religion, or disability. It is the policy of Sussex Academy not to discriminate against an applicant or employee on the basis of sexual orientation.

Sussex Academy pursues a policy of equal opportunity in the areas of (1) recruitment, (2) selection and hiring criteria and practices, (3) promotions, (4) demotions, terminations, layoffs, and recalls, (5) compensation, (6) working conditions, (7) benefits and privileges of employment, and (8) training.

Date(s) Approved: 10/15/08

Sussex Academy of Arts and Sciences

Board Policy: Section 700, 800, 900 Personnel

702, 802, 901 PRE-EMPLOYMENT REQUIREMENTS

CRIMINAL BACKGROUND CHECK

A Criminal Background Check is required for individuals working with students at the Sussex Academy.

Delaware Code requires all employees, including substitute and student teachers, and members of the Executive Board to have a criminal background check prior to their start of service. An original form or a copy forwarded by another district/agency shall be maintained in the Business Office of the Sussex Academy.

Employees, including substitutes, and student teachers shall be approved for service at the Sussex Academy based on having a clean background check. Employees with the following types of incidents on the background check may be denied employment.

Violations of:

Megan's Law (any tier)
Possession of Drug/Paraphernalia
Possession of Firearms
Assaults against a minor

OR

other activity(ies) that would cause the school or school community alarm

In some instances, an employee may be permitted to begin service while the criminal background check is being processed since there may be a delay in receiving the results of a Criminal Background Check. If that is the case, the employee will be considered a probationary employee of the Sussex Academy pending the receipt of a clean Criminal Background Check. Employment may be terminated upon receipt of said documentation if it includes the incidents identified above.

The Sussex Academy reserves the right to accept or reject any applicant based on a Criminal Background Check and that responsibility lies in the hands of the Directors of the school. In rare situations, the Executive Board may, upon written request, entertain an appeal at which time a review of the criminal background would take place in an Executive Board Session and a final decision rendered by the Board.

SCREENING FOR SUBSTANCE ABUSE

The final candidate for a position at Sussex Academy will be required to participate in pre-employment drug testing. When filling a staff vacancy, any offer of employment shall be contingent upon a negative test result.

An authorized testing service provider shall perform the drug testing within 24 hours of notice to candidate of intent to hire and forward the report to the Directors of Sussex Academy. The charge for performing the substance abuse screening test shall be the responsibility of the candidate.

Date Approved:	Date(s) Amended:
11/17/10	

Sussex Academy of Arts and Sciences

Board Policy: Section 700, 800, 900 Personnel

703, 803, 902 STAFF CONDUCT

SCREENING FOR SUBSTANCE ABUSE

Pursuant to Sussex Academy's Drug-Free Schools and Workplace Policy, the unauthorized and/or unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol is strictly prohibited at Sussex Academy, in all places where its employees/students work/attend, including all State owned vehicles, and as any part of the school's activities. Employees are subject to disciplinary action if they are found through confirmatory tests to be under the influence of alcohol and/or an illegal/unauthorized controlled substance while in the workplace.

In order to insure the safety and well being of Sussex Academy's staff and students, a Director of the Sussex Academy may require that employees participate in a drug or alcohol screening if she/he, or her/his designee, has reasonable suspicion to believe that they are under the influence of alcohol and/or an illegal/unauthorized controlled substance in the workplace. A determination that there is reasonable suspicion to believe that an employee is under the influence shall be based upon objective factors including, but not limited to, the following: odor of alcohol on the employee's breath, slurred speech, unsteady or erratic movements.

TESTING

If there is a determination that there is reasonable suspicion to believe an employee is under the influence, no discipline shall be imposed in the absence of a confirmatory test. If the Director decides to pursue a confirmatory test, the Sussex Academy shall adhere to the following procedure:

1. The employee will be asked, with due regard for privacy, to immediately submit a blood and/or urine specimen at a local collection site for alcohol and drug testing. The Director or school nurse will accompany the employee to the local collection site.
2. With regard to alcohol, a positive test result shall be a blood alcohol concentration of 0.02, or more.
3. With regard to illegal drugs, discipline will be imposed if a laboratory confirms a positive test.

4. The costs of testing will be paid by the Sussex Academy.
5. If an employee is tested, the employee shall be suspended with pay pending the receipt of the results.
6. The imposition of discipline, if any, shall occur only after confirmation of the applicable test(s).
7. If the drug and/or alcohol test is negative, there shall be no reference to such a test in the employee's personnel file.

CONSEQUENCES

An employee who tests positive for alcohol and or other drugs shall immediately be placed on leave pending a special meeting of the Executive Board at which time a recommendation will be made about disciplinary action.

ARREST OF AN EMPLOYEE

Due to the litigious society we live in and the nature of human behavior, it is necessary, for the protection of SAAS students and personnel, for the Director(s) to be aware of an employee's arrest within five days of the arrest for any crimes classified as either a Class A Misdemeanor or Felony charge. Appropriate action, which may include suspension without pay, will be taken until the matter is resolved. Specific authority to take appropriate employment action with regard to an employee who has been arrested is designated to the Director(s) with subsequent approval by the Board President. In any event, the Director and/or the Board President may call a special meeting of the Executive Board to review the appropriate response to an employee charged with a criminal offense. Once an employee's charges are resolved, the Director shall inform the Executive Board of the results and the matter shall be placed on the Board agenda for an appropriate response.

Employees arrested for a Class B or an Unclassified Misdemeanor would normally not be subject to any employment action.

Employees arrested for a Class A Misdemeanor offense which would indicate no danger or appearance of danger to pupils, co-workers, or the Sussex Academy would normally not be subject to any employment action.

Employees arrested for a Class A Misdemeanor offense which would indicate a possible danger or appearance of danger to pupils, co-workers, or the Sussex Academy would normally be suspended with pay pending adjudication.

Employees arrested for a Class A Misdemeanor offense which would indicate a possible danger or appearance of danger to pupils but not to co-workers or the Sussex Academy would normally be reassigned to different responsibilities away from pupils pending adjudication.

Employees arrested for a Felony offense would normally be suspended without pay pending adjudication.

Examples of Class A Misdemeanors in Delaware:

Hate Crimes
 Harrassment
 Cruelty to Animals
 Desecration
 Violation of Privacy
 Obscene Literature harmful to minors
 Illegal Gambling
 Reckless Endangering
 Assault
 Terroristic Threatening
 Vehicular Assault
 Indecent Exposure
 Incest
 Interference with Custody
 Criminal Trespassing
 Shoplifting
 Receiving Stolen Property
 Endangering the Welfare of a Child

Date Approved:	Date(s) Amended:
4/20/11	

Sussex Academy of Arts and Sciences

Board Policy: Section 700, 800, 900 Personnel

704, 804, 903 DRUG-FREE SCHOOLS AND WORKPLACE POLICY

Sussex Academy of Arts & Sciences believes that illegal drugs and abuse of alcohol have no place in the school environment.

Furthermore, Congress passed the Drug-Free Workplace Act of 1988, requiring the certification of federal grantees of a drug-free workplace; and the Drug-Free Schools and Communities Act Amendments of 1989, requiring the certification of adoption and implementation of programs to prevent unlawful possession, use or distribution of illicit drugs and alcohol by employees. The Sussex Academy supports these Acts.

For these reasons, Sussex Academy adopts the following regulations:

(a) The unauthorized and/or unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol is strictly prohibited at the Sussex Academy of Arts & Sciences and in all places where its employees work, including all State-owned vehicles, and as any part of the School's activities. As a condition of employment, all employees shall abide by this prohibition and notify the

Sussex Academy of any criminal drug or alcohol statute conviction for a violation of this policy as provided by paragraph (b) below.

All violations of the above policy shall be reported to a Director of Sussex Academy of Arts & Sciences, or his/her designee, who shall report the violation to the appropriate police authority. Action shall be taken in all cases of a chargeable offense under the provisions of the applicable State law or comparable Federal law; however, a conviction of the charged offense shall not be necessary to take action against the employee for a violation of the policy. The employee against whom such an action is taken shall be entitled to due process through the rules and regulations of the Sussex Academy of Arts & Sciences.

(b) All employees shall notify a Director of Sussex Academy of Arts & Sciences in writing of any criminal drug or alcohol statute conviction for a violation occurring in or on the property of the School, or at any school activity, no later than five days after such conviction. Failure of the employee to make such a notification may lead to termination.

(c) Within thirty days of receiving notice of any employee convicted as described in section (b), the Sussex Academy will:

(1) Take appropriate action against such an employee, up to and including termination;

or

(2) Require such employee to participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, State, or local health, law enforcement, or other appropriate agency. Participation in such a program shall not be paid for by Sussex Academy, but may be covered by an employee's health insurance policy.

Date Approved:	Date(s) Amended:
4/20/11	

DRUG-FREE SCHOOLS AND WORKPLACE POLICY

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(1) Take appropriate action against such an employee, up to and including termination;

or

(2) Require such employee to participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, State, or local health, law enforcement, or other appropriate agency. Participation in such a program shall not be paid for by Sussex Academy, but may be covered by an employee's health insurance policy.

I hereby acknowledge that I have been given and read a copy of the Drug-Free Schools and Workplace Policy. Further, I acknowledge that I am aware of the Sussex Academy Staff Conduct policy related to screenings for substance abuse which states that employees may be required to participate in drug and/or alcohol screening if the Director(s) of the school have reasonable suspicion to believe that an employee is under the influence while in the workplace.

Signature of Witness

Date

Signature of Employee

Date

Sussex Academy of Arts and Sciences

Board Policy: Section 800 Personnel-Professional

801 EXECUTIVE DIRECTOR

The Board may appoint an Executive Director whose responsibilities shall be to administer the school and implement the policies of Sussex Academy.

The responsibilities of the Executive Director shall include but may not be limited to:

- Manage, operate, and administer the school on behalf of the Board
- Discharge responsibilities for selection, orientation, retention, and dismissal of all professional and non-professional staff
- Formulate and manage the budget
- Recruit students and staff
- Evaluate performance of staff
- Supervise all personnel on site
- Evaluate the educational program
- Provide leadership in planning, scheduling, and matters of management
- Emphasize and monitor student achievement and student conduct
- Manage the environment to make it conducive to learning, being ever-mindful of health and safety

The Executive Director may not serve as a voting member of the Board.

Date(s) Adopted: 7/00

Sussex Academy of Arts and Sciences

Board Policy: Section 1000 Support Services and Operations

1001 CONTRACTED SERVICES

The Board may enter into contracts for specified services in accordance with Delaware State Law and State Department of Education Guidelines.

Date(s) Adopted: 7/00, 11/19/03

Sussex Academy of Arts and Sciences
Board Policy: Section 1000 Support Services and Operations

1003-A WELLNESS AND HEALTH

Sussex Academy of Arts & Sciences is committed to protecting and enhancing the health and well-being of children. Nutrition, physical activity, and education about such areas influence a child's development, lifelong health status, and potential for learning.

Nutrition

The school's goal in nutrition is to teach, encourage, and support healthy eating by students and staff.

Child nutrition programs shall be implemented in accordance with the regulatory and policy guidelines for the National School Breakfast and Lunch Acts, Delaware Department of Education, Delaware Board of Health, and Sussex Academy of Arts & Sciences.

The Child Nutrition Program of Sussex Academy of Arts & Sciences shall operate under the following guidelines:

1. Sussex Academy of Arts & Sciences will contract with Laurel School District for meals.
2. Meals served to children will be nutritious, well-balanced, and attractive.
3. Meals will be served in clean and pleasant settings.
4. Meals will meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.
5. The goods sold in addition to meals will be selected to promote healthful eating habits and exclude those foods of minimal nutritional value as defined by the Food and Nutrition Service.
6. Students will have adequate time to eat.
7. The schools will make every effort to eliminate any social stigma attached to and prevent the overt identification of students who are eligible for free and reduced-price school meals.
8. Food service personnel will use training and resource materials developed by the Department of Education and the United States Department of Agriculture to motivate children in selecting healthy diets.
9. Nutrition education will be part of the educational program.
10. No student will be denied meals as a disciplinary action.
11. Students may charge one lunch. Should a charge not be paid, the student's report card will be held.

Health and Physical Activity

The school's goal for health and physical activity is that students will learn about good health practices and engage in physical activity during the school day under the following guidelines:

1. Health and physical education will be complementary by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle.
2. Opportunities for physical activity are incorporated during the school day.
3. Opportunities for physical activity programs such as clubs, intramurals, and interscholastic sports programs will be offered.

Date(s) Adopted: 10/05, Revised 4/06

Sussex Academy of Arts and Sciences

Board Policy: Section 1000 Support Services and Operations

1005-A SCHOOL CLOSING/CANCELLATION/DELAY OF OPENING

The Executive Director, in consultation with Sussex Technical High School, will determine if school needs to open late or dismiss early due to weather or other emergencies.

Delayed openings or school closings will be announced on WBOC-TV, the Sussex Academy telephone answering machine message, and our school website www.sussexacademy.org/events. All late openings will be a two-hour delay.

For any early closing, efforts will be made to serve lunch if at all possible. All bus drivers will be notified to confirm that they are available.

Date(s) Adopted: 3/14/01

Sussex Academy of Arts and Sciences

Board Policy: Section 1000 Support Services and Operations

1006 USE OF SCHOOL FACILITIES

It is the intent of the Executive Board to make the school facilities available to outside organizations consistent with established guidelines. It is the responsibility of the

directors to approve the use of the facilities. The directors may at their discretion seek the approval of the Board.

Completion of an Application

1. The organization wishing to use the facility must complete an application for use and submit said application to the directors one month prior to the activity.
2. An authorized representative of the sponsoring organization shall sign the application.
3. The directors shall notify the representative of the sponsoring application regarding the approval or denial of the submitted application.

Conditions for Approval of the Application

In general, Sussex Academy of Arts & Sciences functions have precedence over any other use of the facility.

1. Use of the facilities for activities for commercial gain shall not be allowed except for those organizations qualifying under Category 1 of "Categories of Applications."
2. Applications for use of facilities by religious or political organizations shall require Executive Board approval.
3. Applications for use of facilities on Sunday shall require Board approval.
4. Users of the facility are prohibited from using tobacco or alcohol on the premises.
5. At least one custodian or school employee shall be on hand for functions that are not school sponsored. It shall be the responsibility of the organization to pay this person.
6. The sponsoring organization shall be responsible for personal liabilities and property damage while the facilities are being used. In consideration of the grant of permission by the Sussex Academy of Arts and Sciences for use of the facilities and grounds, the sponsoring organization/individual requesting use of the facilities and grounds shall indemnify the school against all claims and liability arising from any accident, personal injury, death, or property damage which may arise from or during the use requested. Signing the request for use application makes such agreement.
7. The Sussex Academy of Arts & Sciences highly recommends that the sponsoring organization purchase special event insurance.
8. Violation of policies and procedures of the Sussex Academy of Arts & Sciences, federal, or state laws will mean discontinuance of use of facilities by the requesting organization.

Charges for Use

1. Category 1
This category consists of organizations and community groups that are directly related to some educational or community function of the Sussex Academy of Arts & Sciences.

There will be no charge for the use of school facilities for Category 1 provided they use the facilities at those times that extra custodial staff and utilities are not required, there is no interference of normal school functions, and no special arrangements are requested. If such is needed, then the users shall be assessed the rates in Category 2.

The following are approved Category 1 organizations: Sussex Academy clubs and competition groups, PTO, Sports Boosters, and any local, state, or federal governmental agency or board that requests use for the purpose of conducting a public information meeting.

2. Category 2

This category pertains to organizations and community groups that do not qualify under Category 1. Users must certify that there is no individual monetary gain for representatives of the organization and that any charges or admissions in excess of costs will be donated to a charitable purpose as defined by the State of Delaware Personal Income Tax laws.

Organizations charged in this Category 2 are subject to charge for the entire time school personnel are on duty including from preliminary preparation through clean-up of the activity. Custodial personnel are required to be present in the building at any time facilities are in use.

The sponsoring organization will pay the custodial fee directly to the custodian and the facility fee to the Sussex Academy of Arts & Sciences. Sussex Academy does not provide audiovisual equipment. The sponsoring organization will be charged fees in accordance with the approved schedule:

Multi-Purpose Room	\$50/hr.
Multi-Media Library	\$25/hr.
Classroom	\$15/hr.
Fields	\$30/hr.

These fees DO NOT include personnel costs.

Authorization

The Directors shall have the authority to resolve issues not covered in this policy including such things as Category assignment or eligibility of the requesting organization. They also have the authority to determine what requests will be forwarded to the Executive Board for approval.

Date(s) Adopted: 9/17/03, 11/19/03

Sussex Academy of Arts & Sciences

USE OF SCHOOL FACILITIES

It is the intent of the Executive Board to make school facilities available to outside organizations consistent with established guidelines and the policy, **USE OF SCHOOL FACILITIES**.

_____ requests permission to use the

on _____ from _____ to _____ for the purpose of

Date of request _____ No. of rooms requested _____ No. of persons attending _____

Authorized Representative (Please Print) _____

Signature _____
(Your signature indicates that you have read and agreed with items 1-4 of this form)

Mailing Address _____

Telephone _____ (day) _____ (evening)

FOR SCHOOL USE ONLY			
Approved Date _____	Custodian _____	Director _____	Other _____
Disapproved _____		Reason _____	
Total Fee for Usage _____		Bill Date _____	Date Paid _____

I understand that these arrangements may affect the rates charged. I also understand that the school is not responsible if special arrangements are needed but not requested.

1. I have completed the application and understand our organization will be charged a rental fee according to our category classification for the services of required staff and for arrangements.
2. I have read the "Conditions for Approval of the Application" and certify that our organization will obey and enforce all rules and regulations and will accept complete responsibility for all of its members, guests, and/or visitors.
3. I understand that the Sussex Academy of Arts & Sciences requires all facilities usage to end at 9 p.m. unless otherwise authorized.
4. In consideration for permitting _____ ("the Organization") to use the buildings, grounds, and/or facilities ("the Facilities") of Sussex Academy of Arts & Sciences on _____ (date), the undersigned duly authorized officer or representative of the Organization agrees, for and on behalf of the Organization, to release the Sussex Academy, the Executive Board, and their agents, employees and representatives from all claims arising from the Organization's use of the facilities. The Organization also agrees to defend, indemnify and hold harmless Sussex Academy of Arts & Sciences from all claims arising from the acts, omissions, and/or negligence of the Organization, and all invitees of the Organization, as well as all claims arising from the acts, omissions, and/or negligence of the Sussex Academy of Arts & Sciences.

Further, I/We have purchased special event insurance and listed Sussex Academy of Arts & Sciences as an additional insured as noted on the attached certificate of insurance or correspondence from my/our insurance company.

Representative of Organization

Date

Sussex Academy of Arts and Sciences

Board Policy: Section 1000 Support Services and Operations

1001 CONTRACTED SERVICES

The Board may enter into contracts for specified services in accordance with Delaware State Law and State Department of Education Guidelines.

Date(s) Adopted: 7/00, 11/19/03

Sussex Academy of Arts and Sciences

Board Policy: Section 1100 Home, Community, and Agency Relations

1102 Concerns and Complaints

The Sussex Academy of Arts & Sciences is committed to providing effective means for parents and community to voice concerns and complaints. We strive to work collaboratively inside and outside of our school. Therefore, it is our desire to resolve concerns and complaints whenever possible as expeditiously as possible. To that end, concerns and complaints should be addressed in the following manner:

1. The concern or complaint should be received and addressed at the level closest to which the concern or complaint originated. For example, a concern or complaint regarding a classroom should be heard first by the teacher; a concern or complaint regarding a bus should be heard first by the bus driver; a concern or complaint regarding a team should be heard by the team leader. Therefore, the proper channel for addressing complaints is as follows:

Classroom: Teacher → Team Leader → Executive Director → Executive Board

Bus: Bus Driver → Transportation Coordinator → Executive Director → Executive Board

Team: Team Leader → Executive Director → Executive Board

Executive Director: Executive Board

2. Any staff member receiving a concern or complaint should make sure that the concern or complaint has been appropriately referred and assist the complainant by identifying appropriate personnel

3. Once appropriately referred, if the concern or complaint is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
4. In general, complaints may be taken to the Executive Board if there is a reason to believe that a policy, regulation, or law has been violated, misconstrued, or misapplied relative to an individual student. Other, non-policy issues are the responsibility of the professional staff and are not part of the complaint procedure. The Executive Board will hear only those complaints that are put in writing and submitted to the Executive Director who will forward to the Board. The complainant shall use the Complaint Procedure for Parent Access to the Executive Board.
5. All meetings conducted pursuant to this policy will be private.

Date(s) Adopted: 8/04

Sussex Academy of Arts & Sciences

Complaint Procedure for Parent Access to
Sussex Academy Board of Directors

Date_____

Parent Name_____

Parent Signature_____

On Behalf of_____

Grade_____

Complaints may be brought before the Board of Directors if there is reason to believe that a policy, regulation, or law has been violated, misconstrued, or misapplied relative to an individual student. Other, non-policy issues are the responsibility of the professional staff and not a part of the complaint procedure.

Policy (and title or number), regulation, or law being questioned:

(Many of our student policies can be found in the student planner. A copy of Board policy is available in the school office.)

Nature of the policy violation/misapplication:

Review process that has occurred (e.g., where did the initial decision/action originate, and who has reviewed that decision/action):

Please return to the Director who will forward it to the Board.

Sussex Academy of Arts and Sciences

Board Policy: Section 1100 Home, Community, and Agency Relations

1103 Unsafe School Student Transfer Option Program

The Sussex Academy Unsafe School Student Transfer Option Program complies with the Federal *No Child Left Behind* legislation by providing transfer options to those students enrolled in a school that has been identified as “persistently dangerous” pursuant to the provisions of DDOE Regulation 608, Unsafe School Choice Option for Students in Persistently Dangerous Schools and for Students Who Have Been Victims of a Violent Felony. Students who have been victims of a violent felony under these provisions may also elect the transfer option program.

Option A: Schools Identified As Persistently Dangerous

- Within ten school days of receiving a persistently dangerous designation from the Department of Education, the Sussex Academy will notify parents of eligible Unsafe School Transfer Option Program students by mail. A Transfer Option Application will be attached to the notification letter. Parents of students moving to a persistently dangerous school at the end of their grade level cluster will also be notified by mail. All parents registering students at a designated school will receive a notice and Transfer Option Application at the time of registration.
- The District will accept Unsafe School Student Transfer Option Applications for fifteen school days following the date of the notification mailing.
- Transfer options will be listed on the application form.
- Transfers of students will occur within 30 school days of Department of Education notification to the Sussex Academy.
- A corrective action plan will be developed and filed with the Department of Education within 20 school days from the date that the Sussex Academy learns it has been identified as persistently dangerous.

Option B: Victim of a Violent Felony at a School

- Within five school days from the date of the acknowledgement of a violent felony charge that occurred in or on the grounds of the Sussex Academy, the victim’s parents will be notified by certified mail of the Unsafe School Student Transfer Option. A Transfer Option Application will be attached to the notification letter.
- Parents have 10 school days from the date of the certified mailing to exercise their option to transfer to another school.
- The student will be transferred within 30 school days of the Sussex Academy’s notification of violent felony charges being filed.

The Sussex Academy of Arts & Sciences Student Transfer Option Program components are subject to SAAS Executive Board amendment.

Date(s) Accepted 11/18/09

Sussex Academy of Arts & Sciences of Arts and Sciences

Board Policy: Section 1100

1104 PARENTAL INVOLVEMENT POLICY

GENERAL POLICY STATEMENTS

Sussex Academy of Arts & Sciences agrees to implement the following statutory requirements:

- Will work to ensure that the required parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Will post parental involvement policy on the school's website and the policy will be updated periodically to meet the changing needs of the students, the parents and the school.
- Will provide opportunities for the participation of all parents, including, to the extent practicable, providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format.
- Will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- Will build capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- Will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring— that parents play an integral role in assisting their child's learning, that parents are encouraged to be actively involved in their child's

education at school, that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, the carrying out of other activities, such as those described in section 1118 of the ESEA.

IMPLEMENTATION

Sussex Academy of Arts & Sciences will implement the following:

- Involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA by asking the Student Success Team (SST) - a parent-teacher group - to review, provide input, and draft components of the involvement policy.
- Involve parents in the process of school review and improvement under section 1116 of the ESEA by presenting data and school improvement plans to the SST and Executive Board for input, review, and proposed changes.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved.
- Provide parents access to the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet through school website, parent nights, parent conferences, progress reports, and other informal means of communication.
- At the request of the parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children through the Student Success Team and Parent-Teacher conferences.
- Provide each parent an individual student report about the performance of their child on the State assessment in at least math and reading.
- Notify parents with a letter when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
- Provide assistance to parents of children served by the school, as appropriate, in understanding: the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators through school website, orientations,

student agenda books, letters concerning standardized tests and results, electronic access to student grades, and parent-teacher conferences.

- Provide materials and training to help parents work with their children to improve their children's academic achievement.
- With the assistance of its parents, educate its teachers, student services personnel, administrators and other staff in how to communicate and work with parents as equal partners, to implement and coordinate parent programs, and build ties between parents and the school.
- To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, such as hosting Open Houses, Portfolio Reviews, and Fieldwork requiring parents to volunteer in school, inviting parents into the school during the school day, and for after school activities.
- Use reasonable efforts to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Date Approved:	Date(s) Amended:
6/16/10	

NARRATIVE FOR STATE AND LOCAL EXPENSES

Line 4 - The figures on this line for Year 0 reflect the salaries for all teacher classifications: classroom, special education, special teachers (physical education, art, and music) and counselors etc. The salaries are based on the actual salaries for the Sussex Academy of Arts and Sciences for the current school year in year 0 and 1. The salaries in year 2 through 5 are increased to reflect the increased number of teachers that are required for the increased number of students each year. There is no projected increase in salaries or other employment expenses for any employee category after Year 0, since it is difficult to project the state and local revenue for future years.

Line 5 - Line 4 contains the expense for this line

Line 6 – Line 4 contains the expense for this line

Line 7 – Line 4 contains the expense for this line

Line 8 – This amount reflects the salary for an assistant principal for the first time in Year 4, when the school is projected to earn 33.11 units which qualifies for state funding for an assistant principal.

Line 9 - The salary for the nurse is based on the actual salary for the current fiscal year with the addition of a half time nurse in Year 3.

Line 10 – The salary for the clerical positions is based on the actual salaries for the two employees in Year 0 and Year 1 with the addition of one employee in Year 2.

Line 11 – The salary amount for custodial employees is based on the actual salaries of the four employees in Year 0 and Year 1 with salaries for additional employees being added to provide custodial services, with the increase in facilities.

Line 12 –The salaries for substitutes in Year 0 and 1 are based on the actual budget figures in fiscal year 2012 based on past experience with small increases in future years.

Line 13 – The salary in this category is for paraprofessionals and is based on the actual salary in the 2012 fiscal year budget for Year 0 and 1.

Line 14 – The total salaries for all employee classifications is multiplied by 28.53% to calculate the costs.

Line 15 – The expense for health insurance is based on the actual budget amount from the 2012 fiscal year. As the number of employees increase in Year 2 through Year 5, the cost for each new employee is multiplied by \$8611 and was added to our base figures for fiscal year 2012.

Line 16 – Sussex Academy of Arts and Sciences offers no additional benefits.

Line 17 – Transportation costs are based on the actual projected expenses for this service in the 2012 fiscal year for Year 0 and 1. As enrollment increases in Years 2 through 5, increases are projected for this service.

Line 18 – The amount reflects all miscellaneous transportation expenses and is based on the amount in the fiscal year 2012 budget, which is for the lease of a state van for the delivery of food.

Line 19 – The cafeteria expenses are based on the figures which are in the budget for the 2012 fiscal year with increases in expenses as the enrollment increases.

Line 20 – none

Line 21 – The amount for supplies and materials is based on actual budget figures for fiscal year 2012 in Year 0 and Year 1 with projected increases for the future years as student enrollment increases.

Line 22 – There is no amount for textbooks until Year 2 when 100 new students will enroll at the school. Based on the experience of Sussex Academy of Arts and Sciences, we projected \$500 in textbook expense for each new student in Years 2 through 5.

Line 23 – none

Line 24 – The amounts in this line beginning with Year 1 is for the implementation of the Expeditionary Learning Model for the entire school.

Line 25 – This amount reflects the actual amount in the 2012 fiscal year budget and is based on historical data for the cost for various associations and conference fees.

Line 26 – none

Line 27 – The amount for this expense for Year 0 and 1 was taken from the current school's 2012 fiscal year budget and includes the cost for the services of various therapists.

Line 28 – none

Line 29 – none

Line 30 – The cost for computer supplies is based on the approved amount for this expense category in the 2012 budget for Years 0 and 1, with projected increases as more students enroll in the school.

Line 31 – This expense area includes contracts for an art teacher, school principal and Innovative Schools etc. The amount is based on this category in the 2012 fiscal year budget. This amount increases in future years for additional educational consultants and a counselor.

Line 32 – The amount on this line is for medical supplies and is based on the actual approved budget amount for the 2012 fiscal year with increases as enrollment increases.

Line 33 – The amount is based on actual experience of Sussex Academy of Arts and Sciences as well as the amount in the budget for the 2012 fiscal year with additional projected expenses as enrollment increases.

Line 34 – Sussex Academy of Arts and Sciences leases the current facility from Sussex Academy of Arts and Sciences, Inc, a nonprofit corporation at an annual rate of \$236,000 for the 2012 fiscal year. There is

no anticipated increase in the rent for the current facility through Year 5. During Year 2, five classrooms will be located in trailers at a total additional cost of \$35,000.00 which will be added to the rent amount of \$236,000.00 for the existing school facility. During Year 3, five additional classrooms will be located in trailers which adds \$51,000.00 to the base rent of \$236,000.00. Our plan is to have a new school constructed for the beginning of Year 4, which will increase the rent by \$325,000 for the new facility and the trailers will be removed. The Sussex Preparatory Academy Foundation will be responsible for all of the expenses for the construction of the facility and will rent the facility to Sussex Academy of Arts and Sciences. A preliminary estimate for the new school is \$13,689,220.00 based on the enclosed project cost summary from EDIS.

Line 35 – none

Line 36 – The amount reflects the cost for water and sewer of \$2500 and \$42,500 for propane and electric in the current approved budget for the 2012 fiscal year with projected increases as trailers and the new building must be supplied with utilities.

Line 37 – The amount for maintenance is based on the expenses from the following expense categories in the 2012 fiscal year budget for the Sussex Academy of Arts and Sciences for Year 0 and 1:

Buildings and Grounds Repair	\$15,000
Equipment Repair	\$3,000
Fire Extinguishers	\$1,250
Sanitary Services	\$3,500
Custodial Supplies	\$7,000
Uniforms	\$500
Total = \$30,250	

Line 38 – The amount for telephone/communications for Years 0 and 1 is based on the actual budget for this expense category in the 2012 fiscal year budget which is based on the actual expenses for the existing school with incremental increases during future years.

Line 39 - All construction expenses for the new building will be the complete responsibility of the Sussex Preparatory Academy Foundation

Line 40 – none

Line 41 – none

Line 42 – These expenses are based on the actual cost for copier leases for the current school which is included in the 2012 fiscal year budget.

Line 43 – The amount is based on the actual 2012 budget figure. The cost for all required furniture and equipment for the trailers and the new school building is included in the rent figure on line 34. The Sussex Preparatory Academy Foundation will be completely responsible for the cost of all furniture and equipment.

Line 44 – The cost for office supplies and materials is based on the approved budget for this category in the 2012 budget for Years 0 and 1 with more projected increases over the remaining years.

Line 45 – none

Line 46 – The postage expense is based on the 2012 fiscal year budget which reflects the actual experience of Sussex Academy of Arts and Sciences with small increases during future years.

Line 47 – none

Line 48 – none

Line 49 – The cost for the technology plan is based on the fiscal year 2012 budget for this expense for Years 0 and 1. The cost for the remaining years includes revenue for basic technology items such as printers. The cost of the entire technology plan will be paid by the Sussex Preparatory Academy Foundation.

Line 50 – The amount in the Other category reflects the following expense categories in the 2012 budget.

Computer Services	\$7,333
Permits, Misc. Fees	\$150
Fuel	\$1,000
Total = \$8,483	

Line 51 – The cost for legal fees is based on the past experience of Sussex Academy of Arts and Sciences.

Line 52 – None

Line 53 – None

Line 54 – None

Line 55 – This OTHER category includes the following expense categories in the 2012 budget for Sussex Academy of Arts and Sciences:

Professional Services including Audit Fees	\$25,000
Employee Recognition	\$10,000
Advertising	\$2,500
Travel in State	\$2,250
Stipends	\$1,500
Out of State Travel	\$500
Total = \$41,750	

Charter School Application Budget Worksheet											Page 1		
	State Local & Loan Revenue												
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		Year 5	
1	State Appropriations	\$2,451,287		\$2,394,345		\$2,952,102		\$3,568,478		\$4,164,091		\$4,692,232	
2	School District Local Fund Transfers	\$610,111		\$610,111		\$813,672		\$989,815		\$1,166,083		\$1,342,137	
3	Prior Year Carryover Funds	\$1,517,022		\$1,472,504		\$1,400,685		\$1,349,027		\$1,471,889		\$1,393,975	
3A	Other	\$54,600		\$54,600		\$67,432		\$80,267		\$93,102		\$105,937	
	STATE LOCAL & LOANS REVENUE	\$4,633,020		\$4,531,560		\$5,233,891		\$5,987,587		\$6,895,165		\$7,534,281	
	State Local & Loans Expenses												
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		Year 5	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE		
4	Classroom Teachers	\$1,186,277	19.50	\$1,142,608	19.50	\$1,352,140	24.00	\$1,608,234	29.50	\$1,864,329	35.00	\$2,097,142	40.00
5	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
6	Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
7	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
8	Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$56,869	1.00	\$56,869	1.00
9	Nurse	\$45,600	1.00	\$43,912	1.00	\$45,600	1.00	\$68,400	1.50	\$68,400	1.50	\$68,400	1.50
10	Clerical	\$81,500	2.00	\$78,499	2.00	\$110,000	3.00	\$110,000	3.00	\$110,000	3.00	\$110,000	3.00
11	Custodial	\$139,000	4.00	\$133,859	4.00	\$173,750	5.00	\$173,750	5.00	\$243,250	7.00	\$243,250	7.00
12	Substitutes	\$26,114	0.00	\$26,114	0.00	\$30,500	0.00	\$30,500	0.00	\$30,500	0.00	\$30,500	0.00
13	Other	\$26,534	0.50	\$25,072	0.50	\$28,000	0.50	\$28,000	0.50	\$28,000	0.50	\$28,000	0.50
14	Other Employer Costs (28.53 % of Salaries)	\$429,383		\$413,703		\$496,419		\$575,987		\$685,105		\$751,526	
15	Health Insurance	\$249,097		\$249,097		\$305,069		\$356,735		\$429,929		\$472,984	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$2,183,505	27.00	\$2,112,864	27.00	\$2,541,478	33.50	\$2,951,606	39.50	\$3,516,382	48.00	\$3,858,671	53.00
	Student Support												
17	Transportation	\$262,700		\$262,700		\$332,700		\$402,700		\$472,700		\$542,700	
18	Extra Curricular Transportation	\$7,800		\$7,800		\$8,000		\$8,300		\$8,500		\$8,700	
19	Cafeteria	\$35,000		\$35,000		\$45,000		\$55,000		\$65,000		\$75,000	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$33,500		\$35,000		\$45,448		\$55,897		\$66,345		\$76,793	
22	Textbooks	\$0		\$0		\$50,000		\$50,000		\$50,000		\$50,000	
23	Curriculum	\$0		\$0		\$0		\$0		\$0		\$0	
24	Professional Development	\$0		\$35,000		\$75,000		\$75,000		\$50,000		\$50,000	
25	Assessments- Fees	\$3,500		\$3,500		\$3,500		\$3,500		\$3,500		\$3,500	
26	Other Educational Program	\$0		\$0		\$0		\$0		\$0		\$0	
27	Therapists (Occupational, Speech)	\$3,500		\$3,500		\$4,000		\$4,500		\$5,000		\$5,500	
28	Classroom Technology	\$0		\$0		\$0		\$0		\$0		\$0	
29	School Climate	\$0		\$0		\$0		\$0		\$0		\$0	
30	Computers- Supplies	\$6,000		\$6,000		\$7,000		\$8,000		\$9,000		\$10,000	
31	Contracted Services	\$199,365		\$199,365		\$255,000		\$325,000		\$350,000		\$375,000	
32	Other	\$2,000		\$2,000		\$2,200		\$2,500		\$3,000		\$3,500	
	SUBTOTAL STUDENT SUPPORT	\$553,365		\$589,865		\$827,848		\$990,397		\$1,083,045		\$1,200,693	
	Operations and Maintenance of Facilities												
33	Insurance (Property/Liability)	\$28,500		\$28,500		\$35,625		\$44,532		\$57,000		\$57,000	
34	Rent	\$236,000		\$236,000		\$271,000		\$287,000		\$561,000		\$561,000	
35	Mortgage	\$0		\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$45,000		\$49,500		\$69,500		\$89,500		\$120,000		\$120,000	
37	Maintenance	\$30,250		\$30,250		\$34,000		\$37,750		\$41,500		\$41,500	
38	Telephone/Communications	\$6,000		\$6,000		\$7,000		\$8,000		\$9,000		\$10,000	
39	Construction	\$0		\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$345,750		\$350,250		\$417,125		\$466,782		\$788,500		\$789,500	
	Administrative/Operations Support												
42	Equipment Lease/Maintenance	\$11,500		\$11,500		\$13,000		\$13,500		\$13,750		\$13,750	
43	Equipment Purchase	\$6,913		\$6,913		\$6,913		\$6,913		\$6,913		\$6,913	
44	Supplies and Materials	\$2,000		\$2,000		\$2,500		\$3,000		\$3,000		\$3,000	
45	Printing and Copying	\$0		\$0		\$0		\$0		\$0		\$0	
46	Postage and Shipping	\$1,250		\$1,250		\$2,000		\$2,500		\$2,600		\$2,600	
47	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0		\$0	
48	Staffing (recruitment and assessment	\$0		\$0		\$0		\$0		\$0		\$0	
49	Technology Plan	\$5,000		\$5,000		\$15,000		\$20,000		\$25,000		\$30,000	
50	Other	\$8,483		\$8,483		\$9,000		\$10,000		\$10,000		\$10,000	
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$35,146		\$35,146		\$48,413		\$55,913		\$61,263		\$66,263	
	Management Company												
51	Fees- legal	\$1,000		\$1,000		\$5,000		\$6,000		\$7,000		\$7,500	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0		\$0	
55	Other	\$41,750		\$41,750		\$45,000		\$45,000		\$45,000		\$45,000	
	SUBTOTAL MANAGEMENT COMPANY	\$42,750		\$42,750		\$50,000		\$51,000		\$52,000		\$52,500	
	STATE LOCAL & LOANS EXPENDITURES	\$3,160,516		\$3,130,875		\$3,884,864		\$4,515,698		\$5,501,190		\$5,967,627	
56	# Students	335		335		435		535		635		735	
	REVENUE LESS EXPENDITURES	\$1,472,504		\$1,400,685		\$1,349,027		\$1,471,889		\$1,393,975		\$1,566,654	
	2 % CONTINGENCY CHECK	\$61,227.00		\$60,089.00		\$75,315.00		\$91,165.00		\$106,603.00		\$120,687.00	

Charter School Application Budget Worksheet												Page 1
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Federal Funds											
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		Year 5
1	Federal Start Up Grant Funds	\$0		\$0		\$0		\$0		\$0		\$0
2	Entitlement Funding	\$107,000		\$78,636		\$78,636		\$78,636		\$78,636		\$78,636
3	Other Federal Grants	\$73,368		\$0		\$0		\$0		\$0		\$0
	FEDERAL & LOANS REVENUE	\$180,368		\$78,636		\$78,636		\$78,636		\$78,636		\$78,636
	Federal Local & Loans Expenses											
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		Year 5
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$60,933	0.00	\$24,508	0.80	\$24,508	0.80	\$24,508	0.80	\$24,508	0.80	\$24,508
5	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
6	Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
7	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
8	Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
9	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
10	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
11	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
12	Substitutes	\$4,386	0.00	\$4,386	0.00	\$4,386	0.00	\$4,386	0.00	\$4,386	0.00	\$4,386
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
	Other Employer Costs (28.53 % of Salaries)	\$18,635		\$8,243		\$8,243		\$8,243		\$8,243		\$8,243
14	Health Insurance											\$0
16	Other Benefits	\$0		\$0		\$0		\$0		\$0		\$0
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$83,954	0.00	\$37,137	0.80	\$37,137	0.80	\$37,137	0.80	\$37,137	0.80	\$37,137
	Student Support											
17	Transportation	\$0		\$300		\$300		\$300		\$300		\$300
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0		\$0
19	Cafeteria	\$0		\$0		\$0		\$0		\$0		\$0
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0		\$0
21	Supplies and Materials	\$11,500		\$11,500		\$11,500		\$11,500		\$11,500		\$11,500
22	Textbooks	\$0		\$0		\$0		\$0		\$0		\$0
23	Curriculum	\$0		\$0		\$0		\$0		\$0		\$0
24	Professional Development	\$0		\$0		\$0		\$0		\$0		\$0
25	Assessments	\$0		\$0		\$0		\$0		\$0		\$0
26	Other Educational Program	\$0		\$0		\$0		\$0		\$0		\$0
27	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0		\$0
28	Classroom Technology	\$0		\$0		\$0		\$0		\$0		\$0
29	School Climate	\$0		\$0		\$0		\$0		\$0		\$0
30	Computers	\$19,176		\$0		\$0		\$0		\$0		\$0
31	Contracted Services	\$24,827		\$17,786		\$17,786		\$17,786		\$17,786		\$17,786
32	Other	\$0		\$0		\$0		\$0		\$0		\$0
	SUBTOTAL STUDENT SUPPORT	\$55,503		\$29,586		\$29,586		\$29,586		\$29,586		\$29,586
	Operations and Maintenance of Facilities											
33	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0		\$0
34	Rent	\$0		\$0		\$0		\$0		\$0		\$0
35	Mortgage	\$0		\$0		\$0		\$0		\$0		\$0
36	Utilities	\$0		\$0		\$0		\$0		\$0		\$0
37	Maintenance	\$0		\$0		\$0		\$0		\$0		\$0
38	Telephone/Communications	\$0		\$0		\$0		\$0		\$0		\$0
39	Construction	\$0		\$0		\$0		\$0		\$0		\$0
40	Renovation	\$0		\$0		\$0		\$0		\$0		\$0
41	Other	\$0		\$0		\$0		\$0		\$0		\$0
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0		\$0		\$0		\$0		\$0		\$0
	Administrative/Operations Support											
42	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0		\$0
43	Equipment Purchase	\$40,911		\$11,913		\$11,913		\$11,913		\$11,913		\$11,913
44	Supplies and Materials	\$0		\$0		\$0		\$0		\$0		\$0
45	Printing and Copying	\$0		\$0		\$0		\$0		\$0		\$0
46	Postage and Shipping	\$0		\$0		\$0		\$0		\$0		\$0
47	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0		\$0
48	Staffing (recruitment and assessment	\$0		\$0		\$0		\$0		\$0		\$0
49	Technology Plan	\$0		\$0		\$0		\$0		\$0		\$0
50	Other	\$0		\$0		\$0		\$0		\$0		\$0
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$40,911		\$11,913		\$11,913		\$11,913		\$11,913		\$11,913
	Management Company											
51	Fees	\$0		\$0		\$0		\$0		\$0		\$0
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0		\$0
53	Curriculum	\$0		\$0		\$0		\$0		\$0		\$0
54	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0		\$0
55	Other	\$0		\$0		\$0		\$0		\$0		\$0
	SUBTOTAL MANAGEMENT COMPANY	\$0		\$0		\$0		\$0		\$0		\$0
	FEDERAL & LOANS EXPENDITURES	\$180,368		\$78,636		\$78,636		\$78,636		\$78,636		\$78,636
56	# Students	0		0		0		0		0		0
	REVENUE LESS EXPENDITURES	\$0		(\$0)		(\$0)		(\$0)		(\$0)		(\$0)

Charter School Application Budget Worksheet											Page 1
Other Funds											
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	Non Profit Grants	\$0		\$0		\$0		\$0		\$0	
2	Foundation Funds	\$10		\$0		\$0		\$0		\$0	
3	Donations	\$0		\$0		\$0		\$0		\$0	
4	Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0	
5	Cafeteria Funds	\$0		\$0		\$0		\$0		\$0	
STATE LOCAL & LOANS REVENUE											
		\$10		\$0		\$0		\$0		\$0	
State Local & Loans Expenses											
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs											
			FTE		FTE		FTE		FTE		FTE
6	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
7	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
8	Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
9	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
10	Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
11	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
12	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
15	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
16	Other Employer Costs (28.53 % of Salaries)	\$0		\$0		\$0		\$0		\$0	
17	Health Insurance	\$0		\$0		\$0		\$0		\$0	
18	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS											
		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Student Support											
19	Transportation	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
21	Cafeteria	\$0		\$0		\$0		\$0		\$0	
22	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
23	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
24	Textbooks	\$0		\$0		\$0		\$0		\$0	
25	Curriculum	\$0		\$0		\$0		\$0		\$0	
26	Professional Development	\$0		\$0		\$0		\$0		\$0	
27	Assessments	\$0		\$0		\$0		\$0		\$0	
28	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
29	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
30	Classroom Technology	\$0		\$0		\$0		\$0		\$0	
31	School Climate	\$0		\$0		\$0		\$0		\$0	
32	Computers	\$0		\$0		\$0		\$0		\$0	
33	Contracted Services	\$0		\$0		\$0		\$0		\$0	
34	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT											
		\$0		\$0		\$0		\$0		\$0	
Operations and Maintenance of Facilities											
35	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
36	Rent	\$0		\$0		\$0		\$0		\$0	
37	Mortgage	\$0		\$0		\$0		\$0		\$0	
38	Utilities	\$0		\$0		\$0		\$0		\$0	
39	Maintenance	\$0		\$0		\$0		\$0		\$0	
40	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
41	Construction	\$0		\$0		\$0		\$0		\$0	
42	Renovation	\$0		\$0		\$0		\$0		\$0	
43	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES											
		\$0		\$0		\$0		\$0		\$0	
Administrative/Operations Support											
44	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
45	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
46	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
47	Printing and Copying	\$0		\$0		\$0		\$0		\$0	
48	Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
49	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
50	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
51	Technology Plan	\$0		\$0		\$0		\$0		\$0	
52	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT											
		\$0		\$0		\$0		\$0		\$0	
Management Company											
53	Fees	\$0		\$0		\$0		\$0		\$0	
54	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
55	Curriculum	\$0		\$0		\$0		\$0		\$0	
56	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
57	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY											
		\$0		\$0		\$0		\$0		\$0	
STATE LOCAL & LOANS EXPENDITURES											
		\$0		\$0		\$0		\$0		\$0	
58	# Students	0		0		0		0		0	
REVENUE LESS EXPENDITURES											
		\$10		\$0		\$0		\$0		\$0	

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

Specify the county the school will be located

(Example K-5, 9-12)
 Sussex Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J11

State Funding	Local Funding	Total Funding
\$2,952,102	\$813,672	\$3,765,774

UNITS 23.11

Enter Estimated # of 10th Graders Here

0

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,737.89	\$0
Regular Students 4-12	0.00	\$1,407.53	\$0
Special Students 4-12 Basic	0.00	\$3,351.27	\$0
Special Students 4-12 Intense	0.00	\$4,581.78	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
Totals	0.00		\$0

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,809.30	\$0
Regular Students 4-12	144.00	\$2,275.54	\$327,678
Special Students 4-12 Basic	7.00	\$5,417.94	\$37,925
Special Students 4-12 Intense	1.00	\$7,585.12	\$7,585
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
Totals	152.00		\$373,188

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,526.53	\$0
Regular Students 4-12	0.00	\$2,046.73	\$0
Special Students 4-12 Basic	0.00	\$4,873.17	\$0
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	0.00		\$0

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$658.04	\$0
Regular Students 4-12	0.00	\$692.58	\$0
Special Students 4-12 Basic	0.00	\$1,549.01	\$0
Special Students 4-12 Intense	0.00	\$2,308.51	\$0
Special Students 4-12 Complex	0.00	\$5,327.56	\$0
Totals	0.00		\$0

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,889.41	\$0
Regular Students 4-12	0.00	\$2,972.22	\$0
Special Students 4-12 Basic	0.00	\$7,076.72	\$0
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,653.26	\$0
Totals	0.00		\$0

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$976.52	\$0
Regular Students 4-12	10.00	\$791.06	\$7,911
Special Students 4-12 Basic	0.00	\$1,883.48	\$0
Special Students 4-12 Intense	0.00	\$2,636.88	\$0
Special Students 4-12 Complex	0.00	\$6,085.10	\$0
Totals	10.00		\$7,911

11 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.28	\$0
Regular Students 4-12	0.00	\$3,428.15	\$0
Special Students 4-12 Basic	0.00	\$8,162.26	\$0
Special Students 4-12 Intense	0.00	\$11,427.16	\$0
Special Students 4-12 Complex	0.00	\$28,370.37	\$0
Totals	0.00		\$0

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,223.04	\$0
Regular Students 4-12	0.00	\$990.56	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,520.49	\$0
Totals	0.00		\$0

37 Delaware	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.06	\$0
Regular Students 4-12	0.00	\$757.93	\$0
Special Students 4-12 Basic	0.00	\$1,828.41	\$0
Special Students 4-12 Intense	0.00	\$2,559.77	\$0
Special Students 4-12 Complex	0.00	\$5,907.17	\$0
Totals	0.00		\$0

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	9.00	\$916.84	\$8,252
Special Students 4-12 Basic	1.00	\$2,182.96	\$2,183
Special Students 4-12 Intense	0.00	\$3,055.14	\$0
Special Students 4-12 Complex	0.00	\$7,022.60	\$0
Totals	10.00		\$10,435

23 Saaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$899.41	\$0
Regular Students 4-12	113.00	\$809.52	\$91,476
Special Students 4-12 Basic	1.00	\$1,927.43	\$1,927
Special Students 4-12 Intense	3.00	\$2,698.41	\$8,095
Special Students 4-12 Complex	0.00	\$5,227.09	\$0
Totals	117.00		\$101,498

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$837.36	\$0
Regular Students 4-12	0.00	\$678.29	\$0
Special Students 4-12 Basic	0.00	\$1,614.91	\$0
Special Students 4-12 Intense	0.00	\$2,260.87	\$0
Special Students 4-12 Complex	0.00	\$5,217.40	\$0
Totals	0.00		\$0

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,047.58	\$0
Regular Students 4-12	0.00	\$2,468.62	\$0
Special Students 4-12 Basic	0.00	\$5,877.67	\$0
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
Totals	0.00		\$0

26 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	131.00	\$2,226.80	\$291,711
Special Students 4-12 Basic	4.00	\$5,301.89	\$21,208
Special Students 4-12 Intense	0.00	\$7,422.65	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
Totals	135.00		\$312,919

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$866.64	\$0
Regular Students 4-12	11.00	\$701.98	\$7,722
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,339.52	\$0
Special Students 4-12 Complex	0.00	\$5,399.81	\$0
Totals	11.00		\$7,722

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$759.44	\$0
Regular Students 4-12	0.00	\$615.15	\$0
Special Students 4-12 Basic	0.00	\$1,464.53	\$0
Special Students 4-12 Intense	0.00	\$2,050.48	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
Totals	0.00		\$0

Charter School Revenue Calculation - Estimate

State Funding

Student Total: 435
Regular: 418
Special: 17

Location

Districts:

Appoquinimink	0	Christina	0	Laurel	10
Brandywine	0	Colonial	0	Milford	11
Caesar Rodney	0	Delmar	0	Red Clay	0
Cape Henlopen	152	Indian River	135	Seaford	117
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	10

Transportation Eligible Students:

Regular/Special K-3	435	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	418.00		Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	13.00		Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	4.00		Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00		Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	23.11	\$45,204	\$1,044,858
Administrative Assistant =	1.00	\$68,172	\$68,172
Percentage 11 Month Supervisor =	0.15	\$62,774	\$9,416
Percentage Transportation Supervisor =	0.06	\$62,774	\$3,766
Principal =	1.00	\$62,503	\$62,503
Assistant Principal =	0.00	\$56,869	\$0
Percentage Visiting Teacher =	0.09	\$43,723	\$3,935
Percentage Driver Education Teacher =	0.00	\$38,820	\$0
Nurse =	0.17	\$41,786	\$7,244
Academic Excellence Units =	1.74	\$34,130	\$59,386
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.39	\$44,504	\$17,526
Related Services Specialist Intensive	0.12	\$44,504	\$5,394
Related Services Specialist Complex	0.00	\$0	\$0
Clerical Units =	2.00	\$33,217	\$66,434
Custodial Units =	4.00	\$24,231	\$96,924
Cafeteria Manager =	0.00	\$25,992	\$0
Cafeteria Worker =	2.08	\$16,835	\$35,017

Total Staffing = 35.92
Total Staffing For Health Insurance = 33.84

Total Salary Costs		\$1,480,577
OEC Rate	28.53%	\$422,408
Health Insurance Per FTE	\$8,611	\$311,577

Subtotal Personnel Revenue	\$2,214,562

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$ 2,807
Division II Units (No Vocational Courses) =	23.11	
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$ 68,303
Division II - Energy - Current Unit Value =	\$ 2,435	\$ 56,283
Division III - Equalization - Unit Value =	\$ 7,547	\$ 174,444
Academic Excellence Division III =		\$ 13,132
MCI/Annual Maintenance =		\$ 24,547
LEP =		\$ -
Student Transportation Amount =		\$ 398,025

Subtotal Other Sources	\$737,540

Grand Total State Sources	\$2,952,102

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 -State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

Specify the county the school will be located

(Example K-8, 9-12)
 Chocoma New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

State Funding	Local Funding	Total Funding
\$3,568,478	\$989,815	\$4,558,293

UNITS 28.11

Enter Estimated # of 10th Graders Here

100

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

29 Annapolis	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,737.69	\$0
Regular Students 4-12	0.00	\$1,407.53	\$0
Special Students 4-12 Basic	0.00	\$3,351.27	\$0
Special Students 4-12 Intense	0.00	\$4,691.78	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
Totals	0.00		\$0

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,809.30	\$0
Regular Students 4-12	179.00	\$2,275.54	\$407,322
Special Students 4-12 Basic	7.00	\$5,417.94	\$37,926
Special Students 4-12 Intense	1.00	\$7,585.12	\$7,585
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
Totals	187.00		\$452,833

24 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,525.83	\$0
Regular Students 4-12	0.00	\$2,045.73	\$0
Special Students 4-12 Basic	0.00	\$4,673.17	\$0
Special Students 4-12 Intense	0.00	\$6,622.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	0.00		\$0

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

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,659.41	\$0
Regular Students 4-12	0.00	\$2,972.22	\$0
Special Students 4-12 Basic	0.00	\$7,076.72	\$0
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
Totals	0.00		\$0

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$976.52	\$0
Regular Students 4-12	13.00	\$791.06	\$10,284
Special Students 4-12 Basic	0.00	\$1,883.48	\$0
Special Students 4-12 Intense	0.00	\$2,536.88	\$0
Special Students 4-12 Complex	0.00	\$6,085.10	\$0
Totals	13.00		\$10,284

31 Branchville	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.28	\$0
Regular Students 4-12	0.00	\$3,428.15	\$0
Special Students 4-12 Basic	0.00	\$8,162.26	\$0
Special Students 4-12 Intense	0.00	\$11,427.15	\$0
Special Students 4-12 Complex	0.00	\$26,370.37	\$0
Totals	0.00		\$0

12 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,223.04	\$0
Regular Students 4-12	0.00	\$960.65	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,620.49	\$0
Totals	0.00		\$0

27 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.05	\$0
Regular Students 4-12	0.00	\$767.93	\$0
Special Students 4-12 Basic	0.00	\$1,628.41	\$0
Special Students 4-12 Intense	0.00	\$2,559.77	\$0
Special Students 4-12 Complex	0.00	\$6,907.17	\$0
Totals	0.00		\$0

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	11.00	\$916.84	\$10,085
Special Students 4-12 Basic	1.00	\$2,182.96	\$2,183
Special Students 4-12 Intense	0.00	\$3,068.14	\$0
Special Students 4-12 Complex	0.00	\$7,052.63	\$0
Totals	12.00		\$12,268

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$959.41	\$0
Regular Students 4-12	140.00	\$809.52	\$113,333
Special Students 4-12 Basic	1.00	\$1,927.43	\$1,927
Special Students 4-12 Intense	3.00	\$2,698.41	\$8,095
Special Students 4-12 Complex	0.00	\$6,227.09	\$0
Totals	144.00		\$123,356

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$837.35	\$0
Regular Students 4-12	0.00	\$676.26	\$0
Special Students 4-12 Basic	0.00	\$1,614.91	\$0
Special Students 4-12 Intense	0.00	\$2,260.87	\$0
Special Students 4-12 Complex	0.00	\$5,217.40	\$0
Totals	0.00		\$0

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,047.68	\$0
Regular Students 4-12	0.00	\$2,468.62	\$0
Special Students 4-12 Basic	0.00	\$5,877.67	\$0
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,969.38	\$0
Totals	0.00		\$0

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	162.00	\$2,226.80	\$360,742
Special Students 4-12 Basic	4.00	\$5,301.89	\$21,208
Special Students 4-12 Intense	0.00	\$7,422.65	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
Totals	166.00		\$381,949

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$856.64	\$0
Regular Students 4-12	13.00	\$701.98	\$9,126
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,338.52	\$0
Special Students 4-12 Complex	0.00	\$5,399.61	\$0
Totals	13.00		\$9,126

26 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$759.44	\$0
Regular Students 4-12	0.00	\$615.15	\$0
Special Students 4-12 Basic	0.00	\$1,484.63	\$0
Special Students 4-12 Intense	0.00	\$2,050.46	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
Totals	0.00		\$0

Charter School Revenue Calculation - Estimate**State Funding**

Student Total: 535
 Regular: 518
 Special: 17

Location**Districts:**

Appoquinimink	0	Christina	0	Laurel	12
Brandywine	0	Colonial	0	Millford	13
Caesar Rodney	0	Delmar	0	Red Clay	0
Cape Henlopen	187	Indian River	166	Seaford	144
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	13

Transportation Eligible Students:

Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	518.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	13.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	4.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	28.11	\$45,204	\$1,270,878
Administrative Assistant =	1.00	\$68,172	\$68,172
Percentage 11 Month Supervisor =	0.19	\$62,774	\$11,927
Percentage Transportation Supervisor =	0.08	\$62,774	\$5,022
Principal =	1.00	\$62,503	\$62,503
Assistant Principal =	0.65	\$56,869	\$36,965
Percentage Visiting Teacher =	0.11	\$43,723	\$4,810
Percentage Driver Education Teacher =	0.80	\$38,820	\$31,056
Nurse =	0.21	\$41,786	\$8,811
Academic Excellence Units =	2.14	\$34,130	\$73,038
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.48	\$44,504	\$21,430
Related Services Specialist Intensive	0.12	\$44,504	\$5,394
Related Services Specialist Complex	0.00	\$0	\$0
Clerical Units =	2.00	\$33,217	\$66,434
Custodial Units =	4.00	\$24,231	\$96,924
Cafeteria Manager =	0.00	\$25,992	\$0
Cafeteria Worker =	2.08	\$16,835	\$35,017
Total Staffing =	42.98		
Total Staffing For Health Insurance =	40.90		

Total Salary Costs		\$1,798,381
OEC Rate	28.53%	\$513,078
Health Insurance Per FTE	\$8,611	\$354,632

Subtotal Personnel Revenue	\$2,666,091

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$ 2,807
Division II Units (No Vocational Courses) =	28.11	
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$ 83,078
Division II - Energy - Current Unit Value =	\$ 2,435	\$ 68,458
Division III - Equalization - Unit Value =	\$ 7,547	\$ 212,179
Academic Excellence Division III =		\$ 16,151
MCI/Annual Maintenance =		\$ 30,190
LEP =		\$ -
Student Transportation Amount =		\$ 489,525

Subtotal Other Sources	\$902,387

Grand Total State Sources	\$3,568,478

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 -State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate (Example K-8, 9-12)
 Specify the county the school will be located Sussex Chocoma New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

State Funding	Local Funding	Total Funding
\$4,164,091	\$1,166,083	\$5,330,174

UNITS	33.11

Enter Estimated # of 10th Graders Here

100

	#Students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	9
Special Students 4-12 Complex	2.6

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,737.69	\$0
Regular Students 4-12	0.00	\$1,407.53	\$0
Special Students 4-12 Basic	0.00	\$3,351.27	\$0
Special Students 4-12 Intense	0.00	\$4,691.78	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
Totals	0.00		\$0

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,809.30	\$0
Regular Students 4-12	214.00	\$2,275.54	\$485,956
Special Students 4-12 Basic	7.00	\$5,417.94	\$37,925
Special Students 4-12 Intense	1.00	\$7,585.12	\$7,585
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
Totals	222.00		\$532,476

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,526.83	\$0
Regular Students 4-12	0.00	\$2,046.73	\$0
Special Students 4-12 Basic	0.00	\$4,873.17	\$0
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$16,744.08	\$0
Totals	0.00		\$0

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$855.04	\$0
Regular Students 4-12	0.00	\$892.58	\$0
Special Students 4-12 Basic	0.00	\$1,649.01	\$0
Special Students 4-12 Intense	0.00	\$2,308.61	\$0
Special Students 4-12 Complex	0.00	\$5,327.55	\$0
Totals	0.00		\$0

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,868.41	\$0
Regular Students 4-12	0.00	\$2,872.22	\$0
Special Students 4-12 Basic	0.00	\$7,076.72	\$0
Special Students 4-12 Intense	0.00	\$8,007.41	\$0
Special Students 4-12 Complex	0.00	\$22,963.29	\$0
Totals	0.00		\$0

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$978.62	\$0
Regular Students 4-12	15.00	\$791.06	\$11,866
Special Students 4-12 Basic	0.00	\$1,883.48	\$0
Special Students 4-12 Intense	0.00	\$2,836.88	\$0
Special Students 4-12 Complex	0.00	\$6,065.10	\$0
Totals	15.00		\$11,866

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,252.28	\$0
Regular Students 4-12	0.00	\$3,428.15	\$0
Special Students 4-12 Basic	0.00	\$8,162.25	\$0
Special Students 4-12 Intense	0.00	\$11,427.18	\$0
Special Students 4-12 Complex	0.00	\$26,370.37	\$0
Totals	0.00		\$0

33 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,223.04	\$0
Regular Students 4-12	0.00	\$880.56	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,620.49	\$0
Totals	0.00		\$0

37 Delaware	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$848.06	\$0
Regular Students 4-12	0.00	\$767.93	\$0
Special Students 4-12 Basic	0.00	\$1,828.41	\$0
Special Students 4-12 Intense	0.00	\$2,559.77	\$0
Special Students 4-12 Complex	0.00	\$5,907.17	\$0
Totals	0.00		\$0

18 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	14.00	\$916.84	\$12,836
Special Students 4-12 Basic	1.00	\$2,182.98	\$2,183
Special Students 4-12 Intense	0.00	\$3,056.14	\$0
Special Students 4-12 Complex	0.00	\$7,052.63	\$0
Totals	15.00		\$15,019

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$999.41	\$0
Regular Students 4-12	167.00	\$809.52	\$135,190
Special Students 4-12 Basic	1.00	\$1,927.43	\$1,927
Special Students 4-12 Intense	3.00	\$2,898.41	\$8,095
Special Students 4-12 Complex	0.00	\$6,227.09	\$0
Totals	171.00		\$145,213

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$837.38	\$0
Regular Students 4-12	0.00	\$678.28	\$0
Special Students 4-12 Basic	0.00	\$1,614.91	\$0
Special Students 4-12 Intense	0.00	\$2,260.87	\$0
Special Students 4-12 Complex	0.00	\$5,217.40	\$0
Totals	0.00		\$0

31 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,047.68	\$0
Regular Students 4-12	0.00	\$2,468.62	\$0
Special Students 4-12 Basic	0.00	\$5,877.67	\$0
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
Totals	0.00		\$0

26 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	193.00	\$2,228.80	\$429,772
Special Students 4-12 Basic	4.00	\$5,301.89	\$21,208
Special Students 4-12 Intense	0.00	\$7,422.65	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
Totals	197.00		\$450,980

19 Millford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$866.84	\$0
Regular Students 4-12	15.00	\$701.86	\$10,530
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,339.92	\$0
Special Students 4-12 Complex	0.00	\$5,399.81	\$0
Totals	15.00		\$10,530

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$759.44	\$0
Regular Students 4-12	0.00	\$515.15	\$0
Special Students 4-12 Basic	0.00	\$1,464.63	\$0
Special Students 4-12 Intense	0.00	\$2,050.48	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
Totals	0.00		\$0

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 635
Regular: 618
Special: 17

Location

Districts:

Appoquinimink	0	Christina	0	Laurel	15
Brandywine	0	Colonial	0	Milford	15
Caesar Rodney	0	Delmar	0	Red Clay	0
Cape Henlopen	222	Indian River	197	Seaford	171
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	15

Transportation Eligible Students:	635		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	618.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	13.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	4.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6
# of Div I Units Generated =	33.11	\$45,204	\$1,496,898
Administrative Assistant =	1.00	\$68,172	\$68,172
Percentage 11 Month Supervisor =	0.22	\$62,774	\$13,810
Percentage Transportation Supervisor =	0.09	\$62,774	\$5,650
Principal =	1.00	\$62,503	\$62,503
Assistant Principal =	1.00	\$56,869	\$56,869
Percentage Visiting Teacher =	0.13	\$43,723	\$5,684
Percentage Driver Education Teacher =	0.80	\$38,820	\$31,056
Nurse =	0.25	\$41,788	\$10,378
Academic Excellence Units =	2.54	\$34,130	\$86,690
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.57	\$44,504	\$25,334
Related Services Specialist Intensive	0.12	\$44,504	\$5,394
Related Services Specialist Complex	0.00	\$0	\$0
Clerical Units =	3.00	\$33,217	\$99,651
Custodial Units =	4.00	\$24,231	\$96,924
Cafeteria Manager =	0.00	\$25,992	\$0
Cafeteria Worker =	2.08	\$16,835	\$35,017
Total Staffing =	49.91		
Total Staffing For Health Insurance =	47.83		
Total Salary Costs			\$2,100,031
OEC Rate		28.53%	\$699,139
Health Insurance Per FTE		\$8,611	\$397,687

Subtotal Personnel Revenue	\$3,096,857

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	2,807
Division II Units (No Vocational Courses) =	33.11		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	97,853
Division II - Energy - Current Unit Value =	\$ 2,435	\$	80,633
Division III - Equalization - Unit Value =	\$ 7,547	\$	249,914
Academic Excellence Division III =		\$	19,169
MCI/Annual Maintenance =		\$	35,833
LEP =		\$	-
Student Transportation Amount =		\$	581,025

Subtotal Other Sources	\$1,067,234

Grand Total State Sources	\$4,164,091

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate
Specify the county the school will be located

(Example K-8, 9-12)
Sussex

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

State Funding	Local Funding	Total Funding
\$4,692,232	\$1,342,137	\$6,034,369

UNITS	38.11

Enter Estimated # of 10th Graders Here

100

	#Students per Unit
Regular/Special K-3	18.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.8

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,737.69	\$0
Regular Students 4-12	0.00	\$1,407.53	\$0
Special Students 4-12 Basic	0.00	\$3,251.27	\$0
Special Students 4-12 Intense	0.00	\$4,691.78	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
Totals	0.00		\$0

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,809.30	\$0
Regular Students 4-12	249.00	\$2,275.54	\$566,609
Special Students 4-12 Basic	7.00	\$5,417.94	\$37,926
Special Students 4-12 Intense	1.00	\$7,595.12	\$7,595
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
Totals	257.00		\$612,120

24 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,528.83	\$0
Regular Students 4-12	0.00	\$2,046.73	\$0
Special Students 4-12 Basic	0.00	\$4,873.17	\$0
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	0.00		\$0

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$855.04	\$0
Regular Students 4-12	0.00	\$892.58	\$0
Special Students 4-12 Basic	0.00	\$1,649.01	\$0
Special Students 4-12 Intense	0.00	\$2,308.81	\$0
Special Students 4-12 Complex	0.00	\$5,327.56	\$0
Totals	0.00		\$0

22 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,689.41	\$0
Regular Students 4-12	0.00	\$2,972.22	\$0
Special Students 4-12 Basic	0.00	\$7,075.72	\$0
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
Totals	0.00		\$0

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$976.62	\$0
Regular Students 4-12	17.00	\$791.06	\$13,448
Special Students 4-12 Basic	0.00	\$1,883.48	\$0
Special Students 4-12 Intense	0.00	\$2,636.88	\$0
Special Students 4-12 Complex	0.00	\$9,085.19	\$0
Totals	17.00		\$13,448

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,282.26	\$0
Regular Students 4-12	0.00	\$3,428.15	\$0
Special Students 4-12 Basic	0.00	\$6,162.26	\$0
Special Students 4-12 Intense	0.00	\$11,427.18	\$0
Special Students 4-12 Complex	0.00	\$29,370.37	\$0
Totals	0.00		\$0

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,228.04	\$0
Regular Students 4-12	0.00	\$960.86	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,620.49	\$0
Totals	0.00		\$0

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.06	\$0
Regular Students 4-12	0.00	\$787.83	\$0
Special Students 4-12 Basic	0.00	\$1,828.41	\$0
Special Students 4-12 Intense	0.00	\$2,559.77	\$0
Special Students 4-12 Complex	0.00	\$5,907.17	\$0
Totals	0.00		\$0

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	16.00	\$916.84	\$14,669
Special Students 4-12 Basic	1.00	\$2,182.96	\$2,183
Special Students 4-12 Intense	0.00	\$3,058.14	\$0
Special Students 4-12 Complex	0.00	\$7,052.83	\$0
Totals	17.00		\$16,852

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$899.41	\$0
Regular Students 4-12	194.00	\$809.62	\$157,047
Special Students 4-12 Basic	1.00	\$1,827.43	\$1,827
Special Students 4-12 Intense	3.00	\$2,598.41	\$8,098
Special Students 4-12 Complex	0.00	\$6,227.09	\$0
Totals	198.00		\$167,070

18 Geeser/Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$837.36	\$0
Regular Students 4-12	0.00	\$878.26	\$0
Special Students 4-12 Basic	0.00	\$1,614.91	\$0
Special Students 4-12 Intense	0.00	\$2,260.87	\$0
Special Students 4-12 Complex	0.00	\$5,217.40	\$0
Totals	0.00		\$0

33 Christine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,047.68	\$0
Regular Students 4-12	0.00	\$2,468.62	\$0
Special Students 4-12 Basic	0.00	\$6,877.87	\$0
Special Students 4-12 Intense	0.00	\$8,226.73	\$0
Special Students 4-12 Complex	0.00	\$18,889.39	\$0
Totals	0.00		\$0

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	274.00	\$2,228.30	\$608,803
Special Students 4-12 Basic	4.00	\$5,301.89	\$21,208
Special Students 4-12 Intense	0.00	\$7,422.65	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
Totals	278.00		\$620,011

38 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$888.54	\$0
Regular Students 4-12	18.00	\$701.89	\$12,636
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,339.92	\$0
Special Students 4-12 Complex	0.00	\$5,399.81	\$0
Totals	18.00		\$12,636

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$789.44	\$0
Regular Students 4-12	0.00	\$615.15	\$0
Special Students 4-12 Basic	0.00	\$1,464.63	\$0
Special Students 4-12 Intense	0.00	\$2,050.48	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
Totals	0.00		\$0

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 735
Regular: 718
Special: 17

Location

Districts:

Appoquinimink	0	Christina	0	Laurel	17
Brandywine	0	Colonial	0	Milford	18
Caesar Rodney	0	Delmar	0	Red Clay	0
Cape Henlopen	257	Indian River	228	Seaford	198
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	17

Transportation Eligible Students:

Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	718.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	13.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	4.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	38.11	\$45,204	\$1,722,918
Administrative Assistant =	1.00	\$68,172	\$68,172
Percentage 11 Month Supervisor =	0.25	\$62,774	\$15,694
Percentage Transportation Supervisor =	0.11	\$62,774	\$6,905
Principal =	1.00	\$62,503	\$62,503
Assistant Principal =	1.00	\$56,869	\$56,869
Percentage Visiting Teacher =	0.15	\$43,723	\$6,558
Percentage Driver Education Teacher =	0.80	\$38,820	\$31,056
Nurse =	0.29	\$41,786	\$11,945
Academic Excellence Units =	2.94	\$34,130	\$100,342
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.66	\$44,504	\$29,238
Related Services Specialist Intensive	0.12	\$44,504	\$5,394
Related Services Specialist Complex	0.00	\$0	\$0
Clerical Units =	3.00	\$33,217	\$99,651
Custodial Units =	4.00	\$24,231	\$96,924
Cafeteria Manager =	0.00	\$25,992	\$0
Cafeteria Worker =	2.08	\$16,835	\$35,017
Total Staffing =	55.51		
Total Staffing For Health Insurance =	53.43		

Total Salary Costs		\$2,349,187
OEC Rate	28.53%	\$670,223
Health Insurance Per FTE	\$8,611	\$440,742

Subtotal Personnel Revenue	\$3,460,152

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$ 2,807
Division II Units (No Vocational Courses) =	38.11	
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$ 112,628
Division II - Energy - Current Unit Value =	\$ 2,435	\$ 92,808
Division III - Equalization - Unit Value =	\$ 7,547	\$ 287,649
Academic Excellence Division III =		\$ 22,188
MCI/Annual Maintenance =		\$ 41,476
LEP =		\$ -
Student Transportation Amount =		\$ 672,525

Subtotal Other Sources	\$1,232,081

Grand Total State Sources	\$4,692,232

Funding Summary as of 12/05/2011

Charter/District Name: Sussex Academy of Arts and Sciences

Fiscal Year: 2012

Grade Configuration: 6-8

Meals Configuration: Meals served but not prepared by the school

Total Enrollment: 335

Cape Henlopen School District	114	Milford School District	21
Indian River School District	88	Seaford School District	87
Laurel School District	17	Woodbridge School District	8

Transportation Eligible: 335

Personnel

Other State Sources

Description	Units Funded	Units Allocated	Unit Cost	Total Cost	Description	Units	Total Cost
# of Div I Units Generated	18.13	16.00	\$45,204	\$819,540	Division II Units	18.13	
Administrative Assistant	1.00	1.00	\$68,172	\$68,172	Division II - All Other Costs - Current Unit Value	\$2,955.00	\$53,674
11 Month Supervisor	0.12	0.00	\$62,774	\$7,533	Division II - Energy - Current Unit Value	\$2,435.00	\$44,147
Transportation Supervisor	0.05	0.00	\$62,774	\$3,139	Division III - Equalization - Unit Value	\$7,547.98	\$136,834
Principal	1.00	0.00	\$62,603	\$62,603	Division III Visiting Teacher		\$528
Assistant Principal	0.00	0.00	\$56,869	\$0	Academic Excellence Division III		\$10,113
Visiting Teacher	0.07	0.00	\$43,723	\$3,061	Academic Excellence Division II		\$3,980
Driver Education Teacher	0.00	0.00	\$38,820	\$0	Academic Excellence Allotment		\$0
Nurse	0.14	0.00	\$41,786	\$5,641	Professional & Curriculum Development		\$2,807
Academic Excellence Units	1.34	1.34	\$34,130	\$45,794	MCA/Annual Maintenance		\$24,008
Clerical Units	1.00	1.00	\$33,217	\$33,217	LEP		\$0
Custodial Units	4.00	4.00	\$24,231	\$96,822	Technology Block Grants		\$0
Cafeteria Manager	0.00	0.00	\$25,992	\$0	Tax Relief Funds		\$0
Cafeteria Worker	2.08	0.00	\$16,835	\$35,017	Student Transportation Amount		\$307,989
Related Service Specialist - Basic	0.31	0.00	\$44,504	\$13,796	Driver Education Maintenance		\$0
Related Service Specialist - Intense	0.12	0.00	\$44,504	\$5,340			
Related Service Specialist - Complex	0.00	0.00	\$44,504	\$0	Subtotal Other Sources		\$583,859
Chief School Officer/Supintendent	0.00	0.00	\$0	\$0	Total of Personnel Revenue and Other Sources		\$2,394,345
Asst. Superintendent	0.00	0.00	\$70,729	\$0			
Directors	0.00	0.00	\$68,429	\$0	Adjustment		\$56,942
Supervisor Building/Grounds	0.00	0.00	\$0	\$0	Adjusted Total		\$2,451,287
Subtotal Salary Costs				\$1,199,615	Amount Already Forwarded		\$1,758,449
FY OEC Components					Remainder to Forward		\$692,836
Pension			\$0	\$225,048	Notes/Explanation for adjustment: 27th pay scale portion = 56942		
Workman's Compensation			\$0	\$23,392			
Unemployment Insurance			\$0	\$2,039			
FICA			\$0	\$74,376			
Medicare			\$0	\$17,394			
Health Insurance Costs				\$268,522			
Subtotal Personnel Revenue				\$1,810,366			

View Charter Bill	Shared Data	More...	Latest System News	IMS Menu

Charter Bill (Charter View)

This report was last updated on: 11/4/2017

Select a Charter School: **Sussex Academy of Arts and Sciences**

Select a School Year: **2012**

Total Receivables from all School Districts

Charter School	Total Enrollment	Total Receivables	35% Pre-Load
Sussex Academy of Arts and Sciences	335	\$610,111.41	\$213,538.89

Breakdown of Expected Receivables by School District

District Code	District Name	Students Enrolled from District	Receivable from District	35% Pre-Load
17	Cape Henlopen School District	114	\$286,717.55	\$100,351.18
36	Indian River School District	88	\$208,258.37	\$72,890.43
16	Laurel School District	17	\$16,852.43	\$5,898.35
18	Milford School District	21	\$14,741.48	\$5,159.52
23	Seaford School District	87	\$77,212.98	\$27,024.54
35	Woodbridge School District	8	\$6,328.50	\$2,214.98

Site Option Comparison

Sussex Preparatory Academy

Two Options - build new or renovate and add on to existing building

Build New next to SAAAS

List of Contracts

School Architect/Structural Engineer
Civil Engineer
Construction Manager
Site Work contractor

Targeted Square Footage	54,600	
Location	Georgetown, DE	
Cost Projections:	<u>Total</u>	<u>Per SF</u>
Trade Contract Costs:		
Base Building Construction	\$5,825,000	\$125.00
Site Work	1,250,000	22.89
Subtotal	<u>\$6,075,000</u>	<u>147.89</u>
Construction Fees & Other Construction Costs:		
General Condition Items (3.5%)	\$282,625	\$5.18
Builder's Risk Insurance	20,000	0.37
Building Permit Fee	70,000	1.28
State Fire Marshall Fee	37,000	0.68
Est Construction Mgmt Fee (3.0%)	242,250	4.44
Est Reimbursable Labor (4.0%)	323,000	5.92
Subtotal	<u>\$974,875</u>	<u>\$17.85</u>
Other Construction Related Costs:		
Architect/Structural Engineer	\$550,000	\$10.07
Civil Engineer	180,000	3.30
Subtotal	<u>\$730,000</u>	<u>\$13.37</u>
Furniture, Fixtures & Equipment:		
Furniture	\$218,400	\$4.00
Fixed Equipment	168,800	3.08
Moveable Equipment (phones, etc.)	75,000	1.37
Audio/Visual Equipment (smartboards)	50,000	0.92
Security Equipment	80,000	1.47
Janitorial Equipment	15,000	0.27
Signage	25,000	0.46
Subtotal	<u>\$627,200</u>	<u>\$11.49</u>
Total Project Costs	<u>\$10,407,075</u>	<u>\$190.61</u>

Buy Cheer Center and Renovate:

List of Contracts

LOI for purchase of Cheer Center
Purchase Contract on Cheer Center
As-built construction documents contract
School Architect/Structural Engineer
Civil Engineer
Construction Manager
Site Work contractor

Targeted Square Footage	Existing	Addition	Total
Location	26,000	27,000	53,000
	Georgetown, DE		
Cost Projections:	<u>Total</u>	<u>Per SF</u>	
RENOVATION:			
Purchase Price of Cheer Center	\$2,000,000	\$76.92	
Trade Contract Costs:			
Base Building Renovation	\$1,300,000	\$50.00	
Site Work	150,000	5.77	
Subtotal	<u>1,450,000</u>	<u>55.77</u>	
Construction Fees & Other Construction Costs:			
General Condition Items (3.5%)	\$63,250	\$2.51	
Builder's Risk Insurance	7,000	0.27	

ADDITION:

DeIDOT Off-site Allowance	\$400,000	\$14.81
Trade Contract Costs:		
Base Building Addition	\$3,780,000	\$140.00
Site Work	500,000	18.52
Subtotal	<u>4,280,000</u>	<u>158.52</u>
Construction Fees & Other Construction Costs:		
General Condition Items (4.0%)	\$171,200	\$6.34
Builder's Risk Insurance	10,000	0.37

COMBINED:

Purchase Price of Cheer Center	\$2,000,000	\$37.74
DeIDOT Off-site Allowance	400,000	7.55
Trade Contract Costs:		
Base Building	\$5,080,000	\$95.85
Site Work	650,000	12.26
Subtotal	<u>\$7,730,000</u>	<u>\$108.11</u>
Construction Fees & Other Construction Costs:		
General Condition Items (4.5%)	\$256,450	\$4.46
Builder's Risk Insurance	17,000	0.32

Building Permit Fee	15,000	0.58
State Fire Marshall Fee	10,000	0.38
Est Construction Mgmt Fee (4.0%)	58,000	2.23
Est Reimbursable Labor (5.0%)	72,500	2.79
Subtotal	<u>\$227,750</u>	<u>\$8.76</u>
Other Construction Related Costs:		
As-built Drawings	85,000	
Architect/Structural Engineer	\$200,000	\$7.69
Civil Engineer	40,000	1.54
Subtotal	<u>\$240,000</u>	<u>\$9.23</u>
Furniture, Fixtures & Equipment:		
Furniture	\$50,000	\$1.92
Fixed Equipment	50,000	1.92
Moveable Equipment (phones, etc.)	10,000	0.36
Audio/Visual Equipment (smartboards)	25,000	0.96
Security Equipment	30,000	1.15
Janitorial Equipment	5,000	0.19
Signage	25,000	0.96
Subtotal	<u>\$195,000</u>	<u>\$7.50</u>
Total Renovation Costs	<u>\$4,112,750</u>	<u>\$158.18</u>

Building Permit Fee	30,000	1.11
State Fire Marshall Fee	18,000	0.67
Est Construction Mgmt Fee (4.0%)	171,200	6.34
Est Reimbursable Labor (5.0%)	214,000	7.93
Subtotal	<u>\$614,400</u>	<u>\$22.76</u>
Other Construction Related Costs:		
Architect/Structural Engineer	\$400,000	\$14.81
Civil Engineer	50,000	1.85
Subtotal	<u>\$450,000</u>	<u>\$16.67</u>
Furniture, Fixtures & Equipment:		
Furniture	\$100,000	\$3.70
Fixed Equipment	50,000	2.96
Moveable Equipment (phones, etc.)	20,000	0.74
Audio/Visual Equipment (smartboards)	25,000	0.93
Security Equipment	50,000	1.85
Janitorial Equipment	5,000	0.19
Signage	-	-
Subtotal	<u>\$280,000</u>	<u>\$10.37</u>
Total Addition Costs	<u>\$6,029,400</u>	<u>\$223.13</u>

Building Permit Fee	45,000	0.85
State Fire Marshall Fee	28,000	0.53
Est Construction Mgmt Fee (4.0%)	229,200	4.32
Est Reimbursable Labor (5.0%)	286,500	5.41
Subtotal	<u>\$842,150</u>	<u>\$15.69</u>
Other Construction Related Costs:		
As-built Drawings	\$35,000	\$0.66
Architect/Structural Engineer	600,000	11.32
Civil Engineer	90,000	1.70
Subtotal	<u>\$725,000</u>	<u>\$13.68</u>
Furniture, Fixtures & Equipment:		
Furniture	\$150,000	\$2.83
Fixed Equipment	130,000	2.45
Moveable Equipment (phones, etc.)	30,000	0.57
Audio/Visual Equipment (smartboards)	50,000	0.94
Security Equipment	80,000	1.51
Janitorial Equipment	10,000	0.19
Signage	25,000	0.47
Subtotal	<u>\$475,000</u>	<u>\$8.96</u>
Total Project Costs	<u>\$10,172,150</u>	<u>\$197.93</u>



800-523-7918

This Quote Created For:
Sussex Preparatory Academy

11/01/2011
Quote #: 942999
Quote Expires: 12/01/2011

Customer Details:

Sussex Preparatory Academy
GEORGETOWN, DE 19947
Contact: Alison White
Phone: (302) 645-6923
alison.g.white@experian.com

Branch Details:

BALTIMORE
920 TODDS LANE
BALTIMORE, MD
Contact: Peter Scheneman
Phone: 410-686-9440
FAX: 410-686-9442
Peter.Scheneman@modspace.com

Delivery Details:

GEORGETOWN, DE 19947

24' X 64' - CLASSROOM DOUBLE

Quote Type: Operating Lease

Monthly Charges

Unit#: 662000

Qty	Term	Monthly Rental	Total Monthly Rate
1	18 Months	\$390.00	\$390.00

One Time Charges

Setup and Delivery Charges - Billed with First Invoice

Qty	Installation Charges	Each	Total Price
2	Building Delivery	\$810.00	\$1,620.00
1	Set-Up Complex	\$2,950.00	\$2,950.00
Setup and Delivery Total			\$4,570.00

Dismantle and Return Charges - Billed with Last Invoice

Qty	Dismantle and Return Charge	Each	Total Price
2	Building Return	\$810.00	\$1,620.00
1	Tear Down Complex	\$2,000.00	\$2,000.00
Dismantle and Return Total			\$3,620.00

Billed at Current Rate at time of Termination

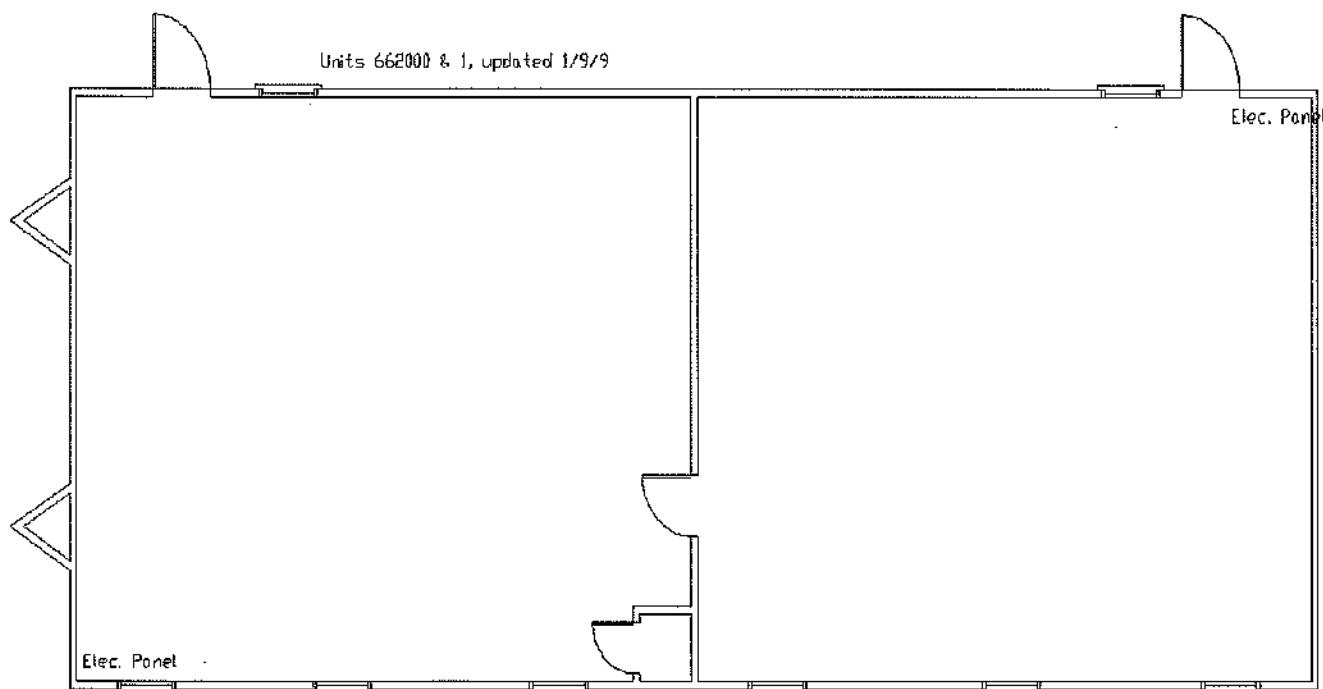
Total Requested One Time Charges \$8,190.00

We also suggest Value Added Products. Let Modspace provide you with these time saving options.
Initial in the box to the left of the item, enter quantity if needed, and let us take care of the rest.

Initial	Qty	Rate (each)	Initial	Qty	Rate (each)
☐ Damage Waiver	1	\$75.00 per month	☐ General Liability Insurance	1	\$19.50 per month
Satisfies your lease obligation for commercial property insurance.			Satisfies your lease obligation for commercial liability insurance.		

Floor Plan *

Typical Furniture layout and Floor Plan(may vary depending upon availability or manufacturer)





This Quote Created For:
Sussex Preparatory Academy

11/01/2011
Quote #: 942999
Quote Expires: 12/01/2011

Only ModSpace Offers Our Exclusive, No-Hassle "On-Time Guarantee" If your Singlewide with a term of 6 months or greater is not delivered on the date promised, your first month's rent is absolutely free. If it is not removed on the date promised, ModSpace will rebate one month's rent. No arguments. No hassle

This Quotation is subject to ModSpace's credit approval of Customer. ModSpace does not warrant that the equipment meets any local or state code not specifically listed herein. Pricing quoted herein is open for Customer's acceptance for thirty (30) days from the date of this Quotation and excludes all state and local taxes, fees, permits and utility connections (unless specifically stated otherwise). Equipment is subject to availability. Any Value Added Products or Services ("VAPS"), including, without limitation, storage containers, sanitary holding tanks, water delivery systems, portable toilets, wash stations, toilet trailers, septic tanks, generators, furnishings, security systems, steps or ramps quoted by ModSpace are provided strictly as a matter of convenience to the Customer. The Customer understands and agrees that ModSpace only serves as a billing agent for the third party vendor of the VAPS and assumes no liability therefor. By signing below, customer accepts the terms of this quotation, leases or purchases (as applicable) the equipment identified herein, and agrees that such signature constitutes customer's acceptance of and agreement to the ModSpace Lease or Sale Agreement. Such lease or sale, and customer's agreement thereto, is subject to ModSpace's standard terms and conditions located at <http://www.modspace.com/resources/document-library>. Customer may request a copy of the terms and conditions from a ModSpace representative. If customer has previously executed a master agreement with ModSpace, those terms and conditions shall govern the transaction. Such terms and conditions are incorporated as if fully set forth herein. Any customer purchase order or other customer-provided document purporting to replace, supersede or supplement the terms and conditions of the ModSpace Lease or Sale Agreement shall carry no force or effect except as an instrument of billing.

Customer Approval _____ Signature Date ____/____/____
Print Name _____ Lease prepared by _____
Print Title _____ Print Reps Name here _____



Contractual Insurance Requirements for Mobile and Modular Buildings (US ONLY)

Per Section 9(a) of the Modular Space Corporation lease agreement, you must provide insurance for all units leased from Modular Space Corporation with the following coverage:

1. **Commercial General Liability Insurance** with a minimum combined single limit of \$1,000,000 per occurrence, written in an occurrence form, including coverage for premises, operations, contractual liability, broad form property damage, independent contractors and personal injury liability, naming Modular Space Corporation as an additional insured.
2. **Commercial Property Insurance** protecting against all loss and damages, at full replacement cost, sustained or suffered due to the loss of or damage to the Equipment as a result of collision, fire, lightning, theft, flood, windstorm, explosion or any other casualty, naming Modular Space Corporation and Bank of America, N.A. as a loss payees.

Please indicate how you will be meeting the Modular Space Corporation lease requirements and send back with lease documents:

OPTION 1 – select one or both of the ModSpace's convenient and cost-effective programs:	
☐ Commercial General Liability Program This program satisfies the lease requirement for Commercial General Liability Insurance.	☐ Damage Waiver Program This program satisfies the lease requirements for Commercial Property Insurance.
Under this program, you receive insurance coverage offered by American Southern Insurance Co and administered by Allen Insurance Group. The insurer will defend you and pay those amounts that you are legally obligated to pay due to bodily injury and property damage arising from the proper use and occupancy of a modular unit leased from Modular Space Corporation up to the policy limits. Steps, stairs, and ramps are also covered when they are used in connection with a modular unit leased from Modular Space Corporation. An outline of cover is available upon request. Coverage is subject to underwriting and specific terms and conditions set forth in your policy.	With this program we waive, for a fee, (a) your obligation under the Lease agreement to carry Commercial Property Insurance and (b) your liability to us for repair or replacement of the building structure for loss or damage as specified in Section 9(a)(ii) of the Lease Agreement. The waiver is effective only if the Lessee does not violate any other provision of the Lease Agreement. You will remain liable to us for the first \$1000 of damage per unit. This waiver is not insurance coverage.

OPTION 2 – I will be providing my own insurance for the leased units:	
☐ I (the lessee) have insurance in accordance with Section 9 of the lease agreement with respect to all requirements except as elected in Option 1 above. I will deliver a certificate of insurance no later than 14 days after equipment delivery as required by Section 9(b) of the lease agreement. If I fail to deliver the insurance certificate within the 14 days I understand that Modular Space Corporation has the right to impose an insurance processing fee as well as an uninsured lessee fee as outlined in section 9(c) of the lease agreement.	
Agency Name: _____	Agent Name: _____
Agency Address: _____	Agency Phone #: _____
	Agency Fax #: _____

_____	_____	_____
X Signature Of Lessee	Print Name	Date

TO BE FILLED OUT BY MODSPACE BRANCH PERSONNEL:	
Customer Account Name: _____	Customer Number: _____
Lease Agreement Number: _____	Unit Number(s): _____
Manufacturer: _____	Unit(s) Serial Number: _____
Equipment Value: _____	Model Year: _____
IF OPTION 2 is selected please fax form to 888-204-0015 or email modelfaxinsurance@modspace.com	

Corporate Headquarters - 1200 Swedesford Road, Berwyn, PA 19312 www.modspace.com

**Sussex Academy of Arts and Sciences
Contract Agreement**

**PSO.ORG
And
Sussex Academy of Arts and Sciences**

This contract between PSO.ORG (Educational Consulting) Governor Stockley Road, Georgetown, DE 19947, Patricia Oliphant (EMPLOYEE IDENTIFICATION #51-0392745001) and the Sussex Academy of Arts and Sciences (S.A.A.S.) 21777 Sussex Pines Road, Georgetown, DE 19947 is for the provision of management and leadership services for a twelve month period, commencing July 1, 2011, and ending June 30, 2012.

PSO.ORG agrees to perform the following consulting/ management services in accordance with school policies, and state and federal laws and regulations:

1. Discharge responsibilities for selection, orientation, retention, and dismissal of all professional and non-professional staff.
2. Develop and administer all internal budgets and all components thereof as well as consultation, as requested, on Board level fiscal matters.
3. Maintain and submit accurate, timely, and well-documented records and reports.
4. Implement the goals of this program and assist in establishing the goals of the future.
5. Evaluate the performance of all personnel.
6. Supervise all personnel on the site.
7. Evaluate the educational program.
8. Provide leadership in planning, scheduling, and all matters of management.
9. Promote good will for the program.
10. Provide information to staff, students, parents, and community members that is timely, accurate, and effective.
11. Recognize and manage conflicts.
12. Seek input, reach logical decisions, and communicate day-to-day decisions effectively.
13. Emphasize and monitor student academic achievement.
14. Emphasize and monitor student behavior.
15. Administer and supervise the curriculum and instruction.

16. Evaluate student progress by managing all mandated testing programs.
17. Manage the environment so that it will be conducive to learning, being ever mindful of issues of safety and security.
18. Monitor conformance to all state and federal laws and all Board policy.
19. Attend all necessary meetings and forums of the DOE or other governing agency as a representative of S.A.A.S.

PSO.ORG will be responsible for all of its state and federal taxes and for all employment licensure and fees as well as for all required documentation, e.g., criminal background checks and tuberculin screening, as well as an accurate accounting of days worked.

The Sussex Academy of Arts and Sciences agrees:

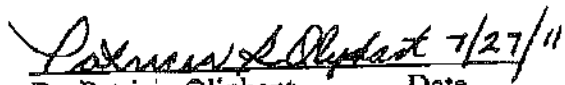
1. To pay PSO.ORG, a sole proprietorship, \$91,475 for 160 days. The contracted amount will be divided into 12 equal payments to be paid monthly beginning July 1, 2011 – June 30, 2012.
 - a. Compensation is subject to adjustment if such adjustment is authorized by the Executive Board of the Sussex Academy of Arts & Sciences upon adoption of its budget for the period of July 1, 2011- June 30, 2012.
2. To enroll and accept for admission the children and/or grandchildren of Patricia S, Oliphant as students at Sussex Academy of Arts & Sciences when they are otherwise eligible provided that an application for enrollment is submitted to SAAS within the designated application period.
3. To provide PSO.ORG with feedback, either written or oral, relative to performance of the duties and to give PSO.ORG at least 6 months notice (December, 2011), if it is the intention of the Board not to offer a renewal of this contract.

Termination of the Contract for Cause

If though any cause, PSO.ORG shall fail to fulfill in timely and proper manner its obligations under the contract, or if that contractor shall violate any of the covenants, agreements, or stipulations of this contract, SAAS shall have the right to terminate this contract by giving written notice to PSO.ORG of such termination and specifying the cause of that action and the effective date of that termination. In that event, all finished or unfinished documents, data, studies, and reports prepared by the contractor shall warrant just and equitable compensation for any satisfactory work completed.

Termination of the Contract for Convenience

PSO.ORG shall terminate the contract only by approval of the Board after having given the Board notice of the intent to terminate at least 20 working days before the effective date of termination.


Dr. Patricia Oliphant Date 7/27/11


Executive Board President Date 7/27/11

SUSSEX ACADEMY OF ARTS & SCIENCES CONTRACT AGREEMENT

This is a contract between the Sussex Academy of Arts & Sciences Executive Board, hereafter referred to as the "Board" and Catherine Miller (SS 221-62-2781), hereafter referred to as "Contractor".

The Board and Contractor mutually agree as follows:

1. **Contracted Services.** The Board hereby contracts with the Contractor who accepts the Agreement of these conditions. The Contractor will perform all the duties assigned to the Art Instructor as directed commencing July 1, 2011, and ending June 30, 2012. The work period consists of 636.5 hours. For purposes of the assignment of duties by the Board to the Contractor a school year shall be a ten-month period, beginning on a date specified by the Board, and consisting of those days designated on the attached calendar.
2. **Contract.** The Contractor will receive a sum total of \$19,827.00 in 10 equal payments of \$1,982.70 between September 30, 2011 through June 30, 2012. The final payment will reflect any adjustments or modifications that have occurred during the term of this contract as compared to the outlined, anticipated work schedule attached. The Contractor shall submit biweekly time logs to the Director of Finance & Operations detailing the number of days worked during that two-week period as related to this contract.
3. **Duties of Contractor:** The Contractor shall faithfully perform those duties, which may be assigned by the Board. The Contractor shall observe and comply with the laws of the State of Delaware and with the regulations of the State Board of Education and the Board as currently in force and as from time to time amended, enacted or promulgated, which law and regulations, are incorporated herein by reference as if set forth in full herein.

The Contractor shall not vacate his or her position during the term of this contract without the written consent of the Board. In the event that the Contractor wishes to vacate his or her position and terminate this Agreement at the end of any school year, the Contractor must give a 30-day written notice to the Board of such intention.
4. **Governing Law.** This Agreement is to be governed by the laws of the State of Delaware.
5. **Counterparts.** This Agreement has been executed in duplicate counterparts. Each executed counterpart is intended by the parties to be their original act and deed. One counterpart is to be delivered to the Contractor and the other is to be retained by the Board.

8. **Contract Modification.** This Agreement is the whole agreement of the parties and may not be amended, modified or altered except as hereinafter set forth. This Agreement may be modified annually or as required with respect to Paragraph 2 by written addendum signed by both parties and attached to the original executed counterpart.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year first above written.

ATTEST:

BY:


EXECUTIVE BOARD PRESIDENT


CONTRACTOR

8/2/11
DATE

**HAGGERTY & HAGGERTY, P.A.****CERTIFIED PUBLIC ACCOUNTANTS
& MANAGEMENT CONSULTANTS**American Institute of CPA
Pennsylvania Institute of CPA
Delaware Society of CPAT
Private Companies Practice SectionJames R. Zdzimal, CPA†
Vincent S. Barbone, CPA, CFE†

May 12, 2011

To the School Board Members
Sussex Academy of Arts and Sciences
21777 Sussex Pines Road
Georgetown, Delaware 19947

We are pleased to confirm our understanding of the services we are to provide for Sussex Academy of Arts and Sciences (a component unit of the State of Delaware) for the years ending June 30, 2011, 2012, and 2013. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements of Sussex Academy of Arts and Sciences as of and for the years ending June 30, 2011, 2012, and 2013. Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Sussex Academy of Arts and Sciences' basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Sussex Academy of Arts and Sciences' RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- Management's Discussion and Analysis, and
- Budgetary Comparison Schedule.

Supplementary information other than RSI also accompanies Sussex Academy of Arts and Sciences' financial statements. We will subject the following supplementary information (for the general fund) to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America and will provide an opinion on it in relation to the financial statements as a whole.

- Balance Sheet, and
- Statement of Revenues, Expenditures and Changes in Fund Balances.

To the School Board Members
Sussex Academy of Arts and Sciences
May 12, 2011
Page 2 of 6

Audit Objective

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the second paragraph when considered in relation to the financial statements taken as a whole. Our audit will be conducted in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of the accounting records of Sussex Academy of Arts and Sciences and other procedures we consider necessary to enable us to express such opinions. If our opinions on the financial statements are other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

We will also provide a report [that does not include an opinion] on internal control related to the financial statements and compliance with the laws, regulations, and provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and compliance will include a statement that the report is intended solely for the information and use of the management, the body or individuals charged with governance, others within the entity, and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties. If during our audit we become aware that Sussex Academy of Arts and Sciences is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Management Responsibilities

Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein. As part of the audit, we will assist with preparation of your financial statements and related notes. You are responsible for all management decisions and performing all management functions relating to the financial statements and related notes and for accepting full responsibility for such decisions. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you are required to designate an individual with suitable skill, knowledge, or experience to oversee any nonaudit services we provide and for evaluating the adequacy and results of those services and accepting responsibility for them.

Management is responsible for establishing and maintaining effective internal controls, including monitoring ongoing activities, to help assure that the appropriate goals and objectives are met; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Sussex Academy of Arts and Sciences and the respective changes in financial position in conformity with U.S. generally accepted accounting principles.

We will prepare the general ledger trial balance for use during the audit. Our preparation of the trial balance will be limited to formatting information in Sussex Academy of Arts and Sciences' general ledger into working trial balances and for the purpose of converting the cash basis records to the accrual basis of accounting.

To the School Board Members
Sussex Academy of Arts and Sciences
May 12, 2011
Page 3 of 6

Management Responsibilities (continued)

Management is responsible for making all financial records and related information available to us and for ensuring that management and financial information is reliable and properly recorded. Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud, or illegal acts affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants for taking timely and appropriate steps to remedy any fraud, illegal acts, or violations of contracts or grant agreements, or abuse that we may report. You are responsible for the preparation of supplementary information in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to present the supplementary information with the audited financial statements. Also, with regard to using the auditor's report, you understand that you must obtain our prior written consent to reproduce or use our report in bond offering official statements or other documents.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for timing and format for providing that information.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your internet website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Audit Procedures-General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees on behalf of the entity. Because the determination of abuse is subjective, Government Auditing Standards do not expect auditors to provide reasonable assurance of detecting abuse.

To the School Board Members
Sussex Academy of Arts and Sciences
May 12, 2011
Page 4 of 6

Audit Procedures-General (continued)

Because an audit is designed to provide reasonable, but not absolute, assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will also request certain written representations from you about the financial statements and related matters.

Audit Procedures-Internal Controls

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures-Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Sussex Academy of Arts and Sciences' compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Audit Administration, Fees and Other

We understand that your employees will type all confirmations we request and will locate any invoices selected by us for testing. Also, if your employees cannot assist us in the tasks mentioned, the time spent by our staff for such tasks will be billed separately at our standard hourly rates.

We will provide copies of our reports to those charged with governance; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

To the School Board Members
Sussex Academy of Arts and Sciences
May 12, 2011
Page 5 of 6

Audit Administration, Fees and Other (continued)

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

The audit documentation for this engagement is the property of Haggerty & Haggerty, P.A. and constitutes confidential information. However, we may be requested to make certain audit documentation available to certain federal, state and local governments pursuant to authority given to them by law or regulation. If requested, access to such audit documentation will be provided under the supervision of Haggerty & Haggerty, P.A. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to certain federal, state and local governments. These federal, state and local governments may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by federal and state governments. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit upon notification of your readiness, and to provide a draft of the audit report no later than ninety days after the audit start date, provided nothing beyond our control occurs to prevent completion on the targeted date.

Our fees for these services will range between \$13,000 to \$14,000 for each year which is based on an estimated timetable at our standard hourly rates, plus out-of-pocket costs such as travel, postage, freight, etc. The additional costs are estimated not to exceed \$500. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered as the work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes thirty days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. Invoices not paid within thirty days will be subjected to interest charges at a rate of 18% per annum. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary to complete the audit, we will discuss it with you before we incur the additional costs.

You may request that we perform additional services not contemplated by this letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this letter.

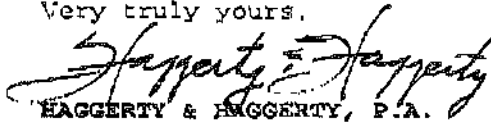
To the School Board Members
Sussex Academy of Arts and Sciences
May 12, 2011
Page 6 of 6

Audit Administration, Fees and Other (continued)

Government Auditing Standards require that we provide you with a copy of our most recent peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2008 peer review report accompanies this letter.

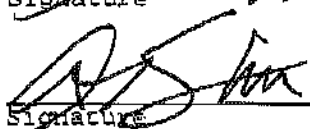
We appreciate the opportunity to be of service to Sussex Academy of Arts and Sciences and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, **please sign the enclosed original and return it to us.** Our audit engagement ends on delivery of our audit report each year. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of the new engagement will be governed by a new engagement letter for that service.

Very truly yours,


HAGGERTY & HAGGERTY, P.A.

RESPONSE:

This letter correctly sets forth the understanding of Sussex Academy of Arts and Sciences.

 Signature	<u>BOARD PRESIDENT</u> Title	<u>6/15/11</u> Date
 Signature	<u>Director of Finance</u> Title	<u>6/15/11</u> Date

CLAUDE W. SPIRON

Certified Public Accountant

321 Shadelands Ridge, West Chester, Pennsylvania 19382 • 610.733.7439 • Fax 610.429.4649

August 21, 2008

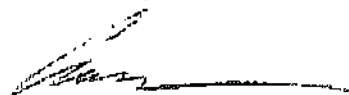
To the Owners
Haggerty & Haggerty, P.A.

I have reviewed the system of quality control for the accounting and auditing practice of Haggerty & Haggerty, P.A. (the firm) in effect for the year ended December 31, 2007. A system of quality control encompasses the firm's organizational structure, the policies adopted and procedures established to provide it with reasonable assurance of conforming with professional standards. The elements of quality control are described in the Statements on Quality Control Standards issued by the American Institute of CPAs (AICPA). The firm is responsible for designing a system of quality control and complying with it to provide the firm reasonable assurance of conforming with professional standards in all material respects. My responsibility is to express an opinion on the design of the system of quality control and the firm's compliance with its system of quality control based on my review.

My review was conducted in accordance with standards established by the Peer Review Board of the AICPA. During my review, I read required representations from the firm, interviewed firm personnel and obtained an understanding of the nature of the firm's accounting and auditing practice, and the design of the firm's system of quality control sufficient to assess the risks implicit in its practice. Based on my assessments, I selected engagements and administrative files to test for conformity with professional standards and compliance with the firm's system of quality control. The engagements selected represented a reasonable cross-section of the firm's accounting and auditing practice with emphasis on higher-risk engagements. The engagements selected included, among others, audits of Employee Benefit Plans and engagements performed under *Government Auditing Standards*. Prior to concluding the review, I reassessed the adequacy of the scope of the peer review procedures and met with firm management to discuss the results of my review. I believe that the procedures I performed provide a reasonable basis for my opinion.

In performing my review, I obtained an understanding of the system of quality control for the firm's accounting and auditing practice. In addition, I tested compliance with the firm's quality control policies and procedures to the extent I considered appropriate. These tests covered the application of the firm's policies and procedures on selected engagements. My review was based on selected tests therefore it would not necessarily detect all weaknesses in the system of quality control or all instances of noncompliance with it. There are inherent limitations in the effectiveness of any system of quality control and therefore noncompliance with the system of quality control may occur and not be detected. Projection of any evaluation of a system of quality control to future periods is subject to the risk that the system of quality control may become inadequate because of changes in conditions, or because the degree of compliance with the policies or procedures may deteriorate.

In my opinion, the system of quality control for the accounting and auditing practice of Haggerty & Haggerty, P.A. in effect for the year ended December 31, 2007, has been designed to meet the requirements of the quality control standards for an accounting and auditing practice established by the AICPA and was complied with during the year then ended to provide the firm with reasonable assurance of conforming with professional standards.



Specializing in Accounting and Auditing Quality Control

Received Time Dec. 20, 2011 10:12AM No. 2863



Saf-T-Net, Inc.
 4000 Westchase Bld. Suite 190
 Raleigh, NC 27609
 Phone: 919.841.0175 / 800.213.7168
 Fax: 919.841.0285

Service Agreement

Representative	John Pfeifle			Renewal Month	July
Account Name	Sussex Academy of Arts & Sciences			Contact Name	Allen Stafford
Street Address	21777 Sussex Pines Road			Phone Number	302.856.3636
City, State, Zip	Georgetown, DE 19947			Contact Email	astafford@saas.k12.de.us
# of Schools	1	Database	eSchool	Fax Number	302.856.3376
# of Students	325	# of Staff	30	Billing Contact	Franny Silcott

Throughout this agreement, the words "Customer", "you", and "your" refer to the customer and its agents, and the words "Saf-T-Net", "we", "us", and "our" refer to Saf-T-Net, Inc. Saf-T-Net, Inc. also operates under the names "Saf-T-Net" and "AlertNow."

This agreement (the "Service Agreement") is between the Customer and Saf-T-Net for anytime access to the ALERTNOW Rapid Communication Service ("ALERTNOW"). This Service Agreement explains Saf-T-Net's obligations to you, and your obligations to us with regard to access to and use of ALERTNOW. By signing this Service Agreement, you agree to establish an account with Saf-T-Net for payment for ALERTNOW and any associated services. You agree to provide us true, current, complete and accurate information for that account ("Account Information"), and to maintain and update the Account Information as needed to keep it current, complete and accurate. We rely on your Account Information to send you important information and notices regarding your account and ALERTNOW. You agree that each person you name in your Account Information has full authority to act on your behalf with respect to ALERTNOW and any associated services, in accordance with the permissions granted to such person in your Account Information. You agree that the person(s) you designate as the Primary Contact and Account Administrative Contact for your account shall have the authority, without limitation, to terminate, transfer, or modify services; make changes to your Account Information; or purchase additional services. Any acceptance of your application or requests for services and the performance of services will occur at Saf-T-Net's offices in Raleigh, NC, the location of the principal place of business. As an independent contractor, Saf-T-Net is responsible for meeting all state, federal, and FICA tax obligations, and for maintaining all required insurance coverage.

This Service Agreement shall be binding upon and inure to the benefit of the parties hereto, and their successors, purchasers, and assigns. As consideration for the services purchased, you agree to pay Saf-T-Net the amount noted as Total Due for the applicable service fees, as set forth in the ALERTNOW Pricing Summary, upon receipt of your invoice. All ALERTNOW customers are billed annually for the service license based on student and staff enrollment. The invoice amount will reflect that amount listed as total due as stated within the pricing summary. All fees are due within 30 days and are non-refundable, except as otherwise expressly noted.

Message Delivery and System Updates

Saf-T-Net will provide access to ALERTNOW to deliver anytime messages. Message delivery is limited to parents, staff, and school board members directly associated with the school(s) for which you have purchased ALERTNOW. Saf-T-Net will bill you separately for messages delivered to anyone not directly associated with the school(s) for which you have purchased ALERTNOW. Saf-T-Net reserves the right to perform system updates and enhance service applications for the Customer at any time, without prior notice to the Customer.

Term

It is agreed by and between the parties that Saf-T-Net shall provide ALERTNOW for the term designated in the fee schedule, above, beginning on June 10, 2008. At the end of the Initial term, the Service Agreement will automatically renew at the offered annual rate for up to three (3) subsequent terms (each term of the same length as the Initial Term), unless (1) the Customer provides Saf-T-Net written notice of termination no less than thirty (30) days prior to the end of term, or (2) this Service Agreement is superseded by a separate agreement between the parties. It is agreed by the parties that all obligations under this agreement shall terminate if funds for continuation are not appropriated.

☒ Emergency Notification	☒ 24x7x365 Support	
	☒ 411 Identifier Option	
	☒ Graphical User Interface	
☒ AlertNow Basic	☒ Unlimited Calls Group	
	☒ Unlimited Voice Notification	
	☒ Unlimited E-mail Notification	
	☒ Graphical Reporting	
	☒ Quality Reporting Tools	
☒ AlertNow Premium	☒ TTS Attendance	
	☒ Language Translation	
	☒ Data Transfer Services	
	☒ IVR Survey	
	☒ Text Messaging	
	☒ Message Replay	
*AlertNow Premium (PAISBOA)	☒ Parent Access	
Length of Term and Applied Discount	36 Months	\$2.55/student
Annual Total +\$300 School Fee	\$828.75.00	

Note: These Fee Schedules do not include international calls. Additional charges will apply for international calls.

Confidentiality

Saf-T-Net shall keep strictly confidential and hold in trust all information provided by the Customer to Saf-T-Net, and shall not disclose or reveal any confidential information to any third party without the express prior written consent of the Customer. Saf-T-Net shall comply with any applicable state or federal laws or regulations concerning confidentiality of protected information in compliance with all Family Educational Rights and Privacy Act standards. Saf-T-Net shall immediately notify the Customer of any unauthorized disclosure of confidential information that comes to its knowledge. The provisions of this section shall survive the expiration or termination of the Service Agreement.

Liability

Saf-T-Net has taken every measure to ensure system availability, security and reliability. However, in no event shall Saf-T-Net be liable for any loss or damage arising out of the use or performance of ALERTNOW. Any actions taken or requests made by the customer or its agents shall be deemed to have the full authority of the Customer. Saf-T-Net shall not be liable for any loss or damage arising out of actions taken or requests made by any user or customer. Saf-T-Net shall not be liable for any loss or damage arising out of any failure by you to update Account Information. As used in this paragraph, "any loss or damage" includes, but is not limited to, special, indirect, incidental, consequential, punitive, or multiple damages. Notwithstanding anything herein to the contrary, if ALERTNOW experiences a long-term disruption in service resulting in the non-delivery of messages, Saf-T-Net will work with the Customer to offer a pro-rated refund, if applicable.

Training

ALERTNOW training will be scheduled upon signature of the Service Agreement. Training will be provided to all administrators and personnel designated by the Customer. Training dates are coordinated within one week of the receipt of the signed Service Agreement and training will be completed in no more than one month from receipt of the signed Service Agreement, unless otherwise agreed upon and specified in writing. We offer two types of training for ALERTNOW: online training and onsite training. One online Training session is included with all agreements. Additional Online Training sessions may be scheduled and are based on availability.

ALERTNOW PRICING SUMMARY

Annual Total	\$ 975.00
Less Discount	(\$146.75)
TOTAL DUE	\$828.85

If vendor forms are necessary, please provide a copy upon return of service agreement.

By signing below, I acknowledge that I have read and agree to the terms and conditions of this Service Agreement, including any addenda, and I warrant that I have authority to enter into this Service Agreement on behalf of the Customer.

Print Name Allen Stafford

Position / Title Dean of Instruction

Signature [Signature]

Date 6/6/08

Method of Payment: Please check one

☒ Check or Invoice
☐ Purchase Order - # _____
☐ Credit Card

Tax Exemption Certification Number 51-6000279 * Tax will be added to invoice if not exempt

Addendums and Definitions

For the delivery of emergency text messages using the ALERTNOW SMS platform and short-code, a separate SMS user agreement must be signed. SMS is opt-in only for all recipients. The agreement is provided to customer upon request.

All information regarding the Saf-T-Net privacy policy for ALERTNOW customers is available and updated semi-annually at www.alertnowlogin.com

Sussex Academy of Arts and Sciences

CONTRACT

THIS AGREEMENT, entered into as of the 1 day of July 2011 by and between Dutton Bus Service (hereafter called THE CONTRACTOR) and the Sussex Academy of Arts and Sciences (hereafter called SAAS) for the 2011-2012 school year, WITNESSETH THAT:

WHEREAS, SAAS desires to engage the CONTRACTOR to render certain technical or professional services hereafter described.

NOW, THEREFORE, the parties do mutually agree as follows:

1. **Employment of the CONTRACTOR.** SAAS hereby agrees to engage the CONTRACTOR and the contractor hereby agrees to perform the services hereinafter set forth.
To transport middle school aged students (designated as Route 1 students) to and from school for a period of no more than 180 days of school sessions during the 2011-2012 school year.
2. **Area covered.** The CONTRACTOR shall perform all of the necessary services provided under this contract in connection with and respecting the State of Delaware or component parts thereof.
3. **Scope of Services.** The CONTRACTOR shall do, perform, and carry out in a satisfactory and proper manner, as determined by SAAS the services identified in the contract. Tasks may be redefined by mutual agreement, according to the project need.
4. **Personnel.**
 - a. The CONTRACTOR represents that it has, or will secure at its own expense, all personnel required in performing the services under the Contract.
 - b. All of the services required hereunder will be performed by the CONTRACTOR.
 - c. None of the work or services covered by this CONTRACT shall be subcontracted without the prior approval of SAAS.
5. **Effective Date And Time Of Performance.**
 - a. The rights and obligations of each party to this contract shall not be effective and no party shall be bound by the terms of this contract until a valid executed state purchase order has been approved by the Secretary of Finance in all cases when such a purchase order is to be used to encumber funds.
 - b. The services of the CONTRACTOR are to commence as soon as possible after the execution of the Contract and shall be undertaken and completed in such a sequence as to assure their expeditious completion in light of the purpose of this Contract, but in any event all of the services shall be completed as detailed by specific dates unless extended by formal Amendment to this Contract.
7. **Method of Payment.** It is agreed that the contractor shall earn a total of \$36,500 as per the bid submitted. That payment shall be in ten payments of \$3,650 beginning September 30 and ending June 30, 2012, providing the parameters of the contract are met. In the event that other mutually agreed upon

transportation services are not established to make up for days that the school is unexpectedly closed during the 2012 school year, SAAS reserves the right to adjust the final payment. The final payment may be reduced at a daily rate of 1/174 of the contracted amount above for each of the days that transportation services are not provided for SAAS students during the term of this contract.

8. **Termination of Contract for Cause.** If, through any cause, the CONTRACTOR shall fail to fulfill in timely and proper manner its obligations under this Contract, or if the CONTRACTOR shall violate any of the covenants, agreements, or stipulations of this Contract, SAAS shall thereupon have the right to terminate this Contract by giving written notice to the CONTRACTOR of such termination and specifying the effective date of such termination. In that event, all finished or unfinished documents, data, studies, surveys, drawings, maps, models, photographs, and reports or other materials prepared by the CONTRACTOR shall be entitled to receive just and equitable compensation for any satisfactory work completed on such documents and materials.

NOT WITHSTANDING THE ABOVE, the CONTRACTOR shall not be relieved of liability to SAAS for damages sustained by SAAS by virtue of any breach of the Contract by the CONTRACTOR and SAAS may withhold any payments to the CONTRACTOR for the purpose of setoff until such time as the exact amount of damages due from the CONTRACTOR is determined.

10. **Termination for Convenience of SAAS or Contractor.** SAAS or Contractor may terminate this Contract at any time by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least fifteen (15) business days before the effective date of such termination. In that event, all finished or unfinished documents and other materials as described in Paragraph 9 above shall, at the option of SAAS become its property, subject to the provisions of Paragraph 16, hereof. If the Contract is terminated by SAAS as provided herein, the CONTRACTOR will be paid for actual hours of work performed under the Contract and the appropriate related expenses incurred prior to the effective date of such termination. If this Contract is terminated due to the fault of the CONTRACTOR, Paragraph above, relative to termination shall apply.

11. **Changes.** SAAS may, from time to time, require changes in the scope of the services of the CONTRACTOR to be performed hereunder. SAAS and CONTRACTOR agree that changes including stops and times are a normal and routine part of the hub busing system at SAAS. Reasonable changes that do not exceed 75 additional miles (to and from SAAS) per day may be made by SAAS without agreement by CONTRACTOR. Any changes that exceed this 75-mile limit must be mutually agreed upon by and between SAAS and the CONTRACTOR. Only changes that exceed this 75-mile limit shall be incorporated in written amendments to this Contract.

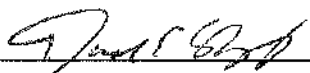
12. **Assurances.** The CONTRACTOR hereby assures and certifies that:

- a. It possesses legal authority to enter into this Contract; that a resolution, motion or similar action has been duly adopted or passed as an official act of the CONTRACTOR's governing body, authorizing the execution of this Contract, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the CONTRACTOR to act in connection with the Contract and to provide such additional information as may be required.
- b. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

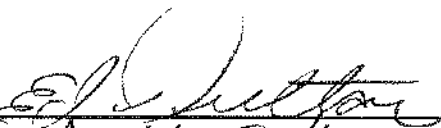
13. **Interest of Members of SAAS.** No officer, member, or employee of SAAS and no members of its governing body, and no other public official of the governing body of the locality or localities in which the project is situated or being carried out who exercises any functions or responsibilities in the review or approval of the undertaking or carrying out of this project, shall participate in any decision relating to this Contract which affects his/her personal interest or the interest of any corporation, partnership, or association in which he/she directly or indirectly interested or have any personal or pecuniary interest, direct or indirect, in this Contract or the proceeds thereof.
14. **Assignability.** The CONTRACTOR shall not assign any interest in this Contract, and shall not transfer any interest in the same (whether by assignment or notation), without the prior written consent of SAAS thereto; provided, however, that claims for money due or to become due to the CONTRACTOR from SAAS under this Contract may be assigned to a bank, trust company or other financial institution without such approval. Notice of any such assignment or transfer shall be furnished promptly to SAAS.
15. **Interest of CONTRACTOR.** The CONTRACTOR covenants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this Contract. The CONTRACTOR further covenant that in the performance of this Contract, no person having any such interest shall be employed.
16. **Findings Confidential.** Any reports, information, data, etc., given to or prepared or assembled by the CONTRACTOR under this Contract which SAAS requests to be kept as confidential shall not be made available to any individual or organization by the CONTRACTOR without the prior written approval of SAAS.
17. **Officials Not to Benefit.** No Members of or Delegate to the Congress of the United States of America, and no Resident Commissioner, shall be admitted to any share or part hereof or to any benefit to arise herefrom.
18. **Identification of Documents.** All published reports, and other documents completed as part of this Contract, including public information notices and press releases, other than documents exclusively for internal use, shall clearly specify that the report or program has been funded by SAAS and where applicable, also by the related Federal agency. It will also be the responsibility of the CONTRACTOR to secure a document control number from SAAS prior to the printing of any official document or report that will be prepared under this Contract.
19. **Access to Records and Right to Audit.** The CONTRACTOR agrees that SAAS, the State Auditor, the State Comptroller General, or any of their duly authorized representatives, shall, until the expiration of three years after expenditure of funds under this Contract, have access to and the right to examine directly any books, documents, papers, and records of the CONTRACTOR which are directly pertinent to this Contract, for the purposes of making audit, examination, excerpt, and transcriptions.

IN WITNESS WHEREOF, SAAS and the CONTRACTOR have executed this Contract as of the date first above written.

SUSSEX ACADEMY OF ARTS AND SCIENCES

BY: 
Dave Shapley, Board President

ATTEST: _____

BY: 
Frances Ann Silcott

ATTEST: _____

STATE OF DELAWARE:
COUNTY OF SUSSEX:

I, Frances Ann Silcott, a Notary Public in and for said County and State, do certify that Dutton Bus Service, whose name is signed to the writing thereto annexed, bearing the 25 day of August, 2011, in her/his official capacity as Board President and Executive Director has this date acknowledge the same before me in my said County.

Given under my hand and seal this 25 day of August, 2011 My commission expires 11/22/12.


Notary Public

FRANCES ANN SILCOTT
NOTARY PUBLIC
STATE OF DELAWARE
My Commission Expires on November 22, 2012

Sussex Academy of Arts and Sciences

CONTRACT

THIS AGREEMENT, entered into as of the 1 day of July 2011 by and between A.L. Mears, Inc. (hereafter called THE CONTRACTOR) and the Sussex Academy of Arts and Sciences (hereafter called SAAS) for the 2011-2012 school year, WITNESSETH THAT:

WHEREAS, SAAS desires to engage the CONTRACTOR to render certain technical or professional services hereafter described.

NOW, THEREFORE, the parties do mutually agree as follows:

1. **Employment of the CONTRACTOR.** SAAS hereby agrees to engage the CONTRACTOR and the contractor hereby agrees to perform the services hereinafter set forth.
To transport middle school aged students (designated as Route 6 students) to and from school for a period of no more than 180 days of school sessions during the 2011-2012 school year.
2. **Area covered.** The CONTRACTOR shall perform all of the necessary services provided under this contract in connection with and respecting the State of Delaware or component parts thereof.
3. **Scope of Services.** The CONTRACTOR shall do, perform, and carry out in a satisfactory and proper manner, as determined by SAAS the services identified in the contract. Tasks may be redefined by mutual agreement, according to the project need.
4. **Personnel.**
 - a. The CONTRACTOR represents that it has, or will secure at its own expense, all personnel required in performing the services under the Contract.
 - b. All of the services required hereunder will be performed by the CONTRACTOR.
 - c. None of the work or services covered by this CONTRACT shall be subcontracted without the prior approval of SAAS.
5. **Effective Date And Time Of Performance.**
 - a. The rights and obligations of each party to this contract shall not be effective and no party shall be bound by the terms of this contract until a valid executed state purchase order has been approved by the Secretary of Finance in all cases when such a purchase order is to be used to encumber funds.
 - b. The services of the CONTRACTOR are to commence as soon as possible after the execution of the Contract and shall be undertaken and completed in such a sequence as to assure their expeditious completion in light of the purpose of this Contract, but in any event all of the services shall be completed as detailed by specific dates unless extended by formal Amendment to this Contract.
7. **Method of Payment.** It is agreed that the contractor shall earn a total of \$34,500 as per the bid submitted. That payment shall be in ten payments of \$3,450 beginning September 30 and ending June 30, 2012, providing the parameters of the contract are met. In the event that other mutually agreed upon

transportation services are not established to make up for days that the school is unexpectedly closed during the 2012 school year, SAAS reserves the right to adjust the final payment. The final payment may be reduced at a daily rate of 1/174 of the contracted amount above for each of the days that transportation services are not provided for SAAS students during the term of this contract.

8. **Termination of Contract for Cause.** If, through any cause, the CONTRACTOR shall fail to fulfill in timely and proper manner its obligations under this Contract, or if the CONTRACTOR shall violate any of the covenants, agreements, or stipulations of this Contract, SAAS shall thereupon have the right to terminate this Contract by giving written notice to the CONTRACTOR of such termination and specifying the effective date of such termination. In that event, all finished or unfinished documents, data, studies, surveys, drawings, maps, models, photographs, and reports or other materials prepared by the CONTRACTOR shall be entitled to receive just and equitable compensation for any satisfactory work completed on such documents and materials.

NOT WITHSTANDING THE ABOVE, the CONTRACTOR shall not be relieved of liability to SAAS for damages sustained by SAAS by virtue of any breach of the Contract by the CONTRACTOR and SAAS may withhold any payments to the CONTRACTOR for the purpose of setoff until such time as the exact amount of damages due from the CONTRACTOR is determined.

10. **Termination for Convenience of SAAS or Contractor.** SAAS or Contractor may terminate this Contract at any time by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least fifteen (15) business days before the effective date of such termination. In that event, all finished or unfinished documents and other materials as described in Paragraph 9 above shall, at the option of SAAS become its property, subject to the provisions of Paragraph 16, hereof. If the Contract is terminated by SAAS as provided herein, the CONTRACTOR will be paid for actual hours of work performed under the Contract and the appropriate related expenses incurred prior to the effective date of such termination. If this Contract is terminated due to the fault of the CONTRACTOR, Paragraph above, relative to termination shall apply.

11. **Changes.** SAAS may, from time to time, require changes in the scope of the services of the CONTRACTOR to be performed hereunder. SAAS and CONTRACTOR agree that changes including stops and times are a normal and routine part of the hub busing system at SAAS. Reasonable changes that do not exceed 75 additional miles (to and from SAAS) per day may be made by SAAS without agreement by CONTRACTOR. Any changes that exceed this 75-mile limit must be mutually agreed upon by and between SAAS and the CONTRACTOR. Only changes that exceed this 75-mile limit shall be incorporated in written amendments to this Contract.

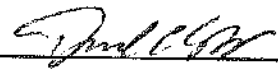
12. **Assurances.** The CONTRACTOR hereby assures and certifies that:

- a. It possesses legal authority to enter into this Contract; that a resolution, motion or similar action has been duly adopted or passed as an official act of the CONTRACTOR's governing body, authorizing the execution of this Contract, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the CONTRACTOR to act in connection with the Contract and to provide such additional information as may be required.
- b. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

13. **Interest of Members of SAAS.** No officer, member, or employee of SAAS and no members of its governing body, and no other public official of the governing body of the locality or localities in which the project is situated or being carried out who exercises any functions or responsibilities in the review or approval of the undertaking or carrying out of this project, shall participate in any decision relating to this Contract which affects his/her personal interest or the interest of any corporation, partnership, or association in which he/she directly or indirectly interested or have any personal or pecuniary interest, direct or indirect, in this Contract or the proceeds thereof.
14. **Assignability.** The CONTRACTOR shall not assign any interest in this Contract, and shall not transfer any interest in the same (whether by assignment or notation), without the prior written consent of SAAS thereto; provided, however, that claims for money due or to become due to the CONTRACTOR from SAAS under this Contract may be assigned to a bank, trust company or other financial institution without such approval. Notice of any such assignment or transfer shall be furnished promptly to SAAS.
15. **Interest of CONTRACTOR.** The CONTRACTOR covenants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this Contract. The CONTRACTOR further covenant that in the performance of this Contract, no person having any such interest shall be employed.
16. **Findings Confidential.** Any reports, information, data, etc., given to or prepared or assembled by the CONTRACTOR under this Contract which SAAS requests to be kept as confidential shall not be made available to any individual or organization by the CONTRACTOR without the prior written approval of SAAS.
17. **Officials Not to Benefit.** No Members of or Delegate to the Congress of the United States of America, and no Resident Commissioner, shall be admitted to any share or part hereof or to any benefit to arise herefrom.
18. **Identification of Documents.** All published reports, and other documents completed as part of this Contract, including public information notices and press releases, other than documents exclusively for internal use, shall clearly specify that the report or program has been funded by SAAS and where applicable, also by the related Federal agency. It will also be the responsibility of the CONTRACTOR to secure a document control number from SAAS prior to the printing of any official document or report that will be prepared under this Contract.
19. **Access to Records and Right to Audit.** The CONTRACTOR agrees that SAAS, the State Auditor, the State Comptroller General, or any of their duly authorized representatives, shall, until the expiration of three years after expenditure of funds under this Contract, have access to and the right to examine directly any books, documents, papers, and records of the CONTRACTOR which are directly pertinent to this Contract, for the purposes of making audit, examination, excerpt, and transcriptions.

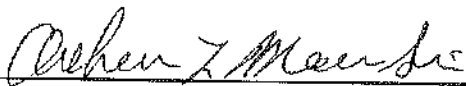
IN WITNESS WHEREOF, SAAS and the CONTRACTOR have executed this Contract as of the date first above written.

SUSSEX ACADEMY OF ARTS AND SCIENCES

BY: 
Dave Shapley, Board President

ATTEST: _____

BY: _____

ATTEST: 

STATE OF DELAWARE:
COUNTY OF SUSSEX:

I, Frances Ann Silcott, a Notary Public in and for said County and State, do certify that Art Mearns, whose name is signed to the writing thereto annexed, bearing the 9th day of August, 2011, in her/his official capacity as Board President and Executive Director has this date acknowledge the same before me in my said County.

Given under my hand and seal this 9th day of August, 2011. My commission expires 11/22/12.


Notary Public

FRANCES ANN SILCOTT
NOTARY PUBLIC
STATE OF DELAWARE
My Commission Expires on November 22, 2012

Sussex Academy of Arts and Sciences

CONTRACT

THIS AGREEMENT, entered into as of the 1 day of July 2011 by and between I.C. King Enterprises, Inc. (hereafter called THE CONTRACTOR) and the Sussex Academy of Arts and Sciences (hereafter called SAAS) for the 2011-2012 school year, WITNESSETH THAT:

WHEREAS, SAAS desires to engage the CONTRACTOR to render certain technical or professional services hereafter described.

NOW, THEREFORE, the parties do mutually agree as follows:

1. **Employment of the CONTRACTOR.** SAAS hereby agrees to engage the CONTRACTOR and the contractor hereby agrees to perform the services hereinafter set forth.
To transport middle school aged students (designated as Route 5 students) to and from school for a period of no more than 180 days of school sessions during the 2011-2012 school year.
2. **Area covered.** The CONTRACTOR shall perform all of the necessary services provided under this contract in connection with and respecting the State of Delaware or component parts thereof.
3. **Scope of Services.** The CONTRACTOR shall do, perform, and carry out in a satisfactory and proper manner, as determined by SAAS the services identified in the contract. Tasks may be redefined by mutual agreement, according to the project need.
4. **Personnel.**
 - a. The CONTRACTOR represents that it has, or will secure at its own expense, all personnel required in performing the services under the Contract.
 - b. All of the services required hereunder will be performed by the CONTRACTOR.
 - c. None of the work or services covered by this CONTRACT shall be subcontracted without the prior approval of SAAS.
5. **Effective Date And Time Of Performance.**
 - a. The rights and obligations of each party to this contract shall not be effective and no party shall be bound by the terms of this contract until a valid executed state purchase order has been approved by the Secretary of Finance in all cases when such a purchase order is to be used to encumber funds.
 - b. The services of the CONTRACTOR are to commence as soon as possible after the execution of the Contract and shall be undertaken and completed in such a sequence as to assure their expeditious completion in light of the purpose of this Contract, but in any event all of the services shall be completed as detailed by specific dates unless extended by formal Amendment to this Contract.
7. **Method of Payment.** It is agreed that the contractor shall earn a total of \$42,720 as per the bid submitted. That payment shall be in ten payments of \$4,272 beginning September 30 and ending June 30, 2012, providing the parameters of the contract are met. In the event that other mutually agreed upon

transportation services are not established to make up for days that the school is unexpectedly closed during the 2012 school year, SAAS reserves the right to adjust the final payment. The final payment may be reduced at a daily rate of 1/174 of the contracted amount above for each of the days that transportation services are not provided for SAAS students during the term of this contract.

8. **Termination of Contract for Cause.** If, through any cause, the CONTRACTOR shall fail to fulfill in timely and proper manner its obligations under this Contract, or if the CONTRACTOR shall violate any of the covenants, agreements, or stipulations of this Contract, SAAS shall thereupon have the right to terminate this Contract by giving written notice to the CONTRACTOR of such termination and specifying the effective date of such termination. In that event, all finished or unfinished documents, data, studies, surveys, drawings, maps, models, photographs, and reports or other materials prepared by the CONTRACTOR shall be entitled to receive just and equitable compensation for any satisfactory work completed on such documents and materials.

NOT WITHSTANDING THE ABOVE, the CONTRACTOR shall not be relieved of liability to SAAS for damages sustained by SAAS by virtue of any breach of the Contract by the CONTRACTOR and SAAS may withhold any payments to the CONTRACTOR for the purpose of setoff until such time as the exact amount of damages due from the CONTRACTOR is determined.

10. **Termination for Convenience of SAAS or Contractor.** SAAS or Contractor may terminate this Contract at any time by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least fifteen (15) business days before the effective date of such termination. In that event, all finished or unfinished documents and other materials as described in Paragraph 9 above shall, at the option of SAAS become its property, subject to the provisions of Paragraph 16, hereof. If the Contract is terminated by SAAS as provided herein, the CONTRACTOR will be paid for actual hours of work performed under the Contract and the appropriate related expenses incurred prior to the effective date of such termination. If this Contract is terminated due to the fault of the CONTRACTOR, Paragraph above, relative to termination shall apply.

11. **Changes.** SAAS may, from time to time, require changes in the scope of the services of the CONTRACTOR to be performed hereunder. SAAS and CONTRACTOR agree that changes including stops and times are a normal and routine part of the hub busing system at SAAS. Reasonable changes that do not exceed 75 additional miles (to and from SAAS) per day may be made by SAAS without agreement by CONTRACTOR. Any changes that exceed this 75-mile limit must be mutually agreed upon by and between SAAS and the CONTRACTOR. Only changes that exceed this 75-mile limit shall be incorporated in written amendments to this Contract.

12. **Assurances.** The CONTRACTOR hereby assures and certifies that:

- a. It possesses legal authority to enter into this Contract; that a resolution, motion or similar action has been duly adopted or passed as an official act of the CONTRACTOR's governing body, authorizing the execution of this Contract, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the CONTRACTOR to act in connection with the Contract and to provide such additional information as may be required.
- b. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

13. **Interest of Members of SAAS.** No officer, member, or employee of SAAS and no members of its governing body, and no other public official of the governing body of the locality or localities in which the project is situated or being carried out who exercises any functions or responsibilities in the review or approval of the undertaking or carrying out of this project, shall participate in any decision relating to this Contract which affects his/her personal interest or the interest of any corporation, partnership, or association in which he/she directly or indirectly interested or have any personal or pecuniary interest, direct or indirect, in this Contract or the proceeds thereof.
14. **Assignability.** The CONTRACTOR shall not assign any interest in this Contract, and shall not transfer any interest in the same (whether by assignment or notation), without the prior written consent of SAAS thereto; provided, however, that claims for money due or to become due to the CONTRACTOR from SAAS under this Contract may be assigned to a bank, trust company or other financial institution without such approval. Notice of any such assignment or transfer shall be furnished promptly to SAAS.
15. **Interest of CONTRACTOR.** The CONTRACTOR covenants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this Contract. The CONTRACTOR further covenant that in the performance of this Contract, no person having any such interest shall be employed.
16. **Findings Confidential.** Any reports, information, data, etc., given to or prepared or assembled by the CONTRACTOR under this Contract which SAAS requests to be kept as confidential shall not be made available to any individual or organization by the CONTRACTOR without the prior written approval of SAAS.
17. **Officials Not to Benefit.** No Members of or Delegate to the Congress of the United States of America, and no Resident Commissioner, shall be admitted to any share or part hereof or to any benefit to arise herefrom.
18. **Identification of Documents.** All published reports, and other documents completed as part of this Contract, including public information notices and press releases, other than documents exclusively for internal use, shall clearly specify that the report or program has been funded by SAAS and where applicable, also by the related Federal agency. It will also be the responsibility of the CONTRACTOR to secure a document control number from SAAS prior to the printing of any official document or report that will be prepared under this Contract.
19. **Access to Records and Right to Audit.** The CONTRACTOR agrees that SAAS, the State Auditor, the State Comptroller General, or any of their duly authorized representatives, shall, until the expiration of three years after expenditure of funds under this Contract, have access to and the right to examine directly any books, documents, papers, and records of the CONTRACTOR which are directly pertinent to this Contract, for the purposes of making audit, examination, excerpt, and transcriptions.

IN WITNESS WHEREOF, SAAS and the CONTRACTOR have executed this Contract as of the date first above written.

SUSSEX ACADEMY OF ARTS AND SCIENCES

BY: *Dave C Shapley*
Dave Shapley, Board President

ATTEST: _____

BY: _____

ATTEST: *Irvin King*

STATE OF DELAWARE:
COUNTY OF SUSSEX:

I, Frances Ann Silcott, a Notary Public in and for said County and State, do certify that Irvin King, whose name is signed to the writing thereto annexed, bearing the 9th day of August, 2011, in her/his official capacity as Board President and Executive Director has this date acknowledge the same before me in my said County.

Given under my hand and seal this _____ day of _____, 2011. My commission expires 11/22/12.

Frances Ann Silcott
Notary Public

FRANCES ANN SILCOTT
NOTARY PUBLIC
STATE OF DELAWARE
My Commission Expires on November 22, 2012

LEASE AGREEMENT

THIS LEASE is made and entered into this 1st day of June, 2011, by and between SUSSEX ACADEMY OF ARTS & SCIENCES, INC., of Georgetown, Delaware 19947, hereinafter referred to as "Landlord" (in the neuter regardless of gender and in the singular regardless of number);

A N D

SUSSEX ACADEMY OF ARTS & SCIENCES CHARTER SCHOOL, Georgetown, Delaware 19947, hereinafter referred to as "Tenant" (in the neuter regardless of gender and in the singular regardless of number).

NOW THEREFORE, in consideration of the mutual covenants, conditions and agreements hereinafter expressed, the parties hereto agree as follows:

1. DESCRIPTION OF PREMISES: Landlord hereby leases to Tenant and Tenant hereby leases from Landlord the building and lands currently used for the operation of the Charter School, which is hereafter referred to as ("Leased Premises").
2. TERM: The term of this Lease shall be for a period of one (12) months, commencing on the 1st day of July, 2011, and ending on the 30th day of June, 2012 (the "Initial Term").
3. Security Deposit: The total of three months security deposit Fifty eight thousand nine hundred fifty six and No Cents (\$58,956).
4. RENTAL AMOUNT: 33,592 total sq ft of building. The total rent shall be Nineteen thousand six hundred fifty two Dollars and NO Cents (\$19,652) per month. All monthly payments are in advance and shall be made on the 10th day of each month at such place (P.O. Box 724 Georgetown, DE 19947), as Landlord shall direct.

5. RENEWAL: Unless terminated as provided herein, upon expiration of the Initial Term, this Lease shall automatically be renewed on a year-to-year basis. Either party may terminate this Lease at the end of the Initial Term by giving one hundred twenty (120) days notice, in advance, to the other party. Such notice shall be in writing and shall be mailed to the Landlord of the Tenant at the address provided above.

6. ASSIGNMENT/SUBLEASING: This Lease shall not be assigned nor any portion of the Leased Premises sublet without the written consent of the Landlord.

7. UTILITIES: The Tenant shall be responsible for and shall promptly pay all bills for utilities charged to the Leased Premises, including but not limited to water and sewer charges, and heat, light and power costs.

8. FURNISHINGS: All furnishings were gifted to SAAS School from Sussex Academy of Arts & Sciences, Inc.

9. INSPECTION: The Tenant, by the execution of this Lease, admits that the Leased Premises described herein has been inspected and meets with its approval. The Tenant acknowledges hereby that the Leased Premises are in satisfactory condition and that the Landlord will not be required to repaint, replaster, or otherwise perform any other work, labor or service prior to the Tenant taking possession. The Tenant admits that the Leased Premises are in a habitable and tenantable condition and agrees that at the end of the occupancy hereunder to deliver up and surrender the Leased Premises to the Landlord in as good a condition as when received, reasonable wear and tear excepted.

10. MAINTENANCE: Tenant agrees to keep the Leased Premises in a clean and sanitary condition, and to comply with all laws, codes and regulations with respect to the Leased Premises and appurtenances, and to save the landlord harmless from all fines, penalties and costs for violations or noncompliance by Tenant with any such laws, codes, or regulations, and from all liability arising out of any such violations or noncompliance.

Tenant agrees that it will not permit any hazardous equipment, liquids, or material to be stored or used on the Leased Premises. The parties agree that Tenant shall be responsible for all maintenance, including normal repair and replacement of all mechanical systems in the building and the routine and regular maintenance of the interior and the exterior of the building and grounds.

11. MODIFICATION: The Tenant agrees not to make any structural alterations or additions to the Lease Premises without the prior written consent of Landlord.

12. LIABILITY: The Tenant agrees that it has no authority to incur any debt or make any charge against the Landlord or to create a lien upon the Leased Premises for any work or materials furnished for the same. The Tenant further agrees to assume liability and responsibility for itself, its family, and any guests or invitees of Tenant; and shall save the Landlord harmless from any liability arising from injury to person or property caused by an negligent or willful act or omission of the Tenant or any person on the Leased Premises with its consent.

13. UNAUTHORIZED USE: The Tenant agrees to use the building solely for the purpose of operating a Charter School.

14. AUTHORIZED ENTRY: The Tenant agrees to permit the Landlord it its agents or representatives or any mortgage holder on the Leased Premises, or when authorized by the Landlord, the employees of any contractor, utility company, municipal agency or others, to enter the Leased Premises for the purpose of making reasonable inspections, repairs or replacements.

15. DEFAULT: Time is of the essence of this Lease in all respects. If the Tenant shall fail to make the rental or other payments under this Lease on time; or uses the Leased Premises for any purpose other than what is stated herein; or fails to maintain

the Leased Premises in the condition herein specified; or shall vacate the Leased Premises, each or any of the foregoing acts (among others) shall constitute a violation of this Lease, and this Lease shall be considered terminated whereupon the Landlord may take lawful steps to regain possession of the Leased Premises. The provisions contained in this paragraph shall be in addition to and shall not prevent the enforcement of any claims which the Landlord may have against the Tenant for any breach or damages under this Lease.

16. COLLECTION EXPENSE: Any expenses incurred in collecting the Tenant's past due obligations, including attorney's fees, shall be paid by the Tenant.

17. NO WAIVER: Failure of the Landlord to insist upon the strict performance of the terms, covenants, agreements and conditions herein contained, or any of them, shall not constitute or be construed as a waiver or relinquishment of the Landlord's right thereafter to enforce any such term, covenant, agreement, or condition, but the same shall continue in full force.

18. INSURANCE: The parties agree that Tenant shall be responsible for the payment of premiums on all insurance that Landlord had in effect as of the date of this Lease and shall continue throughout the term of the Lease to make all premium payments related to such policies of insurance. **A copy of the policy must be turned over to the Landlord each year naming the Landlord as the insured. This would include FIRE, FLOOD and LIABILITY insurance.**

19. SUBORDINATION: This Lease shall be subordinate in respect to any mortgages that are now on or that may hereafter be placed against said Leased Premises, and the recording of such mortgages shall have preference and precedence and be superior and prior in lien to this Lease, irrespective of the date of recording, and the Tenant agrees to execute any such instrument without cost, which may be deemed

necessary or desirable to further effect the subordination of this Lease to any such mortgage, and a refusal to execute such instrument shall entitle the Landlord, or the Landlord's assigns and legal representatives, the option of canceling this Lease without incurring any expense or damage.

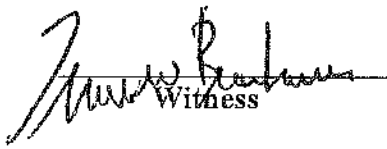
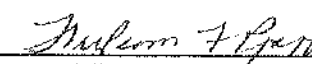
20. QUIET ENJOYMENT: The landlord covenants that if the Tenant shall perform all of the covenants, terms and conditions of this Lease, the Tenant shall peacefully and quietly occupy and enjoy the full possession of the Leased Premises during the term hereby created.

21. AGREEMENT OF PARTIES: This Lease contains the entire agreement between the parties hereto and shall not be changed or modified in any manner except by an instrument, in writing, signed by the parties hereto.

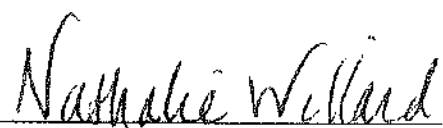
22. BINDING EFFECT: All of the terms, covenants, agreements and provisions contained herein shall bind and insure to the benefit of the Landlord and Tenant, their heirs, and successors, trustees, receivers and assigns, as applicable, except as otherwise provided herein.

IN WITNESS WHEREOF, the parties hereto have hereunto set their Hands and
Seals on the day and year first above written.

SUSSEX ACADEMY OF ARTS & SCIENCES, INC
LANDLORD:

 BY:  May 31, 2011
Witness William F. Pfaff Date
Chair

SUSSEX COUNTY CHARTER SCHOOL
TENANT:

 BY:  6/15/2011
Witness Nathalie Willard Date
President

Lease Agreement



Customer: SUSSEX ACADEMY OF ARTS & SCIENCES, INC., THE

Bill To: DELAWARE STATE
SUSSEX ACDMY
21777 Sussex Pines
Georgetown, DE 19947-3901

Install: DELAWARE STATE
SUSSEX ACDMY
21777 Sussex Pines
Georgetown, DE 19947-3901

Negotiated Contract : 072557100

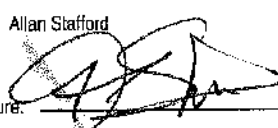
Solution

Item	Product Description	Agreement Information	Trade Information	Requested Install Date
1. 5755PT (WC5755 PRINTER/4TRAY)	- 3-hole - Ofcfin Only - Office Finisher - Customer Ed - Analyst Services	Lease Term: 60 months Purchase Option: FMV	- Xerox WC5645 S/N WTD069499 Trade-In as of Payment 24	6/23/2011
2. 5755PT (WC5755 PRINTER/4TRAY)	- 3-hole - Ofcfin Only - Office Finisher - Customer Ed - Analyst Services	Lease Term: 60 months Purchase Option: FMV	- Xerox WC5645 S/N WTD069763 Trade-In as of Payment 24	6/23/2011

Monthly Pricing

Item	Lease Minimum Payment	Meter	Print Charges Volume Band	Per Print Rate	Maintenance Plan Features
1. 5755PT	\$447.39	1: Meter 1	All Prints	\$0.0000	- Consumable Supplies Included for all prints - Pricing Fixed for Term
2. 5755PT	\$447.39	1: Meter 1	All Prints	\$0.0000	- Consumable Supplies Included for all prints - Pricing Fixed for Term
Total	\$894.78	Minimum Payments (Excluding Applicable Taxes)			

Authorized Signature

Customer acknowledges receipt of the terms of this agreement which consists of 2 pages including this face page. Signer: Allan Stafford Phone: (302)856-3638 Signature:  Date: 5/10/11		Thank You for your business! This Agreement is proudly presented by Xerox and Michael Popen (302)792-5100 For information on your Xerox Account, go to www.xerox.com/AccountManagement 

Terms and Conditions

INTRODUCTION:

1. NEGOTIATED CONTRACT. The Products are subject solely to the terms in the Negotiated Contract identified on the face of this Agreement, and, for any option you have selected that is not addressed in the Negotiated Contract, the then-current standard Xerox terms for such option.

PRICING PLAN/OFFERING SELECTED:

2. FIXED PRICING. If "Pricing Fixed for Term" is identified in Maintenance Plan Features, the maintenance component of the Minimum Payment and Print Charges will not increase during the initial Term of this Agreement.

3. REFINANCE. The "Amount Refinanced" is included in the amount financed under this Agreement. If the Amount Refinanced is under an agreement with a third party, you acknowledge you have the right to terminate the agreement and you will provide Xerox with a statement from the third party identifying the equipment at issue, the amount to be paid off and the payee's name and mailing address. If the Amount

Refinanced is under an agreement with Xerox, the refinancing will render your prior agreement null and void. If you breach any of your obligations under this Agreement, the full Amount Refinanced will be immediately due and payable.

GENERAL TERMS & CONDITIONS:

4. REMOTE SERVICES. Certain models of Equipment are supported and serviced using data that is automatically collected by Xerox from the Equipment via electronic transmission from the Equipment to a secure off-site location. Examples of automatically transmitted data include product registration, meter read, supply level, Equipment configuration and settings, software version, and problem/fault code data. All such data shall be transmitted in a secure manner specified by Xerox. The automatic data transmission capability will not allow Xerox to read, view or download the content of any Customer documents residing on or passing through the Equipment or Customer's information management systems.

**Agreement to PURCHASE Meals for the
National School Lunch/School Breakfast/After School Snack Programs/Special
Milk Program/Fresh Fruit and Vegetable Program**

THIS AGREEMENT is made and dated May 3, 20 11, between Sussex Academy, herein called the Local Education Agency and Laurel School District / SEA, herein called the Vendor.

1. The Vendor agrees to supply meals ☐ inclusive / ☒ exclusive (select one) of milk to the Local Education Agency for ☐ breakfast / ☒ lunch / ☐ After School Snack (select all that apply). The Vendor agrees to supply a copy of the planned menus to the Local Education Agency at least two weeks prior to the date they are to be served. Menus will be planned in accordance with the following menu planning requirements of the U.S. Department of Agriculture under the National School Lunch Program and/or School Breakfast Program and full and accurate menu and production records will be maintained by the Vendor (select one):

- ☒ Traditional Food-based
☐ Enhanced Food-based
☐ Nutrient Standard Menu Planning
☐ Assisted Nutrient Standard Menu Planning
☐ Other _____

2. The Local Education Agency agrees to purchase meals ordered according to the following schedule:

	<u>Breakfast</u>	<u>Lunch</u>	<u>Snack</u>
Student Meals	\$ <u>—</u>	\$ <u>2.00</u>	\$ <u>—</u>
Adult Meals	\$ <u>—</u>	\$ <u>2.00</u>	\$ <u>—</u>

3. Meals shall be delivered with the appropriate non-food items necessary for the meal to be consumed, unless otherwise specified in Section 9 of this contract. Non-food items include, but are not limited to condiments, napkins, plates, utensils, and straws.
4. Food will be transported in accordance with Delaware Division of Public Health safety standards for transporting foods by the:
☒ Local Education Agency ☐ Vendor
5. The Local Education Agency shall determine the eligibility of students participating in the Child Nutrition Programs using eligibility documents as required according to federal regulations. The Local Education Agency shall maintain daily meal counts (by category) of reimbursable meals served to eligible students.
6. The Local Education Agency shall maintain full and accurate records for complying with all reporting and recordkeeping requirements under the Child Nutrition Programs. The Local Education Agency shall claim student meals for federal reimbursement under the Child Nutrition Programs at the following rates:

	<u>Lunch Rate</u>	<u>Breakfast Rate</u>	<u>Snack Rate</u>
Free Student Meals	\$ <u>0</u>	\$ <u>—</u>	\$ <u>—</u>
Reduced Price Student Meals	\$ <u>0.40</u>	\$ <u>—</u>	\$ <u>—</u>
Paid Student Meals	\$ <u>2.50</u>	\$ <u>—</u>	\$ <u>—</u>

Agreement to PURCHASE Meals
Page 2

7. The Local Education Agency and the Vendor agree to make all records available to one another upon request. It is also agreed that records will be retained for the required period of three (3) years after the end of the fiscal year to which they pertain (or longer, if an audit is in progress); and upon request, all accounts and records pertaining to the program will be made available to representatives of the U.S. Department of Agriculture, the General Accounting Office, and the Delaware Department of Education Child Nutrition Programs for audit or administrative review at a reasonable time and place.
8. The Local Education Agency shall collect payments for meals from eligible program participants according to the following daily prices:

	<u>Breakfast</u>	<u>Lunch</u>	<u>Snack</u>
	No Charge	No Charge	No Charge
Free Students			
Reduced Price Students	\$ -	\$ 0.40	\$ -
Paid Students	\$ -	\$ 2.50	\$ -
Adults	\$ -	\$ 2.75	\$ -

9. Other Services Required:

This agreement shall be effective from August 2011 to June 2011. It may be terminated by notice in writing given by any party hereto to the other parties at least thirty (30) days prior to the date of termination.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the dates indicated below:

Patricia A. Rhaphant
Local Education Agency's Official's Signature

Executive Director
Title Date

21777 Sussex Pines Rd, Georgetown, DE 19947
Address

302-856-3636
Phone

July 5, 2011
Superintendent of Schools
Title Date

1160 S. Central Ave. Laurel DE 19956
Address

302-875-6100
Phone

Vendor Au

**Agreement to FURNISH Meals for the
National School Lunch/School Breakfast/After School Snack Programs**

THIS AGREEMENT is made and dated, May 3, 2011 20__, between Laurel
School District/Local Education Agency (LEA), herein called the School District/LEA and Sussex
Academy, herein called the Special Program.

1. The School District/LEA agrees to supply meals ☐ inclusive / ☒ exclusive (select one) of milk to the Special Program for ☐ breakfast / ☒ lunch / ☐ After School Snack (select all that apply) in accordance with the following menu planning requirements of the National School Lunch Program and/or School Breakfast Program and will maintain full and accurate menu and production records (select one):
 - ☒ Traditional Food-based
 - ☐ Enhanced Food-based
 - ☐ Nutrient Standard Menu Planning
 - ☐ Assisted Nutrient Standard Menu Planning
 - ☐ Other _____
2. Meals shall be delivered with the appropriate non-food items necessary for the meal to be consumed, unless otherwise specified in Section 8 of this contract. Non-food items include, but are not limited to condiments, napkins, plates, utensils, straws.
3. Food will be transported in accordance with Delaware Division of Public Health safety standards for transporting foods by (select one):
 - ☒ Special Program
 - ☐ School District/LEA
 - ☐ N/A
4. Eligibility determinations for participation in the National School Lunch Program and School Breakfast Program will be made using eligibility documents as required according to federal regulations, by the (select one):
 - ☒ Special Program
 - ☐ School District/LEA
 - ☐ N/A
5. The ☐ School District/LEA ☒ Special Program (select one) shall maintain daily meal counts by category of reimbursable meals served to eligible students and supporting documentation.
6. It is further agreed that both parties will maintain full and accurate records that the other will need to meet its responsibility and make all records readily accessible to one another upon request. The School District/LEA and the Special Program also agree to retain records required for a period of three (3) years after the end of the fiscal year to which they pertain (or longer, if an audit is in progress); and upon request, to make all accounts and records pertaining to the program available to representatives of the U. S. Department of Agriculture, the General Accounting Office, and the Delaware Department of Education for audit or administrative review at a reasonable time and place.
7. School District/LEA shall furnish meals as agreed by the School District/LEA and Special Program during the period of August 2011 to June 2012.
8. Other Services Required:
Sussex Academy will provide insulated containers
to transport food.

9. Payment for meals will be provided by: (select A, B, or C)

A. ☒ Special Program will purchase student meals for \$ 2.00 per lunch, \$ N/A per breakfast, and \$ _____ per snack provided; and adult meals for \$ 2.00 per lunch and \$ N/A per breakfast.

B. ☐ Special Program or ☐ School District/LEA (select one) will collect meal costs daily from participants based on eligibility determinations for Child Nutrition Programs and forward the monies collected to the School District/LEA, as follows:

Category	Lunch Prices	Breakfast Prices	After School Snack
Free Students	No Charge	No Charge	No Charge
Reduced Price Students	\$ _____	\$ _____	\$ _____
Paid Students	\$ _____	\$ _____	\$ _____
Adults	\$ _____	\$ _____	\$ _____

C. ☐ Other: Special Program will pay for meals when they receive invoices on a monthly basis.

10. Student meals (select one): ☐ will / ☐ will not be claimed for federal reimbursement under the Child Nutrition Programs. If student meals will be claimed, this will be done by (select one):

☐ Special Program ☐ School District/LEA; at the following rates:

Category	Lunch Rate	Breakfast Rate	After School Snack Rate
Free	\$ <u>- 0 -</u>	\$ <u>-</u>	\$ <u>-</u>
Reduced	\$ <u>0.40</u>	\$ <u>-</u>	\$ <u>-</u>
Paid	\$ <u>2.50</u>	\$ <u>-</u>	\$ <u>-</u>

This agreement shall be effective from August 2011 to June 2012. It may be terminated by notice in writing given by any party hereto to the other parties at least thirty (30) days prior to the date of termination.

IT WITNESS WHEREOF, the parties hereto have executed this agreement as of the dates indicated below:

[Signature]
Signature of School District/LEA Official
Superintendent of Schools
Title

7-9-11
Date
1160 S Central Ave Laurel DE 19956
Address
302-875-6100
Phone

[Signature]
Signature of Special Program Official
Executive Director
Title

21777 Sussex Pines Road
Date
Address Georgetown, DE 19947
302-856-3636
Phone



March 25, 2011

Sussex Academy of Arts & Science
c/o Bruce Egolf
Georgetown, DE 19947

Proposal for Grass Cutting for 2011 Season

All areas to be cut on a <u>weekly</u> basis include grasses around main building; from Sussex Pines Road to the drainage swale behind main building; and from Zoar Road to the farmer's field east of the main building.	\$250.00 per cutting
Entire property to be cut every other week, including property described above	\$375.00 per cutting

Any questions please feel free to call.

Thank you for your consideration


Cody Pepper
Pepper Lawn Company, LLC
22058 Vaughn Road
Georgetown, DE 19947
302-546-8856





CONTRACT FOR SERVICES

This Contract, dated September 26, 2011, is made between Sussex Academy of Arts and Sciences ("Client") and Innovative Schools Development Corporation ("Innovative Schools") and is effective upon signature by both parties.

Subject to the terms and conditions of this Contract, Client seeks to engage Innovative Schools for New School Development Services (the "Services") specified in the attached Scope of Work ("SOW") Appendices and Innovative Schools is interested in accepting such engagement.

1. Responsibilities

For the period beginning on September 26, 2011 and ending on January 1, 2012, Innovative Schools will provide Services as specified in Appendix A: Scope of Work.

Upon approval of the charter application, the Client will enter into a subsequent MOU with Innovative Schools. As further defined in the MOU, the Client will:

- become a member of the Expeditionary Learning or New Tech Network (with associated membership fee) from charter approval until full grade configuration is attained
- become an active member of the Model Schools Alliance and send a representative to each meeting.

It is understood that should either Client or Innovative Schools wish to modify the scope of this Contract, a new Contract (or Addendum to this Contract) will be required. No work outside of the scope of this Contract will be performed without the express and prior agreement of Innovative Schools and Client.

Throughout the contract, the Client will provide requested information in a timely manner in order for Innovative Schools to successfully meet all deadlines (per timeline). The Client will provide input at critical junctures as well as specific school related information which will assist in the development of a high quality application. The Client will select a primary point of contact to interact with Innovative Schools' Project Manager. The Client will approve all sections of the application in writing and assumes all responsibility for the content prior to Innovative Schools submitting it to the DDOE.

2. Compensation and Payment Terms

a. Compensation

Client agrees to conditionally pay Innovative Schools **\$79,000** (seventy-nine thousand dollars) plus any agreed out-of-pocket expenses incurred during the execution of services. These expenses may include, but are not limited to, mileage reimbursements for offsite meetings, other travel expenses for meetings requested by Client, third party vendor costs for additional services requested by Client, etc. for services outlined in **Appendix A: Scope of Work** during the contract period. Innovative Schools will make every reasonable attempt to minimize out-of-pocket expenses; teleconferencing and video conferences will be employed, when feasible.

b. Payment Terms:

The total amount shall be invoiced to Client in three installments by Innovative Schools. Upon contract signing, an invoice will be issued for \$53,000. On November 11, 2011, if the Client decides to continue with the Contract, a second invoice will be issued for \$24,000. If the Client decides to terminate the Contract on November 11, 2011, then all work will cease and the second invoice will not be issued. This decision point is only available to the Client on November 11, 2011; otherwise, the contract language in

Section 3 (Termination) will be employed. All payments are to be received by Innovative Schools within 30 days from the date of invoice.

3. Termination

Either party may terminate the Contract without cause upon 60 days written notice. In the event of a termination without cause each party shall be responsible for reasonable costs incurred by the other party in reliance upon the Contract. Specifically, the client will be responsible for the reasonable market cost of any services provided that is above and beyond fees already paid to Innovative Schools, or if no fees have yet been paid, the client is responsible for the payment of reasonable market value of services. Costs due shall not exceed the maximum Contract amount. If Innovative Schools terminates the Contract they will either refund fees paid in excess of services rendered, based on reasonable market costs, or will provide services of a value equal to the fee paid. The client will have the option to choose a refund or to have in kind services provided within a specified timeframe.

Either party may terminate the Contract for cause upon a material breach of the terms or obligations. In such case the party requesting termination shall present in writing the nature of the alleged breach. The allegedly breaching party shall have 30 days to cure the alleged breach or satisfy the disputed aspect of the Contract. In the event the parties cannot agree on the curing or satisfaction of the alleged breach the issue may be referred to mediation or arbitration. In the event of a termination for cause, costs and liabilities will be apportioned as in the above paragraph.

In the event that the Contract between Innovative Schools and Client is terminated, Innovative Schools will engender its best efforts to work with Client and any other selected vendor(s) to transition the required activities in a manner that does not affect the normal operations of the Charter School. Client and its new vendor(s) would proactively work with Innovative Schools to expedite the transitioning of all required responsibilities.

4. Notices

All notices under this Agreement shall be deemed to have been duly given if made in writing and sent by United States certified or registered mail, postage prepaid, electronic mail, or by overnight delivery service providing proof of receipt, and addressed as follows:

- a. Innovative Schools will deliver all correspondence to Client at the following addresses:

Sussex Academy of Arts and Sciences
21777 Sussex Pines Road
Georgetown, DE 19947
Attn: Patricia S. Oliphant
e-mail: poliphant@saas.k12.de.us

Brian White
e-mail: brian@lally-white.com

Joseph Schell
e-mail: joseph.schell1@att.net

- b. Client will deliver all correspondence to Innovative Schools at the following address:

Innovative Schools
100 West Tenth Street, Suite 403
Wilmington, DE 19801
Attn: Deborah Doordan
ddoordan@innovativeschools.org

All mail notices shall be deemed given upon receipt or upon refusal to accept delivery. Electronic mail notices shall be deemed given upon receipt of the "read receipt" or direct reply via e-mail from the recipient.

5. Independent Contractor

Innovative Schools acknowledges and agrees that it, and any team member or employee of Innovative Schools, is acting under this Contract solely as an independent Contractor. Innovative Schools, and any team member or employee of Innovative Schools, will not be deemed an employee, agent, partner or joint venture of Client for any purpose whatsoever, and will have no authority to bind or act on behalf of Client. This Contract will not entitle Innovative Schools, or any team member or employee of Innovative Schools, to participate in any benefits available to employees of Client, including, without limitation, workers compensation insurance, state disability insurance, unemployment insurance, group health and life insurance, vacation pay, sick pay, severance pay, bonus plans, pension plans, savings plans and the like.

6. Confidentiality

Either party to this Contract may, in the course of fulfilling its obligations hereunder, need to disclose information to the other party that is proprietary or confidential. The Receiving Party (whether it is Client or Innovative Schools that receive the confidential information) agrees to keep such information confidential and will not disclose such information to any third party. Such information may be oral, written, or documentary. Any such information deemed confidential must be identified as such when such information is shared. This Paragraph does not include as "confidential" any information that: (a) is already known to the Receiving Party as evidenced by prior documentation; or (b) is or becomes publicly known through no wrongful act of the Receiving Party; or (c) is rightfully received by the Receiving Party from a third party without restriction and without breach of this Contract or any other Contract; or (d) is approved for release by written authorization of the Disclosing Party. Additionally, matters related to compensation (Paragraph 6 above) in this Contract are to be considered confidential, and made available only to appropriate tax and regulatory authorities, and relevant officers and staff and Consultants of Innovative Schools.

7. Intellectual Property Rights

Client acknowledges and agrees that any products or know-how delivered by Innovative Schools in the performance of the Services under the scope of this Contract (the "Developments") are the sole exclusive property of Innovative Schools. Products that are developed by Innovative Schools under the scope of this Contract will be made available in perpetuity on a royalty-free basis to the Client.

Any products previously developed by the Client and delivered to Innovative Schools (e.g., prior charter application, etc.) remain the sole exclusive property of the Client.

Innovative Schools warrants and represents that it, and any team member, employee, consultant or agent of Innovative Schools, will not infringe any rights of any third party in the performance of the Services under this Contract. The use of any trade, brand, or service marks of either party by the other party hereto shall be approved in advance by the non-using party.

Furthermore, the client acknowledges that any portion of the charter application developed by Innovative Schools including, but not limited to curriculum documents, narrative, trade, brand, or service marks pertaining to School Design included in Innovative Schools' Portfolio of Model Schools remain the sole exclusive property of Innovative Schools and its School Design Partners and shall not be used or replicated in any way without the written consent of Innovative Schools. Any portion of the charter application that had been previously developed by the Client will remain the sole exclusive property of the Client.

8. Successors and Assigns

All of the provisions of this Contract shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, and to the extent permissible under Paragraph 13 [Assignments] hereunder, to the successors and assigns of the parties.

9. Governing Law and Jurisdiction

This Contract will be governed by and construed in accordance with the laws of the State of Delaware, without giving effect to its principles of conflicts of law. Any legal action or proceeding brought to interpret or enforce this Contract or in any other way arising out of or in relation to this Contract will be brought exclusively in either the state or federal courts located in Delaware. The parties hereto irrevocably submit to the exclusive jurisdiction and venue of said courts in any such action or proceeding and hereby waive any and all objections to the personal jurisdiction and venue of said courts.

10. Arbitration

Any controversy arising out of the terms of this Contract or its interpretation shall be settled in Wilmington, Delaware in accordance with the rules of the American Arbitration Association, and the judgment upon award may be entered in any court having jurisdiction thereof.

11. Waiver

Waiver by one party hereto of breach of any provision of this Contract by the other shall not operate or be construed as a continuing waiver.

12. Assignment

Innovative Schools shall not assign any of its rights under this Contract without the prior written consent of Client, which consent shall not be unreasonably withheld, conditioned or delayed. Notwithstanding the foregoing, Innovative Schools may delegate the performance of any of its duties hereunder to contractors or other third parties it has hired for the delivery of Services as specified in Appendices.

13. Modification or Amendment

No amendment, change or modification of this Contract shall be valid unless in writing signed by the parties hereto.

14. Entire Contract

This Contract, including the Appendices, which are incorporated herein, constitutes the entire Contract between Innovative Schools and Client with respect to the subject matter hereof and, supersedes all prior oral or written Contracts and understandings relating to the subject matter hereof.

15. Counterparts

This Contract may be executed in counterparts and by facsimile signature, each of which will be deemed an original, and all of which will together constitute one and the same instrument.

16. Unenforceability of Provisions

If any provision of this Contract, or any portion thereof, is held to be invalid and unenforceable, the remainder of this Contract shall nevertheless remain in full force and effect.

It is understood that should Client wish to expand the scope of this Contract with additional services provided by Innovative Schools, a new Contract (or Addendum to an existing Contract) will be required. No work outside of the scope of this Contract will be performed without the express and prior authorization of Innovative Schools and Client.

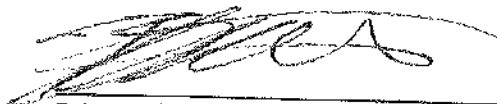
Agreed by:


Deborah L. Doordan, Executive Director
Innovative Schools

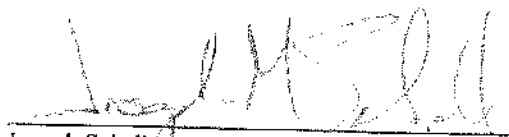
10/6/11
Date


Patricia S. Oliphant

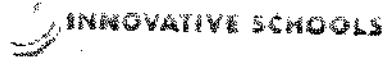
9-28-11
Date


Brian White

9-28-11
Date


Joseph Schell

9/28/2011
Date



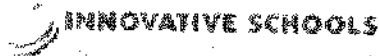
APPENDIX A

Scope of Work

During the Application Phase of the New School Development Program, the relationship between Innovative Schools and the Board of Directors is collaborative. The Sussex Academy of Arts and Sciences Board of Directors is directly responsible for approving in writing all sections of the application including narrative, budget and curriculum prior to the submission to the Delaware Department of Education.

APPLICATION PHASE DELIVERABLES November – December 2011		
	Responsible Party	Description
Charter Application Development	Innovative Schools	Using existing materials from the current charter in addition to research and materials provided by Sussex and through its own resources, Innovative Schools will write and develop a charter application for grades 9-12 for Sussex through the Delaware Department of Education (DDOE) <u>on or before December 31, 2011</u> .
Financial Projections	Innovative Schools	Using existing program budgets for middle grades, Innovative Schools will develop budget projections for grades 9-12 using DDOE requirements and worksheets as well as input from Sussex.
Curriculum Mapping	Innovative Schools	Innovative Schools will prepare the necessary academic program overview and course sequence, curriculum maps, instructional units, and course selection handbook to complete the charter application, according to DDOE requirements. All documents will be approved by Sussex prior to submission to the DDOE.
Document Preparation	Innovative Schools	Innovative Schools will proofread the entire charter school application, make recommendations for modifications, format the application to meet DDOE application requirements, submit the document online, and print the final documents for submission to the DDOE.

APPLICATION PHASE DELIVERABLES November – December 2011		
Technology Plan	Innovative Schools	Innovative Schools will prepare a technology plan for the charter school utilizing the existing plan for the middle grades and developing a new plan for the high school grades.
Oversight and Final Approval	Sussex Academy of Arts and Sciences	Throughout the process, Sussex Academy of Arts and Sciences will provide requested information in a timely manner in order for Innovative Schools to successfully meet the deadlines in the attached timeline. Sussex will provide input at critical junctures as well as specific school related information which will assist in the development of a high quality application. Sussex will select a primary point of contact to interact with Innovative Schools' Project Manager. Sussex will approve all sections of the application in writing and assumes all responsibility for the content prior to Innovative Schools submitting it to the DDOE.



Timeline

Deliverables Timeline			
Due Date	Task	Name	Organization
9/22/11	Proposal Submitted to Sussex		Innovative Schools
9/26/11	Contract Signed		Sussex
9/23/11	Sussex provides existing charter application and all appendices; other relevant information		Sussex
9/30/11	Initial Planning Session		All Parties
Application			
10/7/11	Initial contact with DDOE (On-going contact with DDOE as needed)		Innovative Schools
11/11/11	*Go/No-Go Decision Point*		Sussex
11/30/11	1 st Draft sent to Sussex		Innovative Schools
12/5/11	Review by Sussex		Sussex
12/12/11	2 nd Draft sent to Sussex		Innovative Schools
12/14/11	Review by Sussex		Sussex
12/18/11	Final Draft sent to Sussex		Innovative Schools
12/20/11	Approval by Sussex		Sussex
12/21/11	Final Copy to Printer		Innovative Schools
12/22/11	Delivery to DDOE/Upload Online		Innovative Schools
Financials			
11/23/11	First draft of Budget		Innovative Schools
11/30/11	Review by Sussex		Sussex
12/6/11	2 nd draft of Budget		Innovative Schools
12/9/11	Review by Sussex		Sussex
12/13/11	Final draft of Budget to Sussex		Innovative Schools
12/14/11	Approval by Sussex		Sussex
12/15/11	Approved Budget documents included in Charter Application Final Draft		Innovative Schools

Timeline (cont'd)

Curriculum			
12/2/11	Curriculum drafts due		Innovative Schools
12/7/11	Review by Sussex		Sussex
12/12/11	Final Curriculum draft to Sussex		Innovative Schools
12/15/11	Approval by Sussex		Sussex
12/20/11	Final Curriculum documents included in Charter Application Final Draft		Innovative Schools
Technology Plan			
11/9/11	Tech Plan Draft due		Innovative Schools
11/14/11	Review by Sussex		Sussex
12/5/11	Final Tech Plan draft to Sussex		Innovative Schools
12/9/11	Approval by Sussex		Sussex
12/15/11	Approved Tech Plan documents included in Charter Application Final Draft		Innovative Schools

**This timeline may be amended as needed and will be communicated to all parties as changes occur.*

Employee Handbook Table of Contents

Staff Work Hours and Teachers' Contract Day	
Holidays	
Severe Weather and Emergency Conditions	
Employment Related Topics	
Absences And Leave	
Absence	
Family and Medical Leave Act	
Personnel Records	
Salary And Benefits	
Pay Periods	
Salary Changes Related to Education	
DOE Salary Supplements	
Insurance	
Staff Evaluation	
Employee Responsibilities and Conduct	
Guidelines Related to Curriculum and Instruction	
Guidelines for Evaluation of Student Performance and Achievement	
Grading Scale	
Honor Roll	
Retention and Promotion	
Guidelines for Student Conduct and Behavior	
Sussex Academy Student Code of Conduct	
Standards and Rules	
Breaches of this Code of Conduct	
DOE Regulation #601- Mandatory Reporting of School Crimes	
General Guidelines for Classroom Management and Discipline	
School Procedures and Responsibilities	
Student-Related Topics	
Homeroom Procedures	
Disciplinary Referrals	
Forms	
End of Year Checkout ☺	
Sussex Academy of Arts and Sciences Policies	
Team Member Assignments	
Expedition Coordinator	
Portfolio Coordinator	
Field Work Coordinator/Parent Liaison	
Instructional Leadership Team (ILT)	
Teacher Job Description	
Department Head Job Description	
Guidelines for the Sunshine Fund	
Retirement	
Busing Operations	
Cafeteria Operations	
Emergency Procedures Guide	
Bomb Threat	
Fire Evacuation	
Fire Drills	
Intruder in the Building	
General Response To Any Emergency	
School Crisis Team:	
Emergency Response Team	

Staff Work Hours

In Title 14 Delaware Codes 1305, 1308, and 1311 the State Board of Education defines the workday of teachers and administrators as 7.5 hours inclusive of a ½ hour for lunch, the workday of secretaries as 7.5 hours exclusive of a ½ hour for lunch, and the workday of custodians as 8.0 hours inclusive of a ½ hour lunch. Therefore, the official workday for teachers at Sussex Academy has been scheduled to run from **7:45 a.m. to 3:15 p.m.** The workdays for the office and building operations staff will be individualized to ensure that there are adequate personnel available to provide the services necessary for the daily operations and needs of the Sussex Academy. All employees are expected to sign in upon their arrival using the computer on the counter in the office. In addition, all employees are asked to sign out when leaving the building at the end of her/his workday. A Director will notify employees of all after school or evening meetings in a timely manner, providing at least 24 hours notice, except in cases of emergency.

Holidays

Full-time, classified employees have the following paid holidays:

- New Year's Day
- Martin Luther King, Jr. Day
- President's Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- General Election Day
- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Day

Any additional holidays so proclaimed by executive decree (Presidential and/or Gubernatorial) and approved by the President of the Sussex Academy's Executive Board.

The Sussex Academy of Arts and Sciences will be closed the week between Christmas Day and New Year's Day; all employees will be off during that time period.

Severe Weather and Emergency Conditions

Decisions regarding changes to the school's schedule/calendar (closings, early release, and/or late openings) resulting from severe weather conditions or other emergencies will be made by the Directors of the Sussex Academy. In the event of a delayed opening, the SAAS teaching staff, Directors, and office staff are expected to report to work one hour later than their usual scheduled starting time provided that the road and/or weather conditions are safe for travel. All other employees are expected to report at their usual starting time provided that road and/or travel conditions are safe for travel. This expectation does not apply to those employees who have alternative work schedules. If a severe weather condition or other natural or man-made emergency develops during working hours, the Sussex Academy Executive Directors may allow non-essential employees to leave work early. No loss of pay or utilization of accumulated leave or compensatory time will occur in the event of early dismissal for this reason.

Obligation of Employees

The Sussex Academy Directors shall indicate whether Sussex Academy closings pertain to both staff and students or to students only. If a severe weather condition or other natural or man-made emergency forces any

employee to be late for work, the employee shall contact his/her supervisor of the impending lateness, and state the expected time of arrival for work. Reasonable delay in arriving at work due to poor travel conditions will not be a basis for charging leave.

Record Keeping Requirements for Sick and Annual Leave

Any employee, essential or non-essential, who is on sick leave or previously approved annual leave during a declared severe weather or other natural or man-made emergency shall not be charged leave for the duration of the emergency. Upon the employee's return to work from sick leave, or upon his/her return to work from approved annual leave, the employee's leave records will be credited accordingly.

Employment Related Topics

Absences And Leave

Bereavement

In the case of a death in the immediate family of the employee, there shall be no reduction in salary of said employee for an absence not to exceed five (5) working days. Members of the immediate family shall be defined as father, mother, brother, sister, son, stepson, daughter, stepdaughter, husband, wife, mother-in-law, father-in-law, daughter-in-law, son-in-law, any relative who resides in the same household, or any person with whom the employee has made his or her home.

Bereavement—Other Family

In the case of death of a near relative, there shall be no deduction in salary of the employee for absence on the day of the funeral. A near relative shall be defined as first cousin, grandfather, grandmother, aunt, uncle, niece, nephew, brother-in-law and sister-in-law. The absence shall be in addition to other leaves granted the employee.

Absence

If a situation develops necessitating your legitimate absence from work, it is your responsibility to inform the school by telephoning 856-3636. As soon as a staff member knows that he/she will be absent, he/she should notify a Director and complete the **leave form**. Leave forms will only be accepted late if an emergency or last minute sickness has arisen. If a leave form has not been turned in, the Sussex Academy reserves the right to dock the staff member's pay. Any staff member who becomes ill in the evening should notify a Director by phone prior to 9:30 p.m., or between 6:30 a.m. and 7:00 a.m. It is the responsibility of the teacher to find a substitute when an absence is necessary. A list of approved substitutes will be provided at the beginning of the school year and every time the list may change.

Absence for personal reasons requires prior approval from a Director except under emergency conditions.

The Executive Directors have the authority to request a doctor's certificate for absences. (Reference DE Code, Title 14 Education, Chapter 13, §1318 and §1319. You can access this on the Department of Education's website at www.doe.state.de.us, State Code.)

Leave forms are to be given to the Office Manager as soon as you know you will be out. If you are sick and did not know in advance you would be out, please submit a leave form the day you return to work.

Substitute Folders

Revised: 12/22/2011

Each teacher shall develop a substitute folder at the beginning of the year. These folders should be submitted to the Team Leader, and should include a daily schedule, class lists, all special schedules, duty schedules, attendance slips, lists of students leaving the room for special reasons and emergency lesson plans. Substitute folders are to be submitted to the Team Leader by **September 15**. Teachers are expected to keep all information current by reviewing substitute folders on a quarterly basis.

Leave of Absence – (for Teachers)

The size of the Sussex Academy makes long-term leaves of absence impossible. Any staff member may request a leave without pay, subject to the approval of a Director and the Board of Directors. Requests must be in writing, submitted with lead-time that allows for a board meeting prior to the requested leave without pay. Unauthorized leave may jeopardize state pension continuity.

Sick Leave

Sussex Academy staff members who are employed for 10 months will earn 1 day of sick leave per month of employment. Three of these days may be used for personal leave each year. Sick leave will accumulate from year to year.

Sussex Academy staff members who are employed for 12 months will earn 1 day of sick leave per month of employment. Sick leave will accumulate from year to year.

Annual Leave

Sussex Academy staff members who are employed for 12 months will earn 1¼ days of annual leave per month of employment. After 4 years of employment with the Sussex Academy, 12-month employees will earn 1¾ days of annual leave per month.

Military Leave

Military leave of absence for temporary active duty or for field training is with pay, but not to exceed 10 working days per calendar year, and will not be charged to annual leave.

Jury Duty and Appearance as Witness

Employees who, during their regular working hours, actively serve on jury duty or are under subpoena as a witness shall be paid at their regular rates of pay. Employees shall return to work within a reasonable time on days released from such duty.

Any employee appearing on behalf of the Sussex Academy before a court, legislative committee, or judicial or quasi-judicial body will be excused with pay.

Family and Medical Leave Act

Purpose

In compliance with the Family and Medical Leave Act of 1993 (FMLA), the Sussex Academy permits eligible employees to take leave without pay for a period of up to 12 work weeks in any 12 month period for any one of the following reasons:

- A. For the birth and care of the employee's newborn son or daughter.
- B. For the placement with the employee of a son or daughter for adoption or foster care.
- C. To care for the employee's spouse or other adult with whom the employee shares a domicile, parent or individual who stands or stood in loco parentis, son or daughter (including stepchild, foster child, or child of an employee standing in loco parentis) who has a serious health condition.

Revised: 12/22/2011

D. For a serious health condition (including illness or injury) that makes the employee unable to perform the essential functions of the employee's position.

An additional leave of absence without pay, independent of an FMLA leave, may be requested under EXTENDED LEAVES OF ABSENCE WITHOUT SALARY, for these same purposes.

NOTE: It is not a requirement for an employee to exhaust his/her sick/annual leave before requesting FMLA leave.

Eligibility

In order to qualify for the FMLA leave, the employee must have been employed by the Sussex Academy for at least one year; and have worked at least 1,250 hours during the 12-month period immediately preceding the first day of the requested leave.

Procedure

When the leave is foreseeable, an employee must provide 30 calendar days advance notice by submitting a "Request for Family or Medical Leave" form to his/her supervisor for approval. A "Certification of Physician or Practitioner" form must also be submitted for the reasons cited in C and D above. Blank "Request for Family or Medical Leave" and "Certification of Physician or Practitioner" forms may be obtained from the Sussex Academy Personnel Office.

The request for leave shall be subject to the approval of the President and a Sussex Academy Director. The request for leave may be denied if the advance notice and medical certification requirements are not met.

While medical certification to support a request for leave because of a serious health condition is a requisite part of the physician certification form, a second or third opinion may be required (at the Sussex Academy's expense).

Other detailed information relating to FMLA may be obtained from the Sussex Academy Personnel Office.

Period of Leave

An eligible employee may take up to 12 work weeks leave during an FMLA 12-month eligibility period. The FMLA 12-month eligibility period means the 12-month period measured forward from the date an employee first takes FMLA leave. After a 12-month period following the completion of an FMLA leave, an employee is eligible for another FMLA leave.

Benefits Which Are Continued During FMLA Leave

While on FMLA leave, an employee is entitled to have his/her existing Sussex Academy health and life insurance benefits maintained (including any State of Delaware share of the monthly cost). For full-time employees this includes all insurance under the Sussex Academy's benefit plan. If an employee was paying all or part of the premium payments prior to leave, the employee would continue to pay that amount during the leave period. Employees should forward payments for their share to the Sussex Academy Personnel Office. Failure by the employee to make his/her share of such contribution within 30 days after the payment is due will result in termination of coverage.

Benefits Which are Discontinued During FMLA Leave

Holiday pay, annual leave and sick leave are not earned during FMLA leave. Discontinued are: Disability Insurance, Worker's Compensation, Unemployment Insurance. Contributions to the State of Delaware Pension Plan and Social Security, by both the State and the employee, are discontinued.

Intermittent or Part-time FMLA Leave

An eligible employee may take FMLA leave on an intermittent or part-time basis rather than all at once. For record keeping purposes, leave usage for less than one-quarter day shall not be recorded as FMLA leave.

In order to accommodate FMLA leave on an intermittent or part-time basis, the Board President and Sussex Academy Executive Directors may temporarily alter an existing position or transfer an employee to an alternative position with equivalent pay and benefits.

Return to Work After FMLA Leave

In the event that an employee does not return to work or works less than 30 calendar days upon the expiration of an FMLA leave or approved extension of leave, the Sussex Academy's share of benefits premium payments shall be recovered from the employee for any period of unpaid leave except for the following circumstances: the serious health condition of the employee or the employee's spouse, nonspousal cohabitant, son, daughter, or parent; or other reason beyond the employee's control.

Personnel Records

Employee Records

The Sussex Academy shall comply with all policies and regulations and applicable federal and state laws concerning the maintenance and disclosure of employee records.

Salary And Benefits

Pay Periods

Employees will receive 26 paychecks for the school year. All staff members are required to use direct deposit. The State now issues paycheck advices to state employees through ePay (<https://phrstrapd.spo.state.de.us/>). An employee identification number and password are required to access this information. For assistance with login issues call 1-866-751-7833.

Salary Changes Related to Education

It is the practice of the Sussex Academy to initiate salary changes related to advanced education levels at the beginning of each school year. In other words, mid-year salary adjustments related to changes in education will not be processed. This practice is directly related to the budget cycle that affects the financial planning of charter schools. More specifically, estimates of revenue and expenses are generated in February for the upcoming school year. In doing so, the potential impact on anticipated expenses is considered and based, in a large part, on the Director of Finance & Operations's knowledge about each employee's current levels of education and experience. Additionally, state funds received by the school related to the education and experience of the school's employees is determined based on an annual snapshot taken by the DOE after the September 30 unit count process. Neither the DOE nor the State makes additional mid-year adjustments to this portion of our operating budget. Therefore, it is not possible to recognize and implement salary changes due to advances in educational level that are not brought to the attention of the Director of Finance and Operations during the budget planning cycle. For this reason, each employee of the Sussex Academy who has or will become eligible for a salary adjustment due to additional education for the upcoming school year is expected to inform the Director of Finance & Operations in writing by February 1. Evidence that all of the required paperwork has been submitted to the DOE must be provided to the Director of Finance & Operations by June 1. A salary adjustment will then be made when, and if, the DOE finds that a change is warranted.

DOE Salary Supplements

The DOE and the State have developed and are currently supporting a supplemental salary incentive for the completion of approved educational clusters and/or the attainment of National Certification. It is the practice of

the Sussex Academy to recognize these salary supplements provided that the administration is informed in writing in advance of the employee's intent to pursue this objective. A salary change related to the completion of DOE approved educational clusters or the achievement of National Certification will be reflected in the employee's pay advices as soon as the paperwork has been processed by the DOE and the funds are received by the Sussex Academy.

Insurance

1. Group Health – Membership in either Blue Cross-Blue Shield or Aetna is available to members of the staff. Full-time employees are responsible for a portion of the health premium and the State of Delaware will be responsible for the remainder of the premium. Part-time employees enrolling in group health insurance will be responsible for the entire premium.
2. Dental Insurance – Membership in either Delta Dental or Dominion Dental is available to all employees. The employee is responsible for the entire premium.
3. Blood Bank – Membership in the Blood Bank is a paid benefit to full-time employees. Employees enrolling are responsible for either a blood or cash donation when they are notified by the Blood Bank (approximately every 22 months). Part-time employees may participate in the Blood Bank by paying for their own membership through a one-time, annual payroll deduction.

Aetna Health Care of Delaware

P.O. Box 3013
920 Harvest Drive
Blue Bell, PA 19422
Customer Service: 877-542-3862
Website— www.aetna.com

Alexandria, VA 22314
Customer Service Phone # 1-888-518-5338
Website— www.dominiondental.com

HMS (Human Management Services)

Customer Service Phone # 1-800-343-2186
Website – www.hmsincorp.com

Blue Cross Blue Shield of Delaware

One Brandywine Gateway
P.O. Box 1991
Wilmington, DE 19899
Customer Service Phone # 1-800-633-2563 or 302-429-0260
Website – www.bcbsde.com

Flexible spending Accounts

ASI
P.O. Box 6044
Columbia, MO 65205-6044
Customer Service Phone # 1-800-659-3035
Website – www.asiflex.com

Medco (prescriptions)

Customer Service Phone # 1-800-939-2142
Website – www.medco.com

Blood Bank of Delmarva

100 Hygeia Drive
Newark, DE 19713-2085
Customer Service Phone # 1-888-825-6638
Website – www.delmarvablood.org

Delta Dental

One Delta Drive
Mechanicsburg, PA 17055
Customer Service Phone # 1-800-873-4165
Website—WeKeepYouSmiling.com/stateofdelaware

EyeMed Vision Care – Vision Insurance

Customer Service Phone # 1-855-259-0490
Website – <http://portal.eyemedvisioncare.com/wps/portal/emweb>

Dominion Dental Services, Inc.

115 South Union Street, Suite 300

Benefits Open Enrollment for Aetna Health Care, Blue Cross Blue Shield, Delta Dental, Dominion Dental, EyeMed Vision Care, and the Blood Bank is held every year during the month of May. The new benefits you choose during the open enrollment period will start July 1 of that year. You will be locked into the benefits you have chosen until the following June 30.

Other insurance you may purchase is available any time during the year. All you have to do is visit the vendors website or call customer service to enroll. Other insurance available is:

Minnesota Life Insurance Company (The state of Delaware provides you with insurance equal to one year of your salary.

You may purchase additional insurance for yourself, spouse or children.)

400 Robert Street North

St. Paul, MN 55101-2098

Customer Service Phone # 1-877-215-1489

Website – www.lifebenefits.com

Annual Leave and Sick Payouts

Eligible employees of Sussex Academy will be afforded annual (vacation) and sick leave payouts as prescribed here. An eligible employee is one who fills an earned state unit and is listed on staff as of November 30. Should the employee not be listed on this report, the school shall provide the name of the employee who previously occupied the position during the same fiscal year of the retirement or termination.

1. Eligible employees shall, upon retirement, be paid for each unused sick leave day, not to exceed 90 days. The total amount paid shall be based upon the portion of salary computed in accordance with state schedules, and shall be based upon 50% of the per diem rate of pay in effect at the time of retirement. If the eligible employee notifies a Director of his/her intent to retire at least six months prior to the requested retirement, the total amount paid shall be based upon the portion of salary computed in accordance with the current salary schedule, and shall be based upon 50% of the per diem rate of pay in effect at the time of retirement.
2. Eligible employees upon leaving service of the school shall be paid the state portion of any unused annual leave (vacation) in accordance with state policy.

Staff Evaluation

The Directors will evaluate all staff members.

The Delaware Performance Appraisal System (DPAS II) guidelines will be used to evaluate the teaching staff. Annually, teachers will complete and submit a Teacher Goal Form by September 30 and a Professional Responsibilities Form by January 31. Each teacher will receive a minimum of three observations within a two-year period. The evaluations will be discussed with the teacher and placed in that teacher's personnel file.

The DPAS II will be used to monitor and evaluate each teacher's instruction in such areas as the following:

1. Planning and Preparation
2. Classroom Environment
3. Instruction

Other employees will receive a narrative evaluation from a Director.

Employee Responsibilities and Conduct

Faculty Meetings—Attendance is Mandatory.

1. The first Wednesday of every month is reserved for faculty meetings. A Director may schedule additional meetings. Staff members will have 24-hours notice, except in case of emergency.

2. The second Wednesday of the month is reserved for Team meetings. The team has the responsibility of scheduling these meetings.
3. The fourth Wednesday of the month is reserved for Department meetings.

Supervision of Students – General

Supervision of students is one of the most important functions that we perform. Effective supervision requires consistent and constant awareness of what is happening. The degree of supervision exercised by the individual staff member affects the classroom and has certain legal implications as well. Should an accident occur at a time when students are supposed to be or are under your supervision, a court case could result in which you would be involved. Protect yourself from a negligence suit by exercising reasonable and constant supervision.

Supervision—Classroom, Buildings, Outside Instructional Areas

- a. Students assigned to any staff member must be supervised at all times. **Children are not permitted to remain unsupervised in any room of the building at any time.**
- b. **Students must be supervised going to and from lunch, at assemblies, lockers, Specials, and lunch detention, and while utilizing outdoor instructional and recreational areas, etc.**
- c. **The instructional staff is expected to monitor the student restrooms in accordance with the schedule developed by the Executive Directors.**
- d. Once students arrive at a destination that is supervised by another staff member, the responsibility for supervision becomes that of the receiving staff member.
- e. All staff members are expected to be in the building by 7:45 a.m. Teachers have a daily planning period from 7:45 until 8:25. Students who arrive before 8:25 are expected to report to and remain in the Media Center until dismissal to homeroom.
- f. Prior to lunch, each teacher should review the expectations for student behavior during lunch. **All students are expected to eat lunch in the cafeteria unless they have been reassigned by a staff member to an alternative location for behavioral or academic reasons. In these instances, it is the responsibility of that staff member to supervise the student.** Instructional staff members are expected to share lunch hour supervision, according to the posted schedule, or as requested.
- g. During the normal working day, between 7:45 a.m. and 3:15 p.m., staff members are not permitted to have their own children or relatives under their supervision. A Director may make exceptions.

Accident Procedures

Employees are covered under Workman's Compensation for any accidents that are connected with their job. Employees must report accidents or injuries immediately to a Director, whether or not the injury appears serious enough to cause the employee to miss time from work.

Guidelines Related to Curriculum and Instruction

The Sussex Academy Board of Directors selected a New American Schools design for comprehensive educational reform as part of its charter school initiative. Expeditionary Learning was chosen as our instructional framework.

Expeditionary Learning is a comprehensive school design based on 10 design principles that grow in part from the philosophy and experience of Outward Bound. These design principles are (1) The Primacy of Self-Discovery, (2) The Having of Wonderful Ideas, (3) The Responsibility For Learning, (4) Empathy and Caring, (5) Success and Failure, (6) Collaboration and Competition, (7) Diversity and Inclusion, (8) The Natural World, (9) Solitude and Reflection, (10) Service and Compassion.

Students and teachers spend time involved in learning expeditions that have intellectual, personal, and physical dimensions. Learning expeditions meet or exceed local and state standards. All students keep portfolios of their work and assessment is ongoing.

Additionally, the Sussex Academy has selected literacy as the school-wide instructional focus. Targeted literacy skills include the use of content specific vocabulary, relevant and sufficient details, and critical thinking skills in all student responses, verbal and written. It is the expectation of the Sussex Academy that literacy skills be taught and reinforced in every classroom, to every student, every day. The best practices identified by the staff to support this instructional focus include using higher order questioning strategies, modeling, demonstrating the use of critical thinking skills, assessing students regularly using benchmarks and rubrics, and reinforcing connections to text/media in all student responses.

To support learning expeditions and the instructional focus, teachers, students, and school leaders build a culture of respect and high expectations. This is, in part, established and maintained through an on-going expedition “SAAS-Superior Academics Awesome Students”. In addition, this is reinforced by the school schedule, built around large flexible blocks of time, looping, and multi-age heterogeneous classes.

The team of teachers is responsible for teaching the content standards and skills in reading, mathematics, language arts, social studies, and science. Other subjects such as physical education, creative expression (art), performance art (music), Spanish, computer applications, health, and other co-curricular classes are taught outside the core academic areas. These subjects are referred to as Specials. Each teacher of the Sussex Academy possesses unique talents in working with adolescents and has training and expertise in the particular learning styles of middle school students.

The Sussex Academy of Arts and Sciences provides a unique educational opportunity for students and their parents. The expectation is that students come to school with a positive attitude to learn and to take part in academic, social, and service activities and that their parents and the school supports these endeavors.

Course and Class Requirements

Each department should confer regarding the curriculum requirements for their specific content area and ensure that there is alignment with the Content Standards and Assessments. The department should determine what the three-year expectations are for student outcomes are in that content. Each teacher should be able to provide to the parents and students a synopsis of the class requirements for the year and an explanation of the grading system within that teacher’s class.

Lesson Plan Configuration

All teachers are expected to maintain relevant instructional plans. Lessons should be designed to reflect the needs of the students, to address the content standards and accountability expectations of the state, and to reinforce the school-wide and team-specific learning expeditions and initiatives.

Homework/Independent Practice

Homework is a natural extension of the educational program. A reasonable amount of independent practice has proven to reinforce and enrich daily class work, **provided that assignments are an outgrowth of what has been taught and directly related to material included in the present lesson or unit of study.** Homework should be judiciously assigned and should not become a burdensome or a source of conflict for students. Further, the homework policy should be clearly communicated to the students and their parents at the beginning of the school year.

Homework is a natural extension of the educational program. A reasonable amount of independent practice has proven to reinforce and enrich daily class work, provided that assignments are directly related to material included in the present lesson or unit of study. Teachers are requested to encourage parents/guardians to provide a quiet place and a consistent time frame each evening for children to study.

Consistent with school philosophy teachers are encouraged to communicate with their colleagues on a daily basis and during team meetings with respect to homework and tests. Cooperation among team members in

Revised: 12/22/2011

staggering lengthy homework assignments, quizzes, and unit tests provides the opportunity for optimum academic success to all students.

Guidelines for Evaluation of Student Performance and Achievement

Grade Placement

It is the school's role and responsibility to determine grade placement for incoming students from another school or from a home school. Many factors are used in the determination of grade placement. Those factors include, but are not limited to, the placement decision of the previous school, academic achievement measures, student's physical and emotional development, knowledge of the English language, previous retentions, estimates of intellect, wishes of the parents, etc. The Executive Directors have the responsibility to determine if additional testing is necessary in making the determination of grade placement.

In cases where an incoming 6th grade student has been promoted by another school to the 6th grade, but that student has not scored a Level 3 (Meets the Standard) on the 5th grade Delaware Comprehensive Assessment System (DCAS) in reading or math, the student may be given "transfer" status onto the 6th grade team at the Sussex Academy. In most cases the "transfer" status is maintained throughout the school year with promotion to grade 6 occurring at the end of the first year at Sussex Academy. This will, in effect, add at least one year to the student's normal three years of school at Sussex Academy.

Additionally, "transfer status" can also be granted to Sussex Academy students upon the recommendation of the Student Support Team.

Each transfer student's progress is routinely monitored to ascertain when promotion to the next grade should occur.

Grading Scale

The grading and reporting process is designed to inform students and parents/guardians of achievement progress. Grading policies are to be explained at the beginning of each year and usually reflect a combination of class work, homework, projects, and test results. **Teachers are required to contact parents either by telephone or in writing any time that a child's work begins to become unsatisfactory. Report card grades should not reflect a numerical grade lower than 60%. Interim report grades should not reflect a numerical grade lower than 40%.**

The following grading scale is used for marking report cards. In addition, report cards may be coded for anecdotal teacher comments.

93-100	Excellent	A
85-92	Very Good	B
75-84	Satisfactory	C
70-74	Poor	D
69-Below	Failure	F

Grade Books

Each instructor is expected to maintain an accurate record of all data compiled to determine a student's numerical average for each marking period. **In addition, each teacher's grade book should reflect an attendance record for every assigned student.** Electronic grade books are acceptable as long as back-up data has been maintained.

Honor Roll

At the end of each term an Honor Roll will be published. To be on the Honor Roll, a student must:

“A” Honor Roll

To be on the “A” Honor Roll, a student must have a grade of 93% or better in all core subjects (reading, writing, math, social studies, and science). Students must receive a grade of 85% or better in “Specials” and Portfolio to qualify for “A” Honor Roll.

“B” Honor Roll

To be on the “B” Honor Roll, a student must have a grade of 85% or better in all core area subjects (reading, writing, math, social studies, and science). Students must receive a grade of 75% or better in “Specials” and Portfolio to qualify for “B” Honor Roll.

Presidential Awards for Academic Excellence

Students who earn a final average of 93% or higher in all content classes and 85% or higher in all specials classes will be awarded the Gold Presidential Certificate for Academic Excellence. Students who earn a final average of 85% or higher in all content classes and 75% or higher in all specials classes will be awarded the Silver Presidential Certificate for Academic Excellence.

Report Cards and Interim Reports

The grading and reporting process is designed to inform students and parents/guardians of academic achievement and progress. Grading policies are explained at the beginning of each year by the teachers and usually reflect a combination of class work, homework, projects, and test results. Interim reports are distributed near the midpoint of each quarter. Report cards are distributed quarterly. Parents and students should refer to the school calendar for the dates of distribution.

Retention and Promotion

In the standards-based Delaware initiative, students are held to high standards and high-stakes accountability. Meeting those standards is demonstrated through successful performance on the state tests, through passing grades in the subject areas, through consistent attendance, and through other demonstrations of proficiency. The guidelines for retention in a grade as stated below are within the parameters of the existing state laws as well as the parameters of the charter of the Sussex Academy of Arts & Sciences.

Sixth Grade

A student will be retained in the sixth grade if any one of these conditions exists:

- The student fails reading, writing, or mathematics
- The student fails social studies and science
- The student fails either social studies or science and any two (2) of his special classes (computer, art, music, physical education, math explorations, and portfolio)
- The student does not meet the standard (Performance Level 3) in reading, writing, or mathematics on the DCAS and other standardized measures as adopted by the school.
- The student is absent for 24 or more of the 180 student school days*

Seventh Grade

A student will be retained in the seventh grade if any one of these conditions exists:

- The student fails reading, writing, or mathematics
- The student fails social studies and science
- The student fails either social studies or science and any two (2) of his special classes (computer, art, music, physical education, and math explorations)
- The student does not meet the standard (Performance Level 3) in reading, writing, or mathematics on the DCAS and other standardized measures as adopted by the school.

Revised: 12/22/2011

- The student is absent for 24 or more of the 180 student school days*
- The student fails to meet the standards of the Portfolio Review Committee

Eighth Grade

A student will be retained in eighth grade if any one of these conditions exists:

- The student fails reading, writing, or mathematics
- The student fails social studies and science
- The student fails either social studies or science and any two (2) of his special classes (computer, art, music, physical education, and math explorations)
- The student does not meet the standard (Performance Level 3) in reading, writing, or mathematics on the DCAS (Del. Code, Regulation 5.0).
- The student is absent for 24 or more of the 180 student school days*
- The student fails to meet the standards of the Portfolio Review Committee

*The Student Support Team (SST) may elect to override this rule if there is substantial evidence that the student's pattern of absences was warranted and did not dramatically affect academic achievement.

Guidelines for Student Conduct and Behavior

The Sussex Academy emphasizes a strong code of conduct that promotes respect for self and others and positive reinforcement of rules in a safe, secure environment.

Sussex Academy Student Code of Conduct

All staff and students at the Sussex Academy of Arts and Sciences have a right to work in a pleasant and caring environment in which discipline and welfare are essentially related. **Students** have the right to learn and **teachers** have the right to teach in an atmosphere of order, cooperation and mutual respect. Therefore, students are expected to adhere to this Student Code of Conduct and to accept their share of responsibility for maintaining a productive and civilized educational environment. **Parents** have an obligation to support the school in its efforts to implement this Student Code of Conduct. The **Directors** and **staff** have an obligation to implement this Student Code of Conduct in a fair and consistent manner.

Principles

The Student Code of Conduct at the Sussex Academy is based upon the following principles:

- All individuals are to be valued and treated with respect.
- Students have a right to learn in a secure environment without intimidation, where they are able to develop their talents, interests and ambitions.
- Parents should expect that their children will be educated in a secure environment in which care, courtesy, and respect for the rights and property of others are encouraged.
- Teachers should expect to be able to teach in an atmosphere of order and cooperation.
- Parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment.
- The Executive Directors and teachers have an obligation to implement the Code of Conduct fairly, reasonably, and consistently.
- Positive relationships among students are to be encouraged.

Standards and Rules

The following behaviors interfere with the rights of students and teachers and are, therefore, unacceptable:

- Harassment or violence, whether physical, verbal or otherwise.
- Vandalism and graffiti.

- Taking or removing the property of others at school without their permission.
- Disruptive behavior.
- Disrespect to a staff member.
- Interference with the rights of teachers to teach or students to learn.
- Uninvited visits to the school by persons unwilling to seek the permission of the Directors or staff to be on the school premises.

Breaches of this Code of Conduct

Breaches of this Code have consequences for the student and for others. It is, therefore, logical that students experience the consequences of poor behavior and in most instances those consequences will be related to the nature of the breach. Possible consequences include:

- Verbal warning.
- Requirement to produce a written or verbal apology.
- Deprivation of privileges.
- Period of detention.
- Parent/guardian contact.
- Withdrawal from trips and/or group activities.
- Referral to a Director.
- Removal from normal classes.
- Suspension from attendance at school.
- Referral to outside authorities (e.g. the Police).
- Expulsion from school.

Corporal punishment of students is prohibited in all circumstances. The Executive Directors and the Board will not support any teacher who chooses to violate this prohibition.

DOE Regulation #601- Mandatory Reporting of School Crimes.

Whenever a school employee has reliable information that would lead a reasonable person to believe that:

1. A student or a school volunteer has been the victim of:
 - a. A violent felony,
 - b. An Assault III, or
 - c. An Unlawful Sexual Contact III
 which occurred on school property or at a school function;
2. A school employee has been the victim of:
 - a. A violent felony,
 - b. An Assault III,
 - c. An Unlawful Sexual Contact III,
 - d. An Offensive Touching, or
 - e. A Terroristic Threatening,
 which occurred on school property or at a school function; or
3. A student has been the victim of:
 - a. A violent felony;
 - b. An assault in the third degree; or
 - c. Any sexual offense, as defined in § 761(d) of Title 11,

when the school employee has reliable information that would lead a reasonable person to believe that the crime has been committed by student or another school employee, regardless of whether the offense occurred on school property or at a school function,

The school employee who has reliable information that would lead a reasonable person to believe that a crime has been committed shall immediately report the incident to the principal, who shall immediately make reasonable efforts to notify the parents of any juvenile victim and shall immediately report the incident to the appropriate police agency. The report shall be made by

telephone or in person immediately and shall be followed by a written report within 3 business days.

If the police agency determines that probable cause exists to believe that a crime has been committed, or if the principal later learns that a suspect has been arrested for the offense, then the principal must file a written report of the incident with the superintendent. Thereafter, the superintendent shall, within 5 days, file a written report of the incident with the Department of Education.

Under no circumstances shall any person who has supervisory authority over the principal or any school board member exercise any control of, hinder or delay the lodging of any oral or written report required to be made pursuant to this subsection or the forwarding of such report to the Department of Education or the police. A principal (or acting principal if the principal is absent) may not delegate to or rely upon any other person except an assistant principal to make the immediate report to the police. A person with supervisory authority over the principal or any school board member who has knowledge of an incident which is required to be reported under this section, and who has information that would lead a reasonable person to believe that it has not been reported to the police, has an affirmative duty to report the incident to the police immediately. This includes, but is not limited to, incidents in which a school employee is a possible suspect and when an administrative review is ongoing.

Nothing in this section shall preclude school officials from reporting probable crimes that occur on school property or at a school function which are not required to be reported under this section. Nothing in this section shall abrogate the reporting requirements for child abuse or sexual abuse set forth in § 906 et seq. of Title 16.

(3) Sexual harassment. -- Whenever a school employee has reliable information that would lead a reasonable person to believe that a student under the age of 18 has been the victim of sexual harassment, as defined in Title 11, which occurred on school property or at a school function, the harassment must be reported to the principal, who, immediately after conducting a thorough investigation to determine if good reason exists to believe that harassment has occurred, must notify the victim's parent of that determination if the parent is not alleged to be the offender. The principal is not required to notify the appropriate police agency or to follow the provisions of subsection (d) of this section, but must file a written report with the Department of Education.

Student possession of weapons and unlawful drugs; mandatory complaints. -- Whenever a school employee has reliable information that would lead a reasonable person to believe that a person on school property or at a school function has on his or her person, concealed in his or her possessions, or placed elsewhere on school property:

- (1) Any controlled substance prohibited by Title 16, or
- (2) Any deadly weapon, destructive weapon, dangerous instrument or incendiary or explosive device as prohibited by Title 11,

the school employee shall immediately report the incident to the principal, who shall conduct a thorough investigation. If the investigation verifies that good reason exists to believe that a crime has been committed, the principal shall immediately notify the appropriate police agency of the incident. If the police agency determines that probable cause exists to believe that a crime has been

committed, then the principal shall file a written report of the incident with the superintendent. Thereafter, the superintendent shall file a written report of the incident with the Department of Education within 5 working days.

Suspensions. --Whenever a police agency has determined that probable cause exists to believe that a student has committed a crime which must be reported to the police pursuant to this section, the student shall:

- a. Be referred immediately to the internal or external alternative services of the district or school for intervention of an appropriate nature and duration prior to being returned to the general student body, and
- b. Be given an immediate internal or external suspension by the district or school until a parent conference is held to review the student's educational placement.

Before a student suspended under this subsection may be returned to the general student body, a parent of the suspended student is required to attend a parent conference with the superintendent to discuss the offense and to review the student's educational placement. A telephone conference shall be sufficient only if the superintendent so determines and so notifies the parent.

When a student who has been given an external suspension or who has been sent to an alternative program pursuant to this subsection returns to the general student body at a school where the victim is required to be present, the principal of the school must attempt to notify the adult victim or, if the victim is a juvenile, a parent of the juvenile victim.

Nothing in this subsection shall preclude a school district from imposing a suspension or expulsion beyond the date of a parent conference where otherwise appropriate. Any change of placement of students with qualifying disabilities must comply with applicable federal laws.

Penalties. -- Any school employee who fails to report an incident as required by subsection (b) or subsection (c) of this section shall be guilty of a violation and shall be fined not more than \$250 for a 1st offense and not more than \$500 for a subsequent offense. Any person with supervisory authority over the principal or any school board member who exercises any control of, hinders or delays the lodging of any report required to be made pursuant to this subsection or the forwarding of such report to the Department of Education or the police shall be guilty of a class B misdemeanor. Justices of the Peace Courts shall have jurisdiction over violations of this section.

Immunity from civil liability; review of criminal complaint. -- (1) Any school employee who in good faith provides information to a police agency, a principal, a superintendent, or to the Department of Education under subsection (b) or subsection (c) of this section shall not be held civilly liable for providing such information.

Prior to lodging any criminal charge against a school employee for providing information pursuant to subsection (b) or subsection (c) of this section to a police agency, a principal, a superintendent, or to the Department of Education, the Attorney General's office shall be consulted to determine the appropriateness of the charge.

Any report of an actual or suspected crime made by a school employee or principal pursuant to subsection (b) of this section shall be exempt from public disclosure pursuant to the Freedom of Information Act as set forth in Chapter 100 of Title 29.

Definitions. -- The following words, terms and phrases, when used in this section, shall have the meaning ascribed to them except where the context clearly indicates a different meaning:

(1) "Crime" includes a felony, misdemeanor or violation defined in the Delaware Code, as well as behavior by a person under 18 years of age which would be considered a felony, misdemeanor or violation if it had been committed by an adult.

(2) "Non-instructional designee" means a school employee whose primary job duty does not include teaching students.

(3) "Notification" means direct contact by telephone, in person, or by certified mail, unless otherwise designated.

(4) "Parent" includes natural parent, adoptive parent, or any person, agency, or institution that has temporary or permanent custody or guardianship over a student under 18 years of age.

(5) "Parent conference" includes a meeting by telephone or in person, unless otherwise designated.

(6) "Principal" means the building principal of any public school or charter school, or the building principal's designee.

(7) "School employee" includes all persons 18 years of age or older hired by a school district, attendance zone or charter school; subcontractors such as bus drivers or security guards; substitute employees; and persons hired by or subcontracted by other state agencies to work on school property.

(8) "School function" includes any field trip or any officially sponsored public or charter school event in the State.

(9) "School property" means any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by any public school district or charter school including, but not limited to, any kindergarten, elementary, secondary, or vocational-technical school or charter school, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school or charter school.

(10) "School volunteer" means a person 18 years of age or older who, without compensation, renders service to a public or charter school. "School volunteer" includes parents who assist in school activities or chaperone school functions.

(11) "Superintendent" means the superintendent of any public school district or charter school, or the superintendent's designee.

(12) "Suspension" means either an external or an internal removal of a student from the general school population.

(13) "Violent felony" means a crime designated in § 4201(c) of Title 11

(14) "Written report" includes printed paper filings and electronic filings that can be printed.

In addition to those school crimes are required to be reported pursuant to statute. The Superintendent of each school district or charter shall report to the Delaware Department of Education (DOE) the following incidents of misconduct:

1. Pornography
2. Bomb threats
3. Criminal mischief (vandalism)
4. Tampering with public records
5. Alcohol, possession and use
6. Felony theft (\$1,000.00 or more)
7. Bullying*
8. Fighting/disorderly conduct
9. Terroristic threatening
10. Sexual Harrassment
11. Offensive touching
12. Inhalants
13. Drug paraphernalia

*Bullying means any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:

- A. Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property.
- B. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
- C. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
- D. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

Bullying is unacceptable and a culture of openness is the best way to counter such behavior. It is the responsibility of each member of the school community: pupils, staff and parents to report instances of bullying or suspicions of bullying, in writing, with the understanding that all such reports will be listened to and taken seriously. All complaints shall be appropriately investigated and handled consistent with due process requirements and appropriate disciplinary action(s) will be taken when instances or acts of bullying have been determined to have occurred.

In-School Suspension

In-school suspension is an alternative to exclusion from school for students who choose to commit a serious infraction of the Code of Conduct. Students who are assigned to in-school suspension are

isolated with supervision to work independently for a specified length of time. In addition to schoolwork, self-help and/or values clarification materials concerning behavior may be completed during this time. Special rules will apply.

General Guidelines for Classroom Management and Discipline

- A. Decide before the year begins what behaviors are acceptable and/or unacceptable in your classroom, the hallways, etc.
- B. Develop a set of procedures and rules that students must follow.
- C. Teach, model, and practice all procedures and rules with your students. Decide ahead of time the positive and negative consequences of appropriate and inappropriate behavior.
- D. Be certain to positively reinforce compliance with your rules.
- E. Plan strategies to deal with the potential problems that could upset your classroom organization and management. (e.g. crying, name-calling, fighting, pushing, shoving)
- F. Monitor student behavior closely. Discuss behavior problems in private with the child. Use your behavior management system and the school discipline policy to guide you. Try to find the cause of misbehavior and alleviate it.
- G. Stop inappropriate behavior immediately.
- H. Be consistent in implementing your behavior management plan.
- I. Maintain and update your plan as needed throughout the year.

School Procedures and Responsibilities

Arrival and Departure

All staff should sign in on the office computer in the office upon arrival and sign out on their departure form the building. Staff members should use the front doors when entering or leaving the premises.

Morning Exercises

Delaware Code requires during the initial period of study on each school day that all students in public schools shall be granted two to three minutes to voluntarily participate in moral, philosophical, patriotic or religious activity. Opening exercises each morning must include the pledge of allegiance and a moment of silent meditation.

Dismissal

Students who ride a bus to school shall be dismissed at 3:10, all other students should remain in homeroom until the buses have been notified that they may leave the school's parking lot. Differences in a student's after school transportation is permitted only with a parent or guardian's knowledge and consent. Requests for early dismissal must be sent in to the office in the morning for approval. All students who leave the grounds during the school day must be signed out in the office by a parent or guardian, with permission from office staff.

Parties

Holiday parties may be curriculum related and are, therefore, permissible within the school. Any staff member who proposes to hold a party will be required to obtain prior permission from a Director. Parties will be held on school grounds or within a safe walking distance of school. No

physical hazard such as grills and/or deep water should be present at the site of any party or picnic. Parties or picnics are not to exceed the class period in length.

Cell Phone Use – Staff

Cell phone use by staff members is prohibited during times when they are directly involved in working with students or have instructional and/or supervisory responsibilities. Whenever possible, the use of cell phones during the workday should be limited to planning time, breaks, and lunch.

Leaving School Grounds—Staff

Any staff member who needs to leave the building during the school day, for purposes other than lunch or job related duties, are expected to have an approval from a Director and must sign out on the computer in the main office providing the time and destination. Staff members must sign in upon their return. **Leaving school grounds following the dismissal of students, but prior to 3:15 p.m. is only to be done with the permission of a Director.** Employees who are going to another location for school-related purposes, meetings, or course work will generally be permitted to sign out.

Leaving School Grounds—Students

Students are not permitted to leave the school grounds for any reason without a Director's knowledge and consent. Permission for students to leave the school grounds must be obtained from the Director's office. Students will sign out in the main office. Like staff members, students are to sign in upon return to school.

Mailboxes

All staff members should check mailboxes upon arrival in the morning, at lunchtime and before leaving in the afternoon. Students are not permitted to pick up mail for staff or to place items in staff mailboxes.

Office Equipment and Supplies

Equipment and supplies in the main office area are to be used by the Administrative Staff only. Exceptions to this must have the approval of a Director. **A Director must approve any request for typing to be done by the Administrative Staff.**

Parking

Employees may park their cars in any of the marked spaces beyond the row closest to the entrance of the school. The row of parking spaces closest to the entrance of the school is designated for the vehicles of visitors and for those with handicap parking permits only. No parking adjacent to school is permitted, as fire lanes must be kept clear.

Student-Related Topics

Accident Procedures

Any student who has an accident or injury or becomes ill at school should be referred immediately to the Nurse, Secretary, or a Director. In the case of an accident, if the student cannot or should not be moved to the office, notify the Nurse or a Director immediately for assistance. If a call to the parent is necessary, it is to be made by office staff.

Attendance

The school is responsible for maintaining an accurate record of each student's attendance. The secretary maintains a contemporaneous computerized record on the office's computer network. Teachers must accurately report absences so that the computerized record is correct. During the month of September, homeroom attendance slips are to be signed daily by each teacher verifying the accuracy of their attendance report. **Each teacher is also responsible for maintaining a written record of classroom attendance for each assigned class.** For auditing purposes, each student is to be marked as either present or absent for each period of the day including homeroom.

Cumulative Folders – Student Records

For the purposes of safekeeping, student records will be maintained in the office in a lockable, fireproof file cabinet. Students' records are never to be removed from the building. Teachers are expected to keep the permanent record folders current with testing information and other pertinent items. Any folder borrowed for review purposes is to be signed out and returned to the proper file drawer in the office before the close of the school day. Teachers should review new cumulative folders at the beginning of the school year.

Lunch

Each student is required to spend his or her lunch period in the multi-purpose room.

Lunchtime Regulations

1. Students will enter the multi-purpose room quietly, pick up purchased lunches, and go directly to their seats. Those students who have brought their lunch will proceed directly to their seats.
2. Students will remain in their seats while eating their lunch.
3. Lunchtime is for eating, not playing. Students will leave other people's lunches alone.
4. All conversation will be in a normal tone of voice. Yelling and screaming are prohibited.
5. Each student is responsible for cleaning up his own trash.
6. About five minutes before each team is to leave the lunchroom, the aide or teacher will dismiss the students to dispose of all trash.
7. Students are expected to leave the tables and lunch area in the same condition in which they were found.
8. Students will leave the multi-purpose room in an orderly manner.
9. Food, milk containers, or straws are to remain in the multi-purpose room.
10. Throwing of food or other items is not permitted.
11. Popping milk containers and plastic bags is prohibited.
12. Students who disobey these rules may be suspended from eating in the multi-purpose room.

Medication

Teachers are not permitted to administer medicine of any type to a child. The school nurse is medication certified and is permitted to administer medication only with written permission from a physician. Any questions **regarding** medication should be directed to the Nurse, Secretary, or a Director.

Homeroom Procedures

Every student should be in their assigned seat and ready to participate in the morning meeting activities promptly at 8:35 a.m. At the appropriate time, students will rise for a moment of silence and the recitation of the Pledge of Allegiance.

Each teacher is required by Delaware law to actively participate in the Pledge of Allegiance. Students are expected to stand and respectfully participate. Each teacher who has students will ensure that proper decorum prevails during opening exercises.

During opening exercises in all public schools in the state of Delaware, the first Amendment of the Constitution of the United States of America shall be read to all students on the first day of every school year.

Homeroom attendance is to be taken daily by 8:45 a.m. (10:45 a.m. on those occasions when there is a delayed opening of school) using the Pupil Accounting System. In addition, attendance is to be completed by teachers at the start of each class period.

Between Classes

All teachers are expected to supervise the corridors in the vicinity of their classrooms during the change of classes; they should meet students at their door and encourage students to promptly take assigned seats in order that class might begin quickly. Teachers should also check the lavatories on some regular intervals based on the schedule developed by the Directors. Teachers are strongly encouraged to use class-initiating activities, such as a warm-up assignment, to facilitate the start of class and to minimize the loss of instructional time.

Condition of the Classroom

The condition of the classroom and contents therein (furniture, equipment, instructional materials, etc.) is delegated to the teacher. Teachers should involve their students with maintenance of the classroom on a daily basis. This means that scrap paper, pencils, or other items should be picked up, put away, or discarded. Chairs should be placed off the floor at the end of the day so the custodial staff can vacuum and clean the classrooms. Evidence of vandalism should be reported immediately and steps taken to identify all responsible parties.

Teachers are responsible for the security of any personal property brought to school.

Hall Passes

Each teacher is accountable for the whereabouts of every student assigned to him/her during each respective class period. Therefore, all students desiring to leave their scheduled class must request permission from the “sending” teacher. **Permission to leave the room is denoted in the Student**

Planner. The permission denoted must include date, time, destination, and a teacher's initials.

Textbooks

Department Heads and Team Leaders coordinate the distribution and collection of textbooks. All teachers are responsible for cross-referencing textbook numbers with the students to whom each book is assigned. The issuing teacher should place the student's name in each textbook.

Homework Make-Up Policy

Teachers are to encourage students to make up all work missed due to excused absence(s). The time allowed for make-up work is one (1) day plus the number of days absent unless special arrangements are acceptable to the teacher(s) involved.

Keys

All teachers are reminded that they are prohibited from issuing their keys to any student, regardless of the circumstances.

Money From Students

All funds collected from students for class projects, field trips, etc. are to be turned in to the Office Manager to be deposited in the appropriate account. Do not leave money and/or valuables in the classroom.

Lunch Information

Student Lunch	\$2.50
Teacher Lunch	\$3.00
Soup/Salad	\$1.00
Reduced Student Lunch	\$ 0.40
Milk	\$ 0.50

Our lunches are provided through the Laurel School District. For this reason, lunches must be ordered and paid for one month in advance. A menu will be posted on the school's website monthly and all students and staff will be notified. Each student and staff member will then have an opportunity to go online and order lunches using the login and password provided by the school.

Discipline

The classroom teacher is primarily responsible for discipline in the classroom. Initial steps to correct unruly students include proximity control, reprimands, parent contact by telephone, parent conferences, teacher detentions, etc. Students cannot learn if they are not in their classroom. For this reason, the isolation of students for poor behavioral choices by placing them in the hallway should be a short-term (no longer than 10 minutes) consequence and **should not** be used as a consequence for not completing assignments, such as homework, unless there is a compelling reason to do so.

The individual teacher is responsible for classroom management procedures involving:

1. Chewing of gum and candy
2. Monitoring of materials
3. Unprepared for class (pencils & books)
4. Excessive socializing
5. Abusive language
6. Late for class

Disciplinary Referrals

Referrals to the administration for unruly or uncontrollable behavior of a non-emergency nature must include prior teacher action documentation (i.e. Discipline Report Form), including previous parent contacts, individual conferences, team conferences, prior referrals, etc. Immediate administrative referrals should be made for violent behavior.

Administrative referrals for “unprepared,” “talking,” “gum chewing,” “late for class,” “disobeying,” “inattention,” “not following directions,” do not clarify the seriousness or frequency of a behavior problem if no previous teacher action has been indicated. Please include all relevant interventions to ensure that students receive consistent and equitable treatment across all grade levels.

Team Teaching and Team Leadership

Team teaching is central to the middle school concept. It is especially important that the common planning times available to each team be utilized to focus upon both the academic and the personal needs of the students assigned to the team. The interdisciplinary team provides students with greater attention to their individual needs, specialized grouping according to needs and interests, and greater opportunities for independent learning and building responsibility. Students also have the advantage of having professionals who are working together to diagnose, instruct, and nurture each student in a warm, supportive instructional climate.

It is the responsibility of the team leader to coordinate the operation of the teaching team. For teachers on interdisciplinary teams to work effectively to create learning experiences responsive to the needs of developing adolescents, certain basic tasks must be accomplished. These tasks, which are in many ways similar to those most teachers do on an individual basis, must be done as a team. The responsibilities of the team include:

1. Establish procedures for classroom management practices (i.e. rules and regulations, homework, attendance and tardies, discipline, etc.) utilizing administration only as a last resort.
2. Develop policies and practices for student grouping and regrouping within the team. Homogeneous grouping by ability has been driven by the belief that teachers can more effectively promote learning in classes composed of a common ability level. This belief has not been supported by practice. The research notes that tracking does not deliver consistently favorable results for any group of students, and the effects of tracking on individuals, or classroom groups effectively is often powerfully negative. Cooperative learning approaches are one major alternative to ability grouping. Total competition is replaced by collaboration in smaller settings within the class. Cooperative learning activities develop positive

interdependence as students work together and become responsible for both individual growth and for each other.

3. Develop schedules and establish assignments that will provide equal opportunities for flexibility of time, group size, and teaching load for each of the teachers on the team.
4. Identify areas (facilities) appropriate for large group instruction (i.e. films, guest speakers, etc.).
5. Log the activities of the team.
6. Establish uniform grading and evaluation systems.
7. Plan, develop, and implement team-wide learning expeditions.
8. Monitor student progress and identify students in need.

Teacher Dress Expectations

As instructors, role models, and community spokespersons, all teachers are expected to report to school in proper attire commensurate with the highest professional standards.

Field Work

Teams are encouraged to implement field trips that support the instructional program and initiatives of the team and school. Organizing and implementing a field trip involves the following eight (8) step-process:

1. Secure administrative approval at least 3 weeks in advance.
2. Fill out the field work approval form (located in the forms storage area in the teacher work room).
3. Arrange for transportation.
4. Secure parental permission (in writing) and arrange for the proper ratio of parent and teacher chaperones.
5. Facilitate lunch plans (provide list of participants to lunch coordinator so that lunch orders can be cancelled/refunded if necessary).
6. Distribute a list of participating students to appropriate staff members including the nurse.
7. Arrange with the nurse to obtain the relevant student medications on the day of the trip.
8. Have travel registered with DOE using DDOESSO as needed. See Allen for clarification or with questions.

Travel

The Director of Finance and Operations shall approve all out-of-state travel that extends beyond one day. All requests shall be made on the "Travel Authorization and Reimbursement" form and submitted at least 3 weeks prior to the event/activity. A copy of the meeting program or conference schedule must be submitted with the authorization form.

Whenever possible, the payment for travel related expenses will be made using the Delaware SuperCard. The SuperCard is to be used for authorized expenses for state personnel only. Employees must retain all SuperCard receipts. Individuals authorized for travel who are not employed by the Sussex Academy or who do not have access to the SuperCard shall pay for their own expenses and submit receipts and documentation within 2 weeks of returning.

Payment and Reimbursement Guidelines

Mileage for travel within the state or out of state will be reimbursed at the rate set and approved by the state of Delaware.

Tolls will be fully reimbursed provided a receipt or other documentation is submitted.

All other travel expenses are reimbursed by one of two general methods:

- a. Fixed per diem method; and/or
- b. Actual expense method.

Lodging will be reimbursed at a rate of \$175.00, inclusive of taxes, per night or at the actual amount, whichever is less. Lodging will only be reimbursed for those nights during which the event/activity has been scheduled and for the night preceding the event if it is not possible to arrive and attend on the same day.

Meals will be reimbursed at the rate of \$50.00 (inclusive of gratuities) per full day or travel and at the rate of \$30.00 (inclusive of gratuities) on partial days or at the actual amount, whichever is less.

Transfers and or parking will be reimbursed at the actual amount. Parking will only be reimbursed for those days during which the event/activity has been scheduled and for the day preceding the event if it is not possible to arrive and attend on the same day.

Rental cars only will be authorized if it is an economically advantageous alternative to the use of shuttles and/or taxis while traveling out of state.

Conference and conference related fees will be reimbursed at the actual amount.

Common carrier expenses will be reimbursed at a rate of \$350 or the actual expense, whichever is less.

The maximum amount* that SAAS will expend for a traveler on a single travel event shall not exceed the following amounts:

- 2-day conference- \$1000
- 3-day conference- \$1250
- 4-day conference- \$1500
- 5-day conference- \$1750

* Mileage and tolls will be reimbursed and are not included to these limits. Any financial support from other sources (grants, stipends, etc.) will be included in these limits thus reducing the impact on school operating funds.

Requisitions and Budget Requests Procedures

Teachers who desire to order educational materials and equipment should familiarize themselves with the following procedure:

1. All requests must be submitted through the team leader.

2. All requests should have accurate prices indicated and current specifications.
3. All requests must be submitted on the correct purchase order (available on the staff server in the resources folder).
4. Purchases of curriculum related supplies and materials require prior approval by a Director.

Forms

The daily operation of the school requires and involves effective communication between staff members. To that end, a series of forms have been created to facilitate the efficient handling of many routine tasks and/or to request services. These forms are located in the storage boxes adjacent to the staff mailboxes.

FORMS CURRENTLY AVAILABLE:

1. After School Activity Roster
2. After School Room Request
3. Check Request
4. Computer Maintenance Request Form
5. Cumulative Folder Checklist
6. Deposit Money
7. Discipline Report
8. Equipment Sign Out
9. Extended Trip/Vacation
10. Fax Cover Sheet
11. Field work Approval Form
12. Grade Change Request
13. Leave Request Form
14. Letterhead
15. Maintenance Request Form
16. Professional Leave Request Form
17. Referral to Nurse
18. Schedule Change Request
19. School Van Request Form
20. Student Folder Inspection
21. Student Observation Report
22. Textbook Inventory
23. Uniform Violation
24. Unpaid Student Debt Form
25. Classroom Walk-Through Protocol
26. Travel Authorization & Reimbursement Form

Sussex Academy of Arts & Sciences

End of Year Checkout ☺

Teacher Name _____ Date: _____

All Teaching Staff	Who Signs?	Initials
Student lost/found items to nurse's office by June 5	Marilou	
Goal form completed and submitted by June 1	Allen or Trish	
Student computers and printers shut down, disassembled, cords and mice sealed in a zip top bag, and labeled with teacher's name and room number	Allen	
End of year teacher computer maintenance performed: relevant files backed up to server and then deleted, computer disassembled, cords and mouse sealed in a zip top bag, and labeled with teacher's name and room number.	Allen	
Laptop(s) and other technology in your possession returned to Allen	Allen	
Room cleared for cleaning and carpet replacement- all walls, cabinet doors, bulletin boards, and floor cleared, board erased, bookshelves cleared, books/binders boxed and labeled with name and room number	Bruce	
File cabinets, wall cabinets, and drawers cleaned and organized: • Surplus materials to "swap" area in MPR • Recyclable paper to designated container(s) • "found" items returned to owner or designated area in MPR • Outdated and/or unusable technology to designated area in MPR	Bruce	
List things in need of repair submitted. (use Maintenance Request Form)	Bruce	
Student lockers cleaned out- leave doors open. Place any student's belongings in a bag, and label them to be put out for Lost and Found	Bruce	
Annual reviews (or other requested data, e.g. ADD checklists, Title I results, etc.) turned in for special education students	Clayton	
Tagged room keys turned in	Courtney	
Cumulative folders for students in your homeroom have been updated and organized	Courtney	
Copy of stamped student report cards placed in cumulative folders	Courtney	
Grade book turned in with name on cover	Courtney	
Faculty handbook returned	Courtney	
Itemized Unpaid Student Debt Forms turned in by last student day along with report cards, certificates, etc. for those students with debts	Courtney	
Voice mail password reset to the default 1234	Courtney	
Mailbox cubicle cleaned out in the teachers' workroom	Courtney	
Team Leaders		
3 copies of final list of retained students to Courtney by June 10 (for Allen, Trish, and Michele)	Courtney	
Department Chairs		
Pack and label all textbooks and materials for discard.	Bruce	
Inventory all textbooks and major materials.	Courtney	
Current and new dept. central storage area(s) cleaned and organized	Trish	

Sussex Academy of Arts and Sciences Policies

1. Policies Relating to Non-Discrimination

The Sussex Academy affirms that it shall not discriminate against any applicant or employee on the basis of race, creed, color, gender, national origin, religion, ancestry, political affiliation, age or disability in its recruitment, selection, training, utilization, termination or other employment-related activities.

2. Statement of Affirmative Action Policy

It is the policy of the Sussex Academy that no person shall, on the basis of race, color, creed, sex, socio economic status, national origin, age, sexual orientation or disability, be subjected to any discrimination prohibited by the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act, as amended; Americans With Disabilities Act; Section 504 of the Rehabilitation Act of 1973; Title IX of the Educational Amendments of 1972; and other applicable laws, regulations, and Executive Orders.

This policy applies to recruitment, selection and hiring criteria and practices, employment and subsequent placement, training, promotion, compensation, continuation, probation discharge and other terms and conditions of employment over which the Sussex Academy has jurisdiction.

The Sussex Academy will further equal employment opportunities for members of minority groups and for females through implementation of the Affirmative Action Policy. Under this policy, the Sussex Academy actively seeks qualified minority and female applicants for open positions in order to attain its goal of fair representation of minorities and females in all branches and divisions and in all job classifications.

3. Policy Statement on Sexual Harassment

All faculty, staff and students have a right to work and/or attend the Sussex Academy in an environment free of discrimination, including freedom from sexual harassment. Therefore, it is the policy of the Sussex Academy that no member of the school's community may sexually harass another. Any employee or student will be subject to disciplinary action including, but not limited to, dismissal for violation of this policy.

Unwelcomed sexual advances, including gestures and/or suggestive or offensive language, or physical contact, requests for sexual favors, and other verbal, written, or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may involve individuals of the same or different gender. Sexual harassment is most frequently associated with those situations in which a power differential exists between persons involved; however, it also may occur between individuals of the same Sussex Academy status, i.e., student-student and employee-employee.

Examples of conduct which may constitute sexual harassment:

- unnecessary touching, patting, hugging or brushing against a person's body
- staring, ogling, leering, whistling
- sexually explicit statements, comments, questions, jokes or anecdotes
- graphic comments about a person's clothing or body
- sexually suggestive objects or pictures in the workplace
- harassing use of the electronic mail or telephone communication system
- sexually explicit gestures
- referring to others using demeaning names and/or references either directly or indirectly
- other physical or verbal conduct of a sexual nature

Such conduct, whether intended or not, constitutes sexual harassment and is illegal under both state and federal law. Violations of this policy will not be permitted.

Complaints regarding employees who are alleged to have violated this Policy should be addressed through a Director(s) and/or law enforcement agencies.

4. Policy of Nondiscrimination With Respect to Religion

The Sussex Academy will make reasonable accommodations for employees whose religion may include observances, practices and beliefs, such as Sabbath observance, which may conflict with the Sussex Academy's schedules, programs and terms and conditions of employment, where such accommodations can be made without undue hardship on the conduct of the functions of the Sussex Academy.

The Sussex Academy may require that any employee whose religion includes observances, practices and beliefs, such as Sabbath observance, will provide the Sussex Academy with advance notice, in writing, of his/her intent to keep such observance during a specific calendar period.

5. Drug-Free Schools and Workplace Policy

The Drug-Free Schools and Workplace Policy covers possession, use or distribution of illicit drugs and alcohol by employees and students. The following is a summary of the provisions of that Policy:

Sussex Academy of Arts & Sciences believes that illegal drugs and abuse of alcohol have no place in the school environment.

Furthermore, Congress passed the Drug-Free Workplace Act of 1988, requiring the certification of federal grantees of a drug-free workplace; and the Drug-Free Schools and Communities Act Amendments of 1989, requiring the certification of adoption and implementation of programs to prevent unlawful possession, use or distribution of illicit drugs and alcohol by employees. The Sussex Academy supports these Acts.

Revised: 12/22/2011

For these reasons, Sussex Academy adopts the following regulations:

(a) The unauthorized and/or unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol is strictly prohibited at the Sussex Academy of Arts & Sciences and in all places where its employees work, including all State-owned vehicles, and as any part of the School's activities. As a condition of employment, all employees shall abide by this prohibition and notify the Sussex Academy of any criminal drug or alcohol statute conviction for a violation of this policy as provided by paragraph (b) below.

All violations of the above policy shall be reported to a Director of Sussex Academy of Arts & Sciences, or his/her designee, who shall report the violation to the appropriate police authority. Action shall be taken in all cases of a chargeable offense under the provisions of the applicable State law or comparable Federal law; however, a conviction of the charged offense shall not be necessary to take action against the employee for a violation of the policy. The employee against whom such an action is taken shall be entitled to due process through the rules and regulations of the Sussex Academy of Arts & Sciences.

(b) All employees shall notify a Director of Sussex Academy of Arts & Sciences in writing of any criminal drug or alcohol statute conviction for a violation occurring in or on the property of the School, or at any school activity, no later than five days after such conviction. Failure of the employee to make such a notification may lead to termination.

(c) Within thirty days of receiving notice of any employee convicted as described in section (b), the Sussex Academy will:

(1) Take appropriate action against such an employee, up to and including termination;

or

(2) Require such employee to participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, State, or local health, law enforcement, or other appropriate agency. Participation in such a program shall not be paid for by Sussex Academy, but may be covered by an employee's health insurance policy.

Such action may be taken by the Sussex Academy prior to conviction.

1. The Sussex Academy shall give each employee a copy of the statement set out in sections (1) and (2) above.
2. The Sussex Academy will establish and implement a program to inform employees about the Sussex Academy policy of maintaining a drug-free environment; any available drug or alcohol counseling, rehabilitation and employee assistance programs; and the penalties that may be imposed upon employees for violations of this policy.

3. The Sussex Academy shall make a good faith effort to continue to maintain a drug-free environment through the implementation of this policy, and ensure that all new employees are informed of the policy.
4. Sussex Academy employees who violate this policy shall be subject to the penalties as spelled out in the Policies (704, 804, 903).

6. Policy Restricting Smoking in Sussex Academy Buildings And Vehicles

Smoking is prohibited on the campus of the Sussex Academy including the grounds and all parts of the buildings and vehicles, including classrooms, auditoriums, conference rooms, lobbies, hallways, rest rooms and offices.

7. Policy of Nondiscrimination with Respect to Disability

It is the policy of the Sussex Academy that no person shall be subjected to discrimination on the basis of disability as prohibited by the Americans With Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable laws, regulations and Executive Orders. This policy applies to access and utilization of facilities, services and programs; and to employment, including but not limited to recruitment, selection, training, promotion, compensation, continuation, probation and discharge, if the person is qualified and able to perform the essential functions of the job with or without reasonable accommodation.

8. Statement of Cultural Diversity Policy

The Sussex Academy of Arts and Sciences will develop and implement a program, which will assure that the Sussex Academy is uniformly addressing diversity in all of its activities. The concept of diversity stresses respect for all human differences. Diversity is an asset that provides a balance of different viewpoints, perspectives and strengths.

The Sussex Academy's program will increase knowledge and understanding of diversity issues. Greater innovation and creativity in curricular matters, decision making and problem solving will be possible in this socially diverse environment. Diversity will encompass all aspects of Sussex Academy functions, including employee relations, student recruitment and retention, the curriculum and academic life.

Gender, racial, ethnic, cultural, religious and other differences enrich the educational and social environment where individuals teach, learn and work. Differences among our students and employees present the Sussex Academy with opportunities to cultivate mutual understanding and respect.

In demonstrating its commitment to diversity, The Sussex Academy will continue supporting the pluralistic community it serves, which compliments its philosophy and mission.

9. Staff Conduct Policy

SCREENING FOR SUBSTANCE ABUSE

Pursuant to Sussex Academy's Drug-Free Schools and Workplace Policy, the unauthorized and/or unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol is strictly prohibited at Sussex Academy, in all places where its employees/students work/attend, including all State owned vehicles, and as any part of the school's activities. Employees are subject to disciplinary action if they are found through confirmatory tests to be under the influence of alcohol and/or an illegal/unauthorized controlled substance while in the workplace.

In order to insure the safety and well being of Sussex Academy's staff and students, a Director of the Sussex Academy may require that employees participate in a drug or alcohol screening if she/he, or her/his designee, has reasonable suspicion to believe that they are under the influence of alcohol and/or an illegal/unauthorized controlled substance in the workplace. A determination that there is reasonable suspicion to believe that an employee is under the influence shall be based upon objective factors including, but not limited to, the following: odor of alcohol on the employee's breath, slurred speech, unsteady or erratic movements.

TESTING

If there is a determination that there is reasonable suspicion to believe an employee is under the influence, no discipline shall be imposed in the absence of a confirmatory test. If the Director decides to pursue a confirmatory test, the Sussex Academy shall adhere to the following procedure:

1. The employee will be asked, with due regard for privacy, to immediately submit a blood and/or urine specimen at a local collection site for alcohol and drug testing. The Director or school nurse will accompany the employee to the local collection site.
2. With regard to alcohol, a positive test result shall be a blood alcohol concentration of 0.02, or more.
3. With regard to illegal drugs, discipline will be imposed if a laboratory confirms a positive test.
4. The costs of testing will be paid by the Sussex Academy.
5. The employee shall be placed on administrative leave with pay pending the receipt of the test results.
6. The imposition of discipline, if any, shall occur only after confirmation of the applicable test(s).
7. If the drug and/or alcohol test is negative, there shall be no reference to such a test in the employee's personnel file.

CONSEQUENCES

An employee who tests positive for alcohol and or other drugs shall immediately be placed on leave pending a special meeting of the Executive Board at which time a recommendation will be made about disciplinary action.

ARREST OF AN EMPLOYEE

Due to the litigious society we live in and the nature of human behavior, it may be necessary, for the protection of SAAS students and personnel, for the Director(s) to be aware of an employee's arrest within five days of the arrest for any crimes classified as either a misdemeanor or felony

charge. Appropriate action, which may include suspension without pay, will be taken until the matter is resolved. Specific authority to take appropriate employment action with regard to an employee who has been arrested is designated to the Director(s) with subsequent approval by the Board President. In any event, the Director and/or the Board President may call a special meeting of the Executive Board to review the appropriate response to an employee charged with a criminal offense. Once an employee's charges are resolved, the Director shall inform the Executive Board of the results and the matter shall be placed on the Board agenda for an appropriate response.

Employees arrested for a Class A Misdemeanor offense which would indicate no danger or appearance of danger to pupils, co-workers, or the Sussex Academy would normally not be subject to any employment action.

Employees arrested for a Class A Misdemeanor offense which would indicate a possible danger or appearance of danger to pupils, co-workers, or the Sussex Academy would normally be suspended with pay pending adjudication.

Employees arrested for a Class A Misdemeanor offense which would indicate a possible danger or appearance of danger to pupils but not to co-workers or the Sussex Academy would normally be reassigned to different responsibilities away from pupils pending adjudication.

Employees arrested for a Felony offense would normally be suspended without pay pending adjudication.

Examples of Class A Misdemeanors in Delaware

Hate Crimes	Terroristic Threatening
Harrassment	Vehicular Assault
Cruelty to Animals	Indecent Exposure
Desecration	Incest
Violation of Privacy	Interference with Custody
Obscene Literature harmful to minors	Criminal Trespassing
Illegal Gambling	Shoplifting
Reckless Endangering	Receiving Stolen Property
Assault	Endangering the Welfare of a Child

Employees arrested for a Class B or an Unclassified Misdemeanor would normally not be subject to any employment action

SUSSEX ACADEMY PROFESSIONAL RESPONSIBILITIES PLAN
FOR
PROVIDING CONTINUOUS EXEMPLARY STUDENT ACHIEVEMENT
AND SCHOOL PERFORMANCE

Purpose of the Plan

- To help all students enhance intellectual, personal, and physical achievement
- To identify and celebrate academic success and progress
- To strive to meet the goals of the Sussex Academy of Arts & Sciences

Members of the Professional Group

- Core academic teaching team, special team, and administration

Results/Outcomes of the Plan

- Engage in Expeditionary Learning (EL) while adhering to its practices and principles
- Provide a team and school climate conducive to the principles of EL and Responsive Classroom
- Provide a minimum of two team Expeditions and one school-wide Expedition per year
- Meet and exceed the requirements of the Delaware Comprehensive Assessment System (DCAS)
- Develop SMARTe Goals and Instructional Focus
- Engage in “best practices” to meet and measure outcomes

Scope of Responsibilities

- Establish goals and ground rules
- Meet during common planning time at least six times per month
- Establish team meeting schedule, agenda, and purpose for meetings
- Communicate team business via discussion, minutes, schedules
- Maintain team budget and orders for team
- Develop strategies to address student academic and behavioral needs
- Plan and implement team expeditions
- Plan and implement school-wide expeditions and activities
- Communicate in a collaborative and cooperative manner with parents
- Actively participate in collaborative inquiry groups around professional issues
- Actively share the load and take a team responsibility (i.e. expedition, portfolio, parent liaison, field work facilitator, ILT coordinator)

Level of Authority

- Consensus by team members
- If team cannot arrive at consensus, Team Leader will consult with a Director for a decision

Communication Link

- Consult with parents, staff, students to help accomplish school mission and goals
- Consult with administration

Team Leader Responsibilities

- Lead team meetings, team decision-making, and team problem solving
- Maintain, disseminate, discuss minutes, notes, communications relative to team and school operations
- Monitor team activities
- Maintain a record-keeping system for the team
- Establish and monitor team budget
- Coordinate schedules and time-lines
- Is liaison with administration for team and school business
- Serves as or will designate a liaison with special education coordinator- exceptional needs
- Is liaison for testing, records, retention/promotion
- Coordinate paraprofessional and academic support services for identified students
- Represent team at team leader meetings
- Facilitate the mentoring of new team members relative to team and school operations

Team Member Responsibilities

- Come prepared to actively participate in team meetings
- Complete assignments in a timely manner
- Collaborate and establish team routines
- Seek and give information that contributes to the decision-making process
- Fulfill a team member assignment
- Conduct group business within the team- solve problems/disputes at the team level whenever possible

Team Member Assignments

Expedition Coordinator

- Plan expedition/planning guide
- Schedule components
- Delegate responsibilities
- Establish timeline
- Mentor any new team member relative to expedition creation and outcomes
- Represent the team on school-wide expedition committee
- Documents the expedition in binder

Portfolio Coordinator

- Schedule activities for each portfolio session
- Make appropriate copies and disseminate materials
- Participate in parent review training sessions
- Schedule 7th grade reviews and/or 6th and 8th grade parent presentations
- Create and distribute quarterly table of contents to the office
- Coordinate and develop rubrics for assessing portfolio (semester grade)

- Mentor any new team member relative to portfolio procedures and outcomes

Field Work Coordinator/Parent Liaison

- Coordinate year's trips with team
- Align plans with school calendar and events
- Determine estimated expenses
- Complete and submit proper paperwork (Field Trip Request) form
- Coordinate student medications/issues with the Nurse
- Notify the lunch person, well in advance, of lunches missed
- Arrange transportation and make contacts with the bus contractors
- Prepare and collect permission slips
- Collect and deposit chaperones' fees with the office
- Prepare bus lists with teacher/cell phone denoted; provide to office
- Make arrangements for students who do not participate
- Contact office for attendance
- Assemble fieldwork requirements
- Field phone calls from the office/nurse relative to student dismissals, etc.
- Initiate pre-conference form and keeps records of parent conferences
- Generate the homework folder and distribute absentees to students
- Maintain a record of previous bulletins and absentee sheets

Instructional Leadership Team (ILT)

- Lead continuous school improvement on team/department
- Focus on student achievement relevant to instructional focus
- Center on teaching and learning
- Work collaboratively with other school ILT members on improving instructional practice in the school
- Meet regularly with clear objectives for each meeting
- Help individual teachers develop pedagogical skills
- Work collaboratively to create common assessments and common rubrics
- Develop and implement targeted professional development
- Complete Student Success Plan
- Conduct and model instructional walk-throughs
- Facilitate the review and analysis of school-wide, departmental, and team data to identify strengths and opportunities for improvement
- Create and display appealing visual representations of data

Teacher Job Description

Qualifications: Follow State of Delaware Specifications and Requirements

Reports To: Building Administration

Job Goals:

- To lead students toward the fulfillment of their potential for intellectual, emotional, social, and physical growth and maturation.

- To help students learn subject matter and/or skills that will contribute to the growth areas cited.

Function of the Position:

A teacher will:

- Follow the educational philosophy and policies adopted by the Board of Education.
- Utilize state and district curriculum guidelines in carrying out teaching assignments.
- Use available resources plan and implement a program of study that meets student needs, interests, and abilities.
- Interpret and use data from a variety of assessment sources for the improvement of instruction.
- Use appropriate instructional methods contingent upon available materials.
- Identify students with special learning problems and take appropriate action.
- Provide opportunities to improve students' study habits.
- Work to establish and maintain open lines of communication with students concerning their academic and behavioral progress.
- Act in ways, which are likely to promote students' feelings of self-worth.
- Make reasonable efforts to provide for the care and protection of school property, equipment, and materials.
- Keep accurate records and make reports as required.
- Monitor the physical environment, taking into account the health, safety, and aesthetic needs of children.
- Encourage students to behave in accordance with classroom and school rules.
- Recognize the importance of parent/guardian and teacher cooperation and confer with parents as appropriate.
- Maintain a professional relationship, working cooperatively with all school personnel.
- Meet responsibilities as per contractual agreement and state law (Title 14, Sec. 12).
- Pursue opportunities for professional growth.

Department Head Job Description

1. To coordinate curriculum at all grade levels, including special education.
2. To articulate curriculum across grade levels, including special education.
3. To establish an agenda for each monthly department meeting, and to conduct each meeting.
4. To coordinate with and advise the school administration on matters pertaining to curriculum.
5. To serve on the school curriculum committee.
6. To establish needs for textbooks and other teaching materials and equipment, and to requisition those items through the school administration.
7. To orient new teachers or long term substitutes to their respective curriculum, and to advise them as to materials which should be utilized in their instruction.
8. To take the lead in looking to the future in advancing and enhancing the presentation of the curriculum to students.

Guidelines for the Sunshine Fund

Whenever adults work together as closely as we all do, it is nice to have some kind of guideline relative to remembrances for “life events” like deaths of family members, marriages, births of children, and prolonged illness. Any guideline here is for the collective group and does not preclude an individual from recognizing a particularly close personal friend, of course.

Deaths in Family

If there is a death in the immediate family, a flower arrangement, donation, food stuff, etc. may be sent whose cost does not exceed \$40. An immediate family for our purposes will be determined to be a spouse or live-in significant other, parent, or minor in the care of the employee.

For other relationships more removed, e.g. grandparent, in-law, etc., a card will be sent.

Birth of a Child

For the birth and/or adoption of a child by an employee (that employee may be out on temporary leave with the intention to return), an appropriate gift will be sent not to exceed \$40.

Marriage of an Employee

For the marriage of an employee, an appropriate gift will be sent not to exceed \$40.

Prolonged Illness and/or Hospitalization

For illness that requires hospitalization in excess of a week, an appropriate gift of flowers, etc. will be sent not to exceed \$40. With illness in excess of one week that does not require hospitalization, a card will be sent.

Retirement

Upon the retirement of an employee, an appropriate gift will be sent not to exceed \$40.

A sum of \$10 will be collected from all employees included in the “sunshine” group. (This does not include bus drivers/contractors since they change often or substitute teachers.)

If you are aware of any of the above events, please inform both Annie Darden (she handles Sunshine Fund) and Franny (she handles all personnel issues).

*It is expected that teachers will organize some kind of regular acknowledgement of students on their team who have illnesses or deaths in their families since we count children first. Also, please let Trish or Allen know of major events in the lives of children.

Busing Operations

CLOSING OF SCHOOL, LATE OPENING, EARLY DISMISSAL

When school is going to be closed or open late, the Sussex Academy always follows what Sussex Technical High School does. However, a late opening for us is always a 2-hour delay.

Carolyn O'Neal of Sussex Tech (H: 875-3913; C:236-4443) calls Marco. Marco calls the bus drivers and Administrator. Administrator calls WBOC to get the announcement on and activates mass messaging system, AlertNow.

Courtney Powell puts the information on our phone.

ACADEMIC CHALLENGE TRANSPORTATION

Marco transports the Academic Challenge students to Delaware Technical & Community College in accordance with the AC calendar. Generally, students attend on Tuesdays.

- Departure time—8:45 a.m.
- Return time—8:55 a.m. go pick up lunches in Laurel
- Departure time—11:00 a.m.
- Return time—11:25 a.m.
- Departure time—1:20 p.m.
- Return time—2:15 p.m.
- Two-hour delay procedures—whichever custodian is here has to go to Laurel to pick up lunches

Cafeteria Operations

Marco Dobrich manages our food service program in conjunction with one of the custodians.

Cafeteria Setup: **7:00 a.m.** Turn on steam table and warming unit. Put spoons, forks, and knives out. Fill cooler with ice and water and put out. Check milk; throw out old. On Mondays, call milk order in for Tuesday (1-800-628-5016) and call before noon on Thursdays for Friday.

Cafeteria Breakdown: 1:10 to 1:45 p.m. Clean and take down tables and chairs. Clean sinks and take out trash.

Ordering Staples/Condiments/Others: Determine needs for the week and inform the cafeteria staff at Laurel as they provide these materials.

Safety/Health Procedures: Ensure that all lunch tables, steam tables, warming unit, chairs, floors, and trash cans are cleaned.

Emergency Procedures Guide

Transportation Accident

A Director or Designee

1. Goes to accident after having asked a designee to remain at the school site. He should take one set of emergency cards.
2. Will speak to the media. (No one else is to address the media.)
3. Will record destinations and then proceed to the hospital(s) where students have been dispersed.

The Designee

1. Will remain at school to answer calls from parents.
2. Will put announcement on website.
3. Will notify parents of injured students.
4. Will notify parents of delay if the bus is able to proceed.
5. Will make alternate arrangements to transport students.

Notification of Prison Escape

In case of escape from the Sussex Correctional Institution, school is on immediate alert. Upon getting notification, a Director or designee will:

1. Announce over the intercom the following, “We have been advised by the authorities to implement our limited lockdown conditions. Please close and lock all windows and check the exterior doors closest to your classroom to ensure that they are secure. This is a precautionary measure and there are no immediate threats to the school. We will keep you advised of any changes.”
2. Bring all students who may be outside, inside.
3. Go to classrooms, account for each student.
4. Lock all outside entrances; post an adult at each entrance to let in visitors.
5. Contact each bus driver to be on the alert if it is near the arrival time of the buses or dismissal.

Bomb Threat

Most bomb threats consist of a quick “hang up call” with very limited information. When school officials first receive a bomb threat, the safety of staff and students must be the prime consideration. A Director also has the responsibility to determine the validity of the threat.

In the event a phone call or other notice is received indicating that a bomb has been placed in a school, the following procedures will be followed:

1. The person receiving a threat by phone will note the exact time of the call and attempt to get a voice description of the caller—age, sex, identifying patterns of speech, etc.
2. The building will be evacuated and students escorted a safe distance (minimum of 200 yards) from the building (in most cases, to the athletic field).
3. Emergency Operations Center (EOC) 911 will be contacted immediately to dispatch appropriate emergency responders.
4. A K-9 unit(s) from the State Police and/or the State Fire Marshall and/or Georgetown Police Department will inspect the building.

5. Students and staff may return to the building and school can resume after clearance is received from a Director after consultation with authorities.
6. Appropriate forms will be filed.

Fire Evacuation

A fire bell will sound in the event of a fire emergency. All staff and students will immediately vacate the building in an orderly manner according to prescribed directions.

1. Close windows.
2. Students form orderly line.
3. Take class record book for attendance purposes.
4. Exit quietly to assigned locations.
5. Close door.
6. Take attendance.
7. Maintain quiet and order.
8. Return to classrooms after the **all-clear** signal is sounded.

All classes exiting the building are to maintain at least a 100-yard distance from the building.

Fire Drills

1. Fire drills are held monthly or more often if needed. These fire drills are unannounced
2. During the first week of school, teachers should instruct students in each class period as to the location and procedures for exiting the building when an alarm is sounded.
3. Staff should know where all fire extinguishers are located in the building.
4. The continuous ringing of the fire alarm bell is the signal for a fire drill. When the bell sounds, close classroom windows, direct all students to the designated fire exit, and close classroom door. Teachers should exit the building with students and roll book.
5. Make sure all outside doors work properly. If not, report it to a Director immediately following the fire drill.
6. Once outside, move at least 100 yards from the building. Do not block driveways.
7. Account for all students.
8. Teachers who are away from their students when the alarm sounds are to exit the building via the nearest exit and then join their class.
9. Never re-enter the building until the **all-clear** signal is given.
10. Every employee must demonstrate, by his or her attitude, the serious nature of a fire drill. This is the only way that students can be impressed of the serious nature of this matter.
11. Remember that the primary concern of every adult in the building is the complete evacuation of every child. No one may stop for coats, books or other belongings.

Intruder in the Building

Staff member first in contact with intruder should direct the intruder away from the students and signal nearest staff member to contact the office. (Two fingers on folded arms)

ANNOUNCEMENT: “WE HAVE AN INTRUDER INSIDE THE BUILDING; I REPEAT, WE HAVE AN INTRUDER INSIDE THE BUILDING. FOLLOW LOCK DOWN PROCEDURE.”

Custodians: Close and lock appropriate inside doors making sure that the rooms with substitute teachers have been secured and try to isolate the intruder away from the students and staff by ensuring that interior security doors are activated.

Hallway Assignments:

Bruce Egolf	South (Main Office to Intersection)
Peter Duda	West
Anthony Howell	North
Marco Dobrich	East (Intersection to MPR)

Director: Present at crisis situation.

Designee: Be alert to students' placement.
Be ready to move students.

Secretary: Call 911

Nurse: If there is no injury, remain in the clinic if it is a safe area.
If there is an injury, report to the injured person(s) when it is safe to approach area.

Teachers: Keep students in the room away from door and glass areas by the doors. If intruder has a gun and begins shooting, **EVERYONE** should lie down on the floor immediately. Doors should be locked at all times. Notify the office of any missing students as soon as it is safe to do so.

Students: Remain in the classroom or proceed to the closest classroom and ask that teacher to contact your assigned teacher. Listen to all instructions of the adults in charge.

A Director will indicate when it is safe to move students to another area. A map of the building is provided to the local police department and the Delaware State Police.

Crisis Counseling

Due to a limited number of professional support staff persons, a Director may decide to privately employ on a short term, contracted basis a Crisis Manager for severe and unique events or call in the State Police Victims Services Unit for appropriate cases.

Homeland Security Plan

In compliance with the Homeland Security protocols, the following procedures and products will be in place should it be necessary to stay enclosed within the building to guard against airborne substances or incidents similar to such a terror attack.

Immediately, upon notification or indication of alert, all staff and students will move quickly into the east wing (multi-purpose room area), which will be sealed off via plastic from the main hall, encompassing within the area of the bathrooms. The custodians will attempt to cover all

classroom windows and the door with plastic sheeting. Dependent upon the nature of the crisis, the ventilation system may be shut down.

The following will be maintained in the storage area of the east zone of the building:

1. Three/Four portable radios with new batteries
2. Water in bottles or containers
3. Sheet plastic and duct tape
4. Emergency medical kit

Also, all adults who possess cell phones are asked to remember to bring them to the isolation zone with them, as well as homeroom lists of phone numbers or other staff/student directory information compiled.

The school nurse will take a container of individual medications/appliances (like inhalers, etc.) to the isolation zone.

A Director will attempt, via cell phone, to notify the WBOC station via the weather phone system to let them know of status.

General Response To Any Emergency

1. Notify 911 (if necessary) and a Director, designee, or secretary.
2. Notify CPR/first aid certified persons in school building of medical emergencies.
3. Seal off high-risk area.
4. Take charge of area until incident is contained or relieved by a Director or designee.
5. Assemble Crisis Team.
6. Preserve evidence. Keep detailed notes of incident.
7. Refer media to a Director or designee.

Evacuation of the School

- Call 911, if necessary.

Director or Designee:

1. Issue evacuation procedures.
2. Determine if students and staff should be evacuated outside of building or to relocation centers. Crisis Team Member coordinates transportation if students are evacuated to relocation center. Crisis Team Member contacts Board President and informs him/her that evacuation is taking place.
3. Notify evacuation/relocation center.
4. Direct students and staff to follow fire drill procedures and route. Follow alternate route if normal route is too dangerous.
5. Handle all media inquiries, press releases and dialogue.

Custodians:

1. Close all windows.
2. Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.

3. Place evacuation sign in window.
4. Lock doors.

Teachers:

1. Direct students to follow normal fire drill procedures unless a Director or designee alters route.
2. Take class roster.
3. Close classroom doors and turn out lights.
4. When outside building, account for all students. Inform a Director or designee immediately if student(s) is/are missing.
5. If students are evacuated to relocation center, stay with class. Take roll again when you arrive at relocation center.
6. Will assist with driving students to designated site if necessary. Use school vehicles when able.
7. Will take with them phone numbers of homeroom/team members and, if asked, arrange for a phone tree.
8. Remain with students until all students are bused home, reunited with parents, or accounted for.

Relocation Centers:

Primary Evacuation Site—close to school

The Jefferson School

22051 Wilson Road

Georgetown, DE 19947

302-856-3300

Secondary Evacuation Site—close to school, sheltered

Delmarva Christian High School

150 Airport Road

Georgetown, DE 19947

302-856-4040

School Crisis Team:

	<i>Name</i>	<i>Work Phone</i>	<i>Ext.</i>	<i>Cell Phone</i>	<i>Home</i>
Director of Curriculum	Patricia Oliphant	856-3636	11	228-0140	934-9594
Director of Finance	Allen Stafford	856-3636	14	245-0649	227-8819
Nurse	Marilou Conlin	856-3636	13	542-2344	645-5714
Chief Custodian	Bruce Egolf	856-3636	37	841-2858	945-4619
Secretary	Courtney Powell	856-3636	10	856-2472	856-2472
Teacher	Michele Thomas	856-3636	26	448-6369	628-1659
Teacher	Steve Oscar	856-3636	29	628-5023	644-8810
Teacher	Marc Cooke	856-3636	38	443-614-5089	934-9514
Trans/Cafeteria	Marco Dobrich	856-3636	18	463-9656	856-7826

School CPR/First Aid Team:

<i>Name</i>	<i>Room</i>	<i>Cell Phone</i>	Check	<i>certifications</i>
Marilou Conlin	Nurse's Office	542-2344	☐ CPR	☐ First Aid
Karen Willey	2W	670-6682	☐ CPR	☐ First Aid
Marc Cooke	1N	265-7248	☐ CPR	☐ First Aid
Kathy Kay	7W	245-7014	☐ CPR	☐ First Aid
Sharon Mews	MPR		☐ CPR	☐ First Aid
Kathy Cripps	4W		☐ CPR	☐ First Aid
Anthony Howell	MPR		☐ CPR	☐ First Aid
Bruce Egolf	MPR		☐ CPR	☐ First Aid

Responsibilities During Crisis:

<i>Title</i>	<i>Name</i>	<i>Duty</i>
Director of Curriculum	Patricia Oliphant	▪ Direct execution of plan.
Director of Finance	Allen Stafford	▪ Remain in Contact with Director of Curriculum to carry out directives.
Teachers		▪ Remain in rooms and follow emergency plan.
Chief Custodian	Bruce Egolf	▪ Report to main office.
Custodian	Anthony Howell Peter Duda	▪ Lock outside doors. ▪ Report to office for instructions.
Trans./Caf.	Marco Dobrich	▪ Report to office for instructions; contact bus contractors.
Nurse	Marilu Conlin	▪ Remain in nurse's office suite for directions.
Secretaries	Courtney Powell Franny Silcott	▪ Maintain communications within building and to outside agencies.

School Chain of Command (in event of absence):

First in Command	Name	Allen Stafford		
	Title	Director of Finance		
	Contact #	(w) 856-3636	(c) 245-0649	(h) 227-8819 (ext. 14)
Second in Command	Name	Kathy Cripps		
	Title	Team Leader		
	Contact #	(w) 856-3636	(c)	(h) 424-0190 (ext. 21)
Third in Command	Name	Steve Oscar		
	Title	Teacher		
	Contact #	(w) 856-3636	(c) 236-7722	(h) 644-8810 (ext. 29)

Command Post Locations:

Primary Site	Location	Front Office
	Phone #	856-3636 (10)
	Staffed by	Courtney Powell
Alternate Site – <i>in the building</i>	Location	Library Office
	Phone #	856-3636 (17)
	Staffed by	Sharon Mews
Alternate Site – <i>close to school</i>	Location	The Jefferson School
	Phone #	302-856-3300
	Staffed by	
Media Command Post	Location	Library Office
	Phone #	856-3636 (35)
	Staffed by	Franny Silcott
Parent Command Post	Location	ELA Lab
	Phone #	856-3636 (38)
	Staffed by	Marc Cooke
First Aid / Counseling Command Post	Location	Nurse's Office Science Lab
	Phone #	856-3636 (13)
	Staffed by	Marilou Conlin Sharon Mews

Bus Contractors:

	<i>Name</i>	<i>Work Phone</i>	<i>Cell Phone</i>
Bus 1	Ed Dutton	934-6837	841-0264
Bus 2	Art Mears	856-3864	542-6728
Bus 3	Ed Dutton	934-6837	841-0264
Bus 4	Ed Dutton	934-6837	841-0264
Bus 5	Irvin King	856-4157	381-9436
Bus 6	Art Mears	856-3864	542-6728
Bus 7	Ed Dutton	934-6837	841-0264
Trans/Cafeteria	Marco Dobrich	856-3636 (18)	381-2630

Emergency Response Team

EMERGENCY RESPONSE TEAM TEAM PURPOSE, ROLES AND RESPONSIBILITIES

PURPOSE: The Emergency Response Team is responsible for initiating First Aid/CPR and coordinating care in the event of an Acute Medical Emergency within the school environment.

TEAM MEMBERS: Marilou Conlin Kathy Kay Marc Cooke Bruce Egolf
Karen Willey Sharon Mews Carla Costa

First Responder:

1. Assess and determine responsiveness of victim.
2. If the victim is unresponsive or acutely injured call the Main office Secretary; identify yourself; your full name; your location and activate "**Emergency Response Team (ERT).**"
3. **If the Secretary's phone is busy or unable to reach her then designate another Faculty member (*not student*) to go the office to tell them to activate the Team.**
4. If the First Responder is First Aid/CPR trained they should initiate First Aid/CPR until Team arrives.

Main Office Secretary - Courtney Powell

(Dr. Oliphant or Mr. Stafford will make announcement in secretary's absence)

Announce "Emergency Response Team report to "(Use the name of the teacher's room nearest to the emergency scene and not the room number).

Inform Administration of emergency activation of response team to scene.

School Nurse

Marilou Conlin

1. Bring AED and respond to scene.
2. Lead team.

Faculty Team Members

Kathy Kay – perform First Aid/CPR

Karen Willey – perform First Aid/CPR

Marc Cooke

1. Report to emergency scene.
2. Collect and record information needed and call 911. (Example, "We have CPR in progress and need paramedics to respond). Inform 911 operator that CPR trained personnel and an AED are at the scene.

Carla Costa

1. Report to emergency scene.
2. Clear emergency scene of everyone but Team members
3. Redirect students, visitors and faculty.

Sharon Mews

1. Report to emergency scene.
2. Report to appropriate area to direct Ambulance with Paramedics to scene

Bruce Egolf

1. Assist with clearing scene of students, furniture, etc.

***All other faculty/staff roles are to maintain students in their classrooms, with classroom doors closed. Students/visitors should not be permitted in the Emergency area, near emergency equipment or personnel until the Emergency is resolved.**

SAAS EMERGENCY CONTACTS

Sussex Emergency 911 Center
856-6306

Georgetown Police: 856-6613

Delaware State Police – Troup 4
856-5850

Poison Control: 1-800-722-7112

Georgetown Water Department
Dave Moore: 856-9529 or 856-7391
Cell: 381-2248

Alarm System
ADT: 1-888-238-2666
Password is “Charter” - ID# H-74001-7025

Homeland Security & Fire Protection, Inc.
Ed Romanowski: 302-996-6425

Fire Sprinkler System
Bear Industries: Todd Simenson
302-368-1311; Cell: 302-530-5803

A/C-Heat Technician
All Temp Air: Dave George: 945-5734

EPA
Harry Boyer: 215-814-2140
Cell: 609-420-3426

Electricians
H & A Electric
Richard Arndt: 302-678-8252
Cell: 302-242-8384
Rayne Electric/Greg Rayne
436-9367
Leroy James: 629-9222

WBOC: 443-260-2751

AlertNow: <https://alertnowlogin.com/>
Tech. Support 800-914-1817

Revised: 12/22/2011

HOSPITALS

Beebe (Lewes): 645-3300

Bay Health (Milford): 422-3311

Nanticoke (Seaford): 629-6611

Kent General Hospital (Dover): 674-4700

PRMC (Salisbury, MD): 1-410-546-6400

Christiana (Newark): 733-1000

AI DuPont Children’s Hospital: 651-4000

PUBLIC HEALTH

Georgetown: 856-5106

Seaford: 628-2000

Epidemiology: 739-5617; Local: 856-5241

ACT NOW CHILD CRISIS

Mental Health Crisis Line

State: 1-800-969-4357

Local: 424-4357

Surveys to Assess Demand for a Charter High School in Sussex County

Background

In November 2011, the Sussex Preparatory Academy Research Committee conducted two web-based surveys, one directed at parents of students currently attending Sussex Academy of Arts & Sciences (SAAS), and the other slightly modified to be inclusive of all Sussex County residents. A hyperlink to the SAAS parent-specific survey was sent via email to all parents of current SAAS students, and a hyperlink to the Make Mine a Model School website, which hosted the link to the general survey, was published in a press release. Full reports of both surveys are attached. The main goals of the surveys were to determine level of interest in expanding SAAS to include grades 9-12 and to gather parent and community input with regard to the actual execution of a charter high school as it pertains to curriculum, athletics, and extra-curricular activities.

These most recent surveys verify what two previous surveys captured as well. In 2001, a telephone survey conducted by the University of Delaware in Sussex County revealed that 78% of respondents would consider sending their children to an alternative (private) high school, while 89.1% of those same respondents said that they were “very interested” in sending their children to a college preparatory high school. This information was reaffirmed through a 2003 survey sent to SAAS 6th and 7th grade parents to determine interest in “an academically challenging charter high school.” In addition to identifying the most important school quality characteristics, which included “Academics, high standards, challenging curriculum” and “Smaller classes, less crowding, more personal attention,” the survey also determined that 97% of the 135 respondents were “very interested” in their child(ren) attending a 4-year college and 89% were “very interested” in their child(ren) attending a college preparatory program in high school.

Summary of Findings

Geographically, the 199 SAAS-specific respondents are generally equally representative of Western, Central, and Eastern Sussex County, although 69.7% of the 99 respondents to the general survey are from Eastern Sussex County. 62.9% of the SAAS-specific respondents and 64.1% of the general respondents (a total of 171 respondents) would be “Very likely” to enroll their child (ren) in an academically challenging charter high school, and 29.2% of the SAAS-specific respondents and 27.2% of the general respondents (a total of 77 respondents) would be “Somewhat likely” to enroll their child(ren) in an academically challenging charter high school located in the Georgetown area. Further, 58.2% of the SAAS-specific respondents and 61.1% of the general respondents indicated they would be interested in providing further assistance with this project.

Both the SAAS and the general respondents overwhelmingly (98% and 97.9% respectively) identified “Academics, high standards, challenging curriculum” to be the most important school quality, closely followed by “Safe environment, good discipline” and “Smaller classes, less crowding, more personal attention.” Similarly, both sets of respondents were “Very interested” (92.9% and 83.3%) in having in their child(ren) participate in a college preparatory program, as well as in having their child(ren) have the opportunity to take Advanced Placement classes (83.8% and 80.2%).

64.5% of the SAAS-specific respondents indicated that athletic programs are important to them and their child(ren), whereas 84.2% of the general respondents consider athletic programs to be important. Both sets of respondents identified Soccer as the most important athletic program. Both the SAAS-specific and the general respondents placed an even higher level of importance (89.7% and 97.8%) on the availability of extra-curricular activities. The SAAS-specific respondents identified National Honors Society, Art, and Community Service/Key to be the most important extra-curricular activities, and the general respondents identified Art, Band/Orchestra, and Drama/Performing Arts to be the most important.

The data from the November 2011 surveys affirms what the previous surveys had revealed. Parents in Sussex County are interested in having an alternative to the comprehensive larger high schools that exist in the local school districts. These parents are looking for an academically challenging high school where there is the expectation for high performance for all students. They are looking for a small school environment where there are small classes and every student is known. There is also a need for the school to be geographically accessible. The SAAS Executive Board has weighed these considerations and has determined that parents are supportive of the expansion. Thus, they have determined that a high school expansion would include and follow the same educational program and school structures that are currently in place by adding one grade per year. They have also determined that the International Baccalaureate Programme will present the academic challenge that is congruent with Expeditionary Learning and will add additional academic rigor for those students who desire to pursue this interest.

SPA CAMPAIGN PLAN

December 16, 2011

The initial cost estimates to build a high school is \$10.4 million.. Estimated sources of funding for this construction are as follows (in millions):

First Phase Capital Campaign

Private, Corporate Foundations	\$2,615,000
Individual Donations	\$3,400,000
Business Contributions	\$ 285,000
Total	\$6,300,000

Proposed Campaign Partners:

Major Donor Community

We will identify the top estimated 500 family prospects from among nearly 200,000 residents of Sussex County in order to personally solicit major donations from those who are most interested in our cause.

Delaware Foundations

Gifts will be secured from 10-12 of Delaware's private foundations. Targeted national foundations such as Kresge will also be solicited, if necessary.

Sussex & State Business Community

Larger Sussex County businesses that would benefit from a better educated work force will be identified and solicited; businesses in New Castle County with a history of supporting education will also be approached.

Public Campaign

We will obtain mid-level gifts from targeted individual donors; engage in fundraising events; conduct mail appeals; and pursue category gifts from physicians and other medical professionals with children and grandchildren.

Our case statement will emphasize the need for choice and to provide highly motivated students an opportunity to prepare and qualify for admission to the nation's better colleges and universities.

I. Campaign Issues

Campaign materials and presentations must address the following issues:

- The need for a new high school
- The cost in tax dollars for a new high school
- The curriculum planned for SPA
- Athletics and other extra-curricular activities
- The impact of a charter high school on other public schools

II. First Phase Campaign Timetable

We envision a 24-month campaign, which could be extended as conditions dictate.

The Campaign will be undertaken by an experienced team of Horizon associates (see Addendum “A”).

Phase I – Organization

December 1 – January 31, 2012

1. Prospect Database Research & Development
 - Individual donor prospects
 - Business Prospects
 - Foundations
2. Campaign Materials Development
 - Case statement
 - * Theme line, key messages, logo
 - Web site
 - Power point
 - Information kit contents / naming opportunities
 - Newsletter
3. Campaign Leadership Recruitment
 - Chair / members for seven regions

Phase II – Cultivation

Jan. 1, 2012 – September 15, 2012

1. Undertake personal and small group presentations to selected individuals and organizations. Objective: make major donor prospects feel they have advance awareness of SPA; address all key issues; request pledges and follow-up with letters of thanks and confirmation.
2. Identify and “warm up” potential campaign leaders (solicitors)
3. Engage in ongoing PR
4. Launch first Campaign newsletter upon confirmation of charter status
5. Develop remaining campaign materials

Phase III- Major Gifts

April 15 – December 31, 2012

1. Make private Foundation calls, meetings & proposals
2. Identify, recruit & train additional campaign leaders for each region
3. Execute Plan for Major Gift solicitations
 - Major Gift prospect identification, ratings, assignments
 - Identify, promote naming opportunities
 - Solicitation coordination
 - Reception scheduling
 - Follow-up

4. Create physician subcommittees for appropriate areas (Lewes, Seaford, Milford)

Phase IV – Business Solicitations

January 1– December 31, 2012

1. Identify businesses in New Castle Co. who have supported education
2. Identify large Sussex business that would benefit from workforce improvement
3. Create database with individuals to contact in each region
4. Recruit business committee Chair
5. Recruit business campaign leaders / solicitors
6. Finalize, rate & assign prospects
7. Train solicitors
8. Develop strategies, call on businesses

Phase V - Public Campaign

January 1, 2013 –September 30, 2013

1. Public Announcement of funds raised during “quiet “ stage of First Phase and create database for public appeals
2. Identify, rate mid-level prospects worthy of personal solicitation
3. Recruit, train solicitors to host receptions, make calls on mid-level prospects
4. Host fundraising event(s) (2)
5. Conduct appeals
 - Brick appeal
 - Mail appeal(s)

Phase VIII - Recognition

January, 2013

1. Plan for donor, volunteer recognition
 - Volunteer recognition event
 - Dedication ceremonies
 - Major donor recognition & celebration event
 - Plan for ongoing SPA Foundation development activities

Public relations, marketing communication will be a constant throughout all phases. Vehicles to include: web site update; power point; newsletters; email outreach; news releases; small group presentations.

III. SPA First Phase Campaign Objectives

Major Donors **\$2,600,000**

Foundations **\$2,,615,000**

Longwood	\$2,000,000
Welfare	\$ 350,000
Crystal	\$ 50,000
Laffey McHugh	\$ 25,000
Delaware CF	\$ 15,000
Marmot	\$ 15,000
Chichester duPont	\$ 10,000
Schell Family	\$ 75,000
Rodel Foundation	\$ 75,000

Kresge, other tbd

Business Community **\$ 285,000**

Sussex County	\$ 135,000
New Castle Co.	\$ 150,000

Public Campaign **\$ 800,000**

Mid-Level donors*	\$ 400,000
Physicians	\$ 75,000
Public appeal(s)	\$ 50,000
Brick sale	\$ 25,000
SAAS	\$ 100,000
SPA Leaders	\$ 100,000
Events(3)	\$ 50,000

Total **\$6,300,000**

GIFT TABLE

	<i>Gift size</i>		<i>Yield</i>	<i>Requirement</i>
<i>Major donors</i>	<i>\$500,000</i>	=	<i>\$1,000,000</i>	<i>2 – requires 6 prospects</i>
	<i>\$100,000</i>	=	<i>\$ 700,000</i>	<i>7 – requires 18 prospects</i>
	<i>\$ 50,000</i>	=	<i>\$ 500,000</i>	<i>10 – requires 25 prospects</i>
	<i>\$ 25,000</i>	=	<i>\$ 250,000</i>	<i>10 – requires 30 prospects</i>
	<i>\$10,000</i>	=	<i><u>\$ 150,000</u></i>	<i><u>15 – requires 40 prospects</u></i>
			<i>\$2,600,000</i>	<i>44 gifts - 119 prospects</i>

<i>Businesses</i>	\$ 50,000	=	\$100,000	2 – requires 5 prospects
	\$ 25,000	=	\$75,000	3 – requires 8 prospects
	\$10,000	=	\$50,000	5 – requires 15 prospects
	\$ 5,000	=	\$50,000	10 – requires 25 prospects
	\$1,000	=	<u>\$10,000</u>	<u>10 – requires 20 prospects</u>
			\$285,000	30 gifts – 73 prospects
<i>Mid-Level</i>	\$ 7,500	=	\$ 90,000	12 – requires 21 prospects
	\$ 5,000	=	\$110,000	22 – requires 35 prospects
	\$ 2,500	=	\$100,000	40 – requires 75 prospects
	\$ 1,000	=	<u>\$100,000</u>	<u>100 --requires 200 prospects</u>
			\$400,000	174 gifts – 331 prospects
<i>Mail Appeal</i>	\$100 avg gift	=	\$ 50,000	500 gifts – requires 5,000 Prospects, 2 mailings
<i>Physicians</i>	\$ 20,000	=	\$ 20,000	1 gift – requires 7 prosp.
	\$10,000	=	\$ 40,000	4 gifts – requires 12 prosp.
	\$ 5,000	=	\$ 25,000	5 gifts – requires 15 prosp.
	\$ 1000	=	\$ 25,000	25 gifts – requires 60 prosp.
<i>Brick sale</i>	\$ 150	=	\$ 25,000	167 bricks = 1,000 prosp.
<i>SAAS</i>	\$100,000	=	\$ 100,000	from SAAS reserve
<i>SPA Leaders</i>	\$ 5,000	=	\$ 100,000	20 gifts – requires 25 leaders
<i>Events (3)</i>	<u>\$17,000 net</u>	=	<u>\$ 50,000</u>	3 events
	<i>TOTAL</i>		<u>\$6,300,000</u>	970 gifts

SPA Second Phase Campaign objectives by donor category will be determined based on the success of First Phase campaign.

IV. Campaign Budget

January 1, 2012 – December 31, 2013 – 24 months

Personnel		\$170,000
Campaign Consulting	\$120,000	
Administration	\$ 50,000	
Expenses		\$16,000
Mileage	\$ 15,000	
Meals, refreshments	\$ 1,000	
Printing & Copying		\$ 14,400
Case Statement	\$ 2,500	
Information kit & contents	\$ 1,200	
Newsletters (4)	\$ 6,000	
Stationary	\$ 1,200	
Invitations	\$ 1,500	
Paver campaign	\$ 2,000	
Postage		\$ 10,560
Newsletters	\$ 6,560	
Other	\$ 4,000	
Design & Photography		\$12,050
Print materials	\$ 8,500	
Web site	\$ 2,750	
Power point	\$ 800	
Office Costs		\$ 7,100
Office expenses	\$ 6,000	
Credit Card	\$ 600	
Pay Pal	\$ 500	
Equipment		
Cost of Events		\$ 59,500
Major Fundraiser	\$25,000	
Receptions (12)	\$ 6,000	
Volunteer celebration	\$ 2,000	
Major donor celebration	\$ 2,500	
Groundbreaking	\$ 500	
Dedication	\$ 1,500	
Advertising, naming plaques & nameplates	\$ 12,000	
Cost of brick pavers	<u>\$ 11,000</u>	
Total		\$289,610

Campaign Objective: \$6,300,000 = 4.6%

Sussex Preparatory Academy Foundation

EIN #: 45-3820950

IRS Form 1023

Page 9

Part IX – question 16

Financial Data

Disbursements to or for benefit of members

Innovative Schools	\$79,000
Horizon Philanthropic Services	\$16,843
Gina Derrickson	<u>\$11,000</u>
	\$106,843

Addendum A:

Horizon Consultant Assignments

Campaign Design & Coordination - Major Gifts, Foundations, Public

Michael J. Rawl – Principal

Campaign Associate – Major Gifts Committee Meetings

Kevin Loftus - Associate

Campaign Administration – Database creation & management; coordinate solicitor meetings, notifications, events management

Gina Derrickson

Campaign Materials – Web Site, Newsletters, Facebook, Case Statement

Patricia Rivera

Campaign Events Management

Gina Derrickson - Associate

Delaware

PAGE 1

The First State

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED IS A TRUE AND CORRECT COPY OF THE CERTIFICATE OF INCORPORATION OF "SUSSEX PREPARATORY ACADEMY FOUNDATION, INC.", FILED IN THIS OFFICE ON THE SEVENTH DAY OF NOVEMBER, A.D. 2011, AT 1:20 O'CLOCK P.M.

A FILED COPY OF THIS CERTIFICATE HAS BEEN FORWARDED TO THE KENT COUNTY RECORDER OF DEEDS.

5062118 8100

111173374

You may verify this certificate online
at corp.delaware.gov/authver.shtml




Jeffrey W. Bullock, Secretary of State
AUTHENTICATION: 9143514

DATE: 11-08-11

STATE OF DELAWARE
CERTIFICATE OF INCORPORATION
A NON-STOCK CORPORATION

Articles of Incorporation of the undersigned, who are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of DELAWARE, do hereby certify:

First: The name of the Corporation shall be Sussex Preparatory Academy Foundation, Inc..

Second: Its Registered Office in the State of Delaware is to be located at 220 Beiser Blvd., Dover, DE 19904, Kent County. The name of the registered agent is Raymond F. Book & Associates, PA.

Third: The purpose of the corporation is to engage in any lawful activity for which corporations may be organized under the General Corporation Law of Delaware. This corporation is to be a nonprofit corporation. Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Fourth: The names and addresses of the persons who are the initial ~~Directors~~ of the corporation are as follows:

Name: Brian White, Address: 32878 Ocean Reach Dr., Lewes, DE 19958

Name: Joseph Schell, Address: 1604 Bay Ave., Lewes, DE 19958

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

Sixth: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the 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 so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the

principle office of the corporation 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.

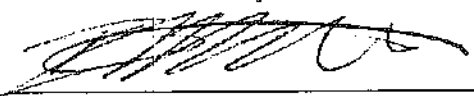
Seventh: The name and mailing address of the incorporator are as follows:

Name: Brian White

Mailing Address: PO Box 693, Lewes, DE 19958

Eighth: The Corporation shall not have any capital stock

- **I, The Undersigned,** for the purpose of forming a corporation under the laws of the State of Delaware, do make, file and record this Certificate, and do certify that the facts herein stated are true, and I have accordingly hereunto set my hand this 7th day of November, A.D. 2011.

BY: 

(Incorporator)

Name: Brian White
(type or print)



CERTIFICATE OF LIABILITY INSURANCE

SUSSE18

OP ID: SD

DATE (MM/DD/YYYY)

12/07/11

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER L & W Insurance Agency P.O. Box 918 Dover, DE 19903 Edwin L. Brown II	302-674-3500 302-674-2909	CONTACT NAME: PHONE (A/C, No, Ext): E-MAIL ADDRESS:	FAX (A/C, No):	
INSURED Sussex Academy of Arts & Sciences Inc 21777 Sussex Pines Rd Georgetown, DE 19947		INSURER(S) AFFORDING COVERAGE INSURER A: Utica Mutual INSURER B: Guarantee Trust Life Insurance INSURER C: INSURER D: INSURER E: INSURER F:		NAIC # 25976

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY ☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER ☐ POLICY ☐ PROJ. ☐ LOC		CPP3101383	10/22/11	10/22/12	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMFOP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY ☒ ANY AUTO ☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS ☒ HIRED AUTOS ☒ NON-OWNED AUTOS		CPP3101383	10/22/11	10/22/12	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	UMBRELLA LIAB ☒ OCCUR EXCESS LIAB ☐ CLAIMS-MADE DED ☒ RETENTION \$ 10000		CULP4274529	10/22/11	10/22/12	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N ☐ N/A	W3641276	09/18/11	09/18/12	☒ WC STATU. TORY LIMITS ☐ OTH. ER E L EACH ACCIDENT \$ 100,000 E L DISEASE - EA EMPLOYEE \$ 100,000 E L DISEASE - POLICY LIMIT \$ 500,000
B	Student accident		CHK9049541	09/18/11	09/18/12	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD 25 (2010/05)

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EXPEDITIONARY LEARNING

247 West 35th Street
Eighth Floor
New York, NY 10001
212-239-4455 tel
212-239-8287 fax
www.elschools.org

November 28, 2011

Lillian Lowry, Ed.D.
Secretary of Education
John G. Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901

Dear Dr. Lowry:

On behalf of Expeditionary Learning, I am writing this letter to express our fullest support for the proposed expansion of the Sussex Academy of Arts and Sciences Charter School to include students in grades 9 through 12. We believe that Sussex, already a high performing middle school, presents an excellent opportunity to build on the school's track record for high school students. EL stands ready to offer all of the technical assistance and professional development necessary to support the highest level of school quality, student achievement and teacher effectiveness.

EL has a past history with Sussex and worked with Sussex in the earliest years of the school's founding. Sussex was a part of our national network of schools until seven years ago. This application represents the chance to partner with Sussex again to open their high school, but also to re-engage with their middle school and re-establish a partnership school-wide. We are very enthusiastic about the chance to work with Sussex again.

Expeditionary Learning was founded upon the goal of creating schools where rigorous, standards-based curriculum and student achievement are the central aim and for over 18 years, this has been the core focus of our work. We will provide the Sussex Academy of Arts and Sciences and their proposed high school expansion with leadership and comprehensive support in our five Core Practices:

The Expeditionary Learning (EL) model is built around five core practices:

- Leadership and School Improvement: Strengthening leadership across the school in instruction, culture, and curriculum;
- Culture and Character: Building a school-wide culture of trust, respect, responsibility, and joy in achievement;
- Active Pedagogy: Infusing dynamic instructional practices that build skills and critical thinking;

- Learning Expeditions: Addressing standards through project-based curriculum connecting to real-world contexts that are based in the local community; and,
- Structures: Creating time for student and adult learning, collaboration, and focus on excellence.

EL instructional practices emphasize student inquiry, critical thinking and craftsmanship. Students engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions – deep interdisciplinary investigations of rich academic topics rooted in real life connections and experiences – bring together teachers from different disciplines and enrich the work of individual teachers in discipline-specific classrooms. These non-traditional approaches to learning are notably different from traditional practices.

Expeditionary Learning achieves success in these areas by providing schools with an extensive professional development program. Over a multi-year period, school faculties and administrators engage in a coherent, demanding, and highly regarded program of professional development that includes both off-site, residential institutes as well as on-site coaching. EL School Designers work with school leadership and teachers at the school in a range of formats: school leadership meetings, whole-faculty workshops, individual and team planning, in-class observations and demonstration lessons, and analysis of student achievement data.

We look forward to continuing our work with the Sussex Academy of Arts and Sciences toward their goal of creating a successful charter high school and offering a new choice, built on a solid history of superior academic performance, for the children and families in Georgetown, Delaware.

Sincerely,



Laura Weeldreyer, Mid-Atlantic Regional Director
Expeditionary Learning Schools
3103 Guilford Avenue
Baltimore, MD 21218

October 20, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowry,

Sussex Academy of Arts and Sciences (SAAS), opened in 2000 and centrally located in Georgetown, is a public, non-tuition-based charter middle school serving 325 students from across our county in grades six through eight. Through its rigorous curriculum and cultivating school environment, the Academy prepares its students for academic success.

SAAS has been consistently recognized as a Superior Delaware School for the last 9 years. Its students **ranked first in reading and math** and third in science when compared to all other middle schools in Delaware. The *Global Report Card*, a product of the George W. Bush Presidential Center, named SAAS as **one of the top 17 schools in the nation** in 2011.

Given the school's proven record - one of educational excellence and operational success - SAAS is planning to expand by opening Sussex Preparatory Academy in September 2013. Sussex Preparatory Academy will ultimately:

- Provide 400 students from across our county in grades 9 through 12 with a choice in where they attend high school, while delivering the same exemplary educational experience as SAAS.
- Strengthen our ability as a County to attract more businesses, create and fill jobs more competitively, while helping to stimulate our economy overall.
- Offer the existing students of SAAS a continued path for learning, while also increasing the number of high-caliber students leading universities and colleges are actively trying to recruit from the State of Delaware.

All of this has a long-term effect on Southern Delaware. Sussex County, and ultimately, the entire State, could benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

As a parent with a vested interest in my child's education and future, along with my desire to further strengthen the opportunity and economic success in Sussex County, I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,
Parents of Sussex Academy of Arts & Sciences

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

172 signatures


Parent Name	Date	Parent Name	Date
Tom Allen	10-19-11	Karen Willey	10-19-11
Michael Edwards	10-19-11	Sue Willey	10-19-11

Parent Name	Date	Parent Name	Date
Neil Kwan	10/19/11	[Signature]	10-19-11

Parent Name	Date	Parent Name	Date
Cindy Ockels	10/19/11	Christal Willey	10-19-11

Parent Name	Date	Parent Name	Date
James Willey	10/19/11	Karen Phillips	10-19-11

Parent Name	Date	Parent Name	Date
Rob Hartman	10/19/11	Lucy King	10/19/11

Parent Name	Date	Parent Name	Date
Cynthia Fitzsimmons	10/19/11	RILEY FITZSIMMONS	10-19-11

Parent Name	Date	Parent Name	Date
Sharon McNamee-Lawson	10/19/11	Shannon McNamee-Lawson	10-19-11

Parent Name	Date	Parent Name	Date
Justee Hamm	10-19-11	Andrea Woodsey	10-19-11

Parent Name	Date	Parent Name	Date
JENNIFER AUGUST	10/19/11		

Parent Name	Date	Parent Name	Date
Kelly Strong	10/19/11		

Parent Name	Date	Parent Name	Date
Teresa DeCandia	10-19-11	Tim Winters	10-19-11

Parent Name	Date	Parent Name	Date
Charles DeCandia	10-19-11		

Parent Name	Date	Parent Name	Date
Lina B. Douma	10/19/11		

Parent Name	Date	Parent Name	Date
James E. Lee	10/19/2011		

Parent Name	Date	Parent Name	Date
Sandra H. FMO	10/19/2011		
	10/19/11		

Parent Name	Date	Parent Name	Date
Angela D. Skiff	10/19/2011	Steve Skiff	10/19/2011

Parent Name	Date	Parent Name	Date
Michael M. Mather	10/19/2011		

Parent Name	Date	Parent Name	Date
Steve H. Hark	10-19-11		

Parent Name	Date	Parent Name	Date
Wm. Proton	10/19/11	Nidia Sunn	10/19/11
Angie Bayne	10/19/11	Beckett Harman	10/19/11

Parent Name Sharon Johnson	Date 10/19/11	Parent Name Maria Kilar	Date 10/19/2011

Parent Name Jill Menendez	Date 10/19/11	Parent Name Sandy Coleman	Date 10/19/2011

Parent Name Tawo White	Date 10/19/11	Parent Name Beth McMahon	Date 10/19/2011

Parent Name Karen Hunsicker	Date 10-19-11	Parent Name	Date

Parent Name Jan M. Hill	Date 10/19/11	Parent Name Debbie Fees	Date 10/19/11
Parent Name Michael P. Maker	Date 10/19/11	Parent Name Steve Oscar	Date 10/19/11

Parent Name Christine Jones	Date 10/19/11	Parent Name Jennifer Ramba	Date 10/19/11

Parent Name Elizabeth Eiden	Date 10-19-11	Parent Name	Date

Parent Name Dan Henderson	Date 10-19-11	Parent Name	Date

DAN HENDERSON

Parent Name JEFFREY LYNCH	Date 10-19-11	Parent Name	Date

Parent Name Jennifer Jones	Date 10/19/11	Parent Name	Date

Parent Name <i>[Signature]</i>	Date 10-19-11	Parent Name	Date
Parent Name <i>[Signature]</i>	Date 10/19/11	Parent Name	Date

Parent Name <i>[Signature]</i>	Date 10/19/11	Parent Name	Date

Parent Name <i>[Signature]</i>	Date 10/19/11	Parent Name	Date

Parent Name	Date	Parent Name	Date

Parent Name Fred Linch	Date 10/19/11	Parent Name	Date

Parent Name Anna Moshier	Date 10-19-11	Parent Name Zhett Ruggiero	Date 10/19/11

Parent Name Cindy Ruggiero	Date 10-19-11	Parent Name Andrew Dain	Date 10/19/11

Parent Name STEVEN KAPPEL	Date 10/19/11	Parent Name Carmen Kappel	Date 10/19/11

Parent Name Tommi Barrett - freed	Date 10-19-11	Parent Name	Date

Parent Name Heather Sullivan	Date 10-19-11	Parent Name	Date

Parent Name Anita Hayfield	Date 10-25-11	Parent Name Jana Wichert	Date 11/15/11
Parent Name Lammie Carlisle	Date 10-25-11	Parent Name Wendy Hutt	Date 11/15/11

Parent Name Gail Drummond	Date 10/27/11	Parent Name [Signature]	Date 11/15/11

Parent Name Maureen Lemay	Date 10/27/11	Parent Name Kelly Sang	Date 10/11/2011

Parent Name Janet R. Baker	Date 11/2/2011	Parent Name Dana Singh	Date 11/09/2011

Parent Name Gail Shields	Date Nov 2	Parent Name John Shields	Date Nov 2

Parent Name Sally Korn	Date 11/3/2011	Parent Name Amy Metzner	Date 11/7/11

Parent Name Kim Merritt	Date 11-3-11	Parent Name Karen A. O'Brien	Date 11-3-11

Parent Name Donna Spencer	Date 11-8-11	Parent Name Kim Dwan	Date 11/16/11

Parent Name Phyllis Parker	Date 11-8-11	Parent Name Michelle Gray	Date 11/16/11

Parent Name Elizabeth Sheppard	Date 11/9/11	Parent Name Aishah Patel	Date 11/16/11

Parent Name Chris Cook	Date 11/10/11	Parent Name Dawn Babbe	Date 11/16/11

Parent Name Cami M. Hudson	Date 11/10/11	Parent Name Bruce Tralen	Date 11/16/11

Parent Name Charles Cutsail	Date 11/15/11	Parent Name Kristi Gamugiel	Date 11/16/11

Parent Name Sandra Cutsail	Date 11/15/11	Parent Name ALISON BLYTH	Date 11/16/11

Parent Name Jennifer Lepper	Date 11/15/11	Parent Name Carmelita Lynn	Date 11-16-11

Parent Name <i>Julia</i>	Date <i>11/15/11</i>	Parent Name	Date

Parent Name <i>Angelle Hearn</i>	Date <i>11/15/11</i>	Parent Name <i>Jay Diaz</i>	Date <i>11/16/11</i>

Parent Name <i>Angie Touritt</i>	Date <i>11/15/11</i>	Parent Name <i>Kelly Stankovic</i>	Date <i>11/16/11</i>

Parent Name <i>Bob Hearn</i>	Date <i>11/15/11</i>	Parent Name <i>Opie G Polue</i>	Date <i>11/16/11</i>

Parent Name <i>Mike Better</i>	Date <i>11/15/11</i>	Parent Name <i>Vivian Vasilikos</i>	Date <i>11/16/11</i>

Parent Name <i>Melissa Walter</i>	Date <i>11/15/11</i>	Parent Name <i>Reigh Bonning</i>	Date <i>11/16/2011</i>

Parent Name <i>Kimberly Allen</i>	Date <i>11/16/11</i>	Parent Name <i>Kelly Boster</i>	Date <i>11/16/2011</i>

Parent Name <i>Brian Kovach</i> <i>Brian</i>	Date <i>11/16/11</i>	Parent Name <i>[Signature]</i>	Date <i>11/16/2011</i>

Parent Name	Date	Parent Name	Date
Debbie Lange	11-16-11	Debbie Lange	11-16-11

Caril Milcox 11/16/11

Tammy Beard

Zheng 2 11/16/11

Angela Sholly 11/16/11

Kristin Patterson 11/16/11

Molly Brownstein 11/16/11

Dawn Wan 11/16/11

Bethany Chaffin 11/16/11

Kris Carper 11/16/11

Cheryl Com 11/16/11

Thom 11/16/11

Arlene Wight 11/16/11

11-16-11

11/16/11

11-16-11

11-16-11

~~MS Brown~~

Stacy Boor 11/16/11

11-16-11

David N. Alenton 11/16/11

Debra Ann Butler 11/16/11

Bob & Carolyn Elliott 11/16/11

11/16/11

Neussie Nitchens 11-17-11

11-17-11

11/17/11

James Kuboris 11/17/11

Bonnie Kuboris 11/17/11

James Sam

Mary O'Neill
12-1-11

Fredrick T. Cochran

Julian Jordan 11/17/11

 11-17/11

Eric 11/17/11

Michael W. Gunn 11/17/11

Robin Wray 11/17/11

D. A. [Signature] 11/17/11

Michelle & Kevin Bennett 11/17/11

Julie Coskey 11/17/11

Steph G. Coskey 11/17/11

Tom Carey 11/18/11

[Signature] 11/18/11

Geckelberg 11/21/11

Penny L. Austin Richardson 11/22/11

Merenna Richardson (former student) 11/21/11

Elizabeth Elder
 Rebecca J. Fisher
 Elaine Smith
 Curt Smith
 Sam T Hudson III
 Kati Palmer
 Lloyd Barringer
 Christine Price

11-28-11
 11-28-11
 11-29-11
 11-29-11
 11-29-11
 12-1-11
 12-7-11
 12-12-11

Parent Name	Date	Parent Name	Date
Adriana Flores	10/19/11		

Parent Name	Date	Parent Name	Date
Lisa Zechel	10/19/11		
Parent Name	Date	Parent Name	Date
John Zechel	10/19/11		



DENTSPLY Caulk
38 West Clarke Avenue
Milford, DE 19963
(302) 422- 4511

November 7, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

I am a community leader in Sussex County and am writing in support of the expansion of the Sussex Academy of Arts and Sciences, (SAAS). This school is a public charter school which offers accelerated academic programs for students in Sussex County for grades six through eight and has been recognized as Superior by the State of Delaware.

Working for a large company in Sussex County, we employ over 400 people living in both Sussex and Kent counties. We rely heavily on our education system to provide talented people to work at our company and grow with our business.

We are excited to hear that SAAS will be expanding through the new Sussex Preparatory Academy providing education for children in grades nine through twelve; as our local high schools provide a pool of candidates for employment.

The expansion of Sussex Academy of Arts and Sciences is a vital educational component for developing our future.

Sincerely,

A handwritten signature in cursive script that reads "Carol A. Kennedy".

Carol A. Kennedy
Director, Human Resources

cc: Jack A Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

FUQUA, YORI AND WILLARD, P.A.

ATTORNEYS AT LAW
28 THE CIRCLE
P.O. BOX 250
GEORGETOWN, DELAWARE 19947

JAMES A. FUQUA, JR.
JAMES A. YORI
TIMOTHY G. WILLARD
TASHA MARIE STEVENS

PHONE 302-856-7777
FAX 302-856-2128
www.fywlaw.com

December 12, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

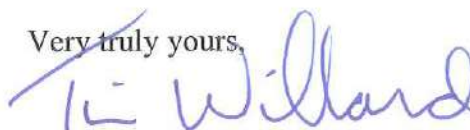
Dear Secretary Lowry,

You are likely familiar with Sussex Academy of Arts and Sciences (SAAS). My wife was a founding Board Member and has served on the Board for several years since then. Two of my children have attended SAAS; We have a fourth grader that we hope can go there as well. SAAS is a very special place with dedicated teachers, a rigorous curriculum and motivated students.

I embrace and support SAAS's plan to expand by opening Sussex Preparatory Academy in September 2013 to serve 9th through 12th grade. A charter high school with SAAS as the foundation will provide an excellent choice for Sussex students. This choice would not only benefit the students and parents seeking an exemplary education experience, but would also be an asset to the Sussex County and Delaware economy. SAAS has proven to produce exceptional students who communicate well and think for themselves.

Delaware and its students benefit with offering children more quality and diverse choices in education. In fact all our schools should benefit from increasing good choices in educational opportunities. I encourage your Department to also support the expansion of Sussex Academy of Arts and Sciences with the addition of the Sussex Preparatory Academy.

Very truly yours,



Timothy G. Willard

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

DENNIS L. SCHRADER, ESQUIRE

30890 Mills Ridge Road
Lewes DE 19958

December 5, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowry,

It is my pleasure to advise you that I am the proud parent of a graduate of the Sussex Academy of Arts and Sciences and, because my son is an honors student about to graduate and move on to college, I am writing this letter as an expression of my appreciation for the academic skills and work habits that he learned while at Sussex Academy. I wish that there had been an opportunity for my son to move on to a high school and complete his education there. Thus, I encourage you to consider favorably the application of SAAS to expand to include a high school.

As you no doubt have learned from other letters, Sussex Academy of Arts and Sciences SAAS, opened in 2000 and centrally located in Georgetown, is a public, non-tuition-based charter middle school serving 325 students from across our county in grades six through eight. Through its rigorous curriculum and cultivating school environment, the Academy prepares its students for academic success.

SAAS has been consistently recognized as a Superior Delaware School for the last 9 years. Its students ranked 1st in reading and math and 3rd in science when compared to all other middle schools in Delaware. *The Global Report Card*, a product of the George W. Bush Presidential Center, named SAAS as one of the top 17 schools in reading in the nation in 2011.

Given the school's proven record - one of educational excellence and operational success - SAAS is planning to expand by opening Sussex Preparatory Academy in September 2013. Sussex Preparatory Academy will ultimately:

Provide 400 students from across our county in grades 9 through 12 with a choice in where they attend high school, while delivering the same exemplary educational experience as SAAS;

Strengthen our ability as a County to attract more businesses, create and fill jobs more competitively, while helping to stimulate our economy overall; and

Dr. Lowery
December 5, 2011
Page Two

Offer the existing students of SAAS a continued path for learning, while also increasing the number of high-caliber students leading universities and colleges are actively trying to recruit from the State of Delaware.

All of this has a long-term effect on Southern Delaware. Sussex County, and the entire State, all of which will benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Very truly yours,



Dennis L. Schrader, Esquire

Copy: Hon. Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee



SOUTHERN DELAWARE FOOT & ANKLE

Bradley T. Lemon, D.P.M., F.A.C.F.A.S.

Fellow, American College of Foot & Ankle Surgeons
Diplomate, American Board of Podiatric Surgery

543 N. Shipley Street, Suite C Seaford, DE 19973

Phone: (302) 629-3000 Fax: (302) 629-3080

Website: www.bradlemondpm.com

December 5, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowry,

Sussex Academy of Arts and Sciences (SAAS) opened in 2000 and centrally located in Georgetown, is a public, non-tuition-based charter middle school serving 325 students from across our county in grades six through eight. Through its rigorous curriculum and cultivating school environment, the Academy prepares its students for academic success.

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- Strengthen our ability as a County to attract more businesses, create and fill jobs more competitively, while helping to stimulate our economy overall.
- Offer the existing students of SAAS a continued path for learning, while also increasing the number of high caliber students leading universities and colleges are actively trying to recruit from the State of Delaware.

All of this has a long-term effect on Southern Delaware. Sussex County, and ultimately, the entire State, could benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,

Bradley Lemon DPM, FACFAS
Fellow, American College of Foot & Ankle Surgeons

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

16 Mile Brewing Company, Inc.
C. Chadwick Campbell
413 S. Bedford Street
Georgetown, DE 19947

November 3, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901



Dear Secretary Lowry,

Sussex Academy of Arts and Sciences (SAAS), opened in 2000 and centrally located in Georgetown, is a public, non-tuition-based charter middle school serving 325 students from across our county in grades six through eight. Through its rigorous curriculum and cultivating school environment, the Academy prepares its students for academic success.

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- Provide 400 students from across our county in grades 9 through 12 with a choice in where they attend high school, while delivering the same exemplary educational experience as SAAS.
- Strengthen our ability as a County to attract more businesses, create and fill jobs more competitively, while helping to stimulate our economy overall.
- Offer the existing students of SAAS a continued path for learning, while also increasing the number of high-caliber students leading universities and colleges are actively trying to recruit from the State of Delaware.

All of this has a long-term effect on Southern Delaware. Sussex County, and ultimately, the entire State, could benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,

C. Chadwick Campbell
Owner, Vice-President
16 Mile Brewing Company, Inc.

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee



HORIZON
Philanthropic
Services

P.O. Box 802
135 Second Street.
Lewes, DE 19958

302-644-0107 TEL
302-644-8856 FAX

www.horizonphilanthropic.com

November 23, 2011

Dr. Lillian Lowery, Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, DE 19901

Dear Secretary Lowery:

Sussex Academy of Arts and Sciences (SAAS) opened in 2000 and, centrally located in Georgetown, is a public, non-tuition-based charter middle school serving 325 students from across our county in grades six through eight. Through its rigorous curriculum and cultivating school environment, the Academy prepares its students for academic success.

SAAS has been consistently recognized as a Superior Delaware School for the last 9 years. Its students **ranked first in reading and math** and third in science when compared to all other middle schools in Delaware. *The Global Report Card*, a product of the George W. Bush Presidential Center, named SAAS as **one of the top 17 schools in reading in the nation** in 2011.

Given the school's proven record - one of educational excellence and operational success - SAAS is planning to expand by opening Sussex Preparatory Academy in September 2013. Sussex Preparatory Academy will ultimately:

- Provide 400 students from across our county in grades 9 through 12 with a choice in where they attend high school, while delivering the same exemplary educational experience as SAAS.
- Strengthen our ability as a County to attract more businesses, create and fill jobs more competitively, while helping to stimulate our economy overall.
- Offer the existing students of SAAS a continued path for learning, while also increasing the number of high-caliber students leading universities and colleges are actively trying to recruit from the State of Delaware.

All of this has a long-term effect on Southern Delaware. Sussex County, and ultimately, the entire State, could benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013. I would also like to support the school's expeditionary learning curriculum and can assist with things such as job shadowing, speaking to classes and group projects.

Sincerely,

Michael J. Rawl
Principal

cc: Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Cape Gazette

18 November 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

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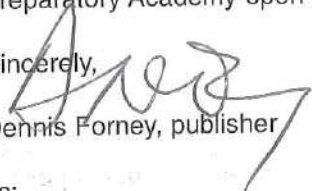
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All of this has a long-term effect on Southern Delaware. Sussex County, and ultimately, the entire State, could benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

I wholeheartedly agree with offering children more choice in education and want to increase our opportunity for greater economic success. I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,


Dennis Forney, publisher

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

302-645-7700 • Fax 302-645-1664
Office Location: 17585 Nassau Commons Boulevard • Lewes, DE 19958
Mailing Address: P.O. Box 213 • Lewes, DE 19958
Visit us at our website: www.capegazette.com



Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

November 29, 2011

Dear Secretary Lowery,

As you know, the Sussex Academy of Arts and Sciences (SAAS) has been consistently recognized as a Superior Delaware School for the last 9 years. Its students **ranked first in reading and math** and third in science when compared to all other middle schools in Delaware. *The Global Report Card*, a product of the George W. Bush Presidential Center, recently named SAAS as **one of the top 17 schools in reading in the nation** in 2011.

Given the school's proven record - one of educational excellence and operational success - SAAS is planning to expand by opening Sussex Preparatory Academy in September 2013. Sussex Preparatory Academy will ultimately:

- Provide 400 students from across our county in grades 9 through 12 with a small-school choice in where they attend high school.
- Strengthen our ability as a County to attract more businesses, create and fill jobs more competitively, while helping to stimulate our economy overall.
- Offer the existing students of SAAS a continued path for learning, while also increasing the number of high-caliber students colleges and universities seek to recruit.

All of this has a long-term effect on Southern Delaware. Sussex County, and ultimately, the entire State, could benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

I agree with offering children more choice in education and want to increase our opportunity for greater economic success - I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013. I would also like to support the school's expeditionary learning curriculum and can assist with things such as job shadowing, speaking to classes and group projects.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian K. White", written over a horizontal line.

Brian K. White
President, BW&A Government Relations

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee



November 16, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Dr. Lowery,

I am pleased to write in support of expanding the charter to the Sussex Academy of Arts and Sciences (SAAS) to include a high school for students in grades 9-12, the proposed Sussex Preparatory Academy.

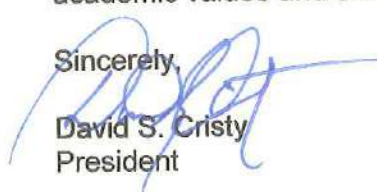
Coastal Concerts, Inc. is a 501(c)(3) non-profit corporation which promotes the appreciation of classical music throughout Southern Delaware through the presentation of live chamber music concerts in Lewes, and numerous outreach/educational programs. Our live concerts feature diverse and exciting classical music played by exceptionally talented musicians with first class training and international experience. As part of our outreach activities, we partner with Sussex County schools to bring these world-class musicians into the schools for free concerts, usually two 45 minute presentations twice in a season. Students have the opportunity to not only experience classical music played at the highest level, but to meet and engage in discussions with the musicians about the music, the instruments, and the musicians themselves.

We have partnered with SAAS to present free in-school concerts several times in the last few years with excellent reception from both staff and the students. We have had similar success with presentations in elementary and middle schools in both the Cape Henlopen and Indian River School Districts. In February, 2012, we will partner with Milford Middle School for two in-school performances by the acclaimed Carpe Diem String Quartet, and plan to bring Spanish Brass, a brass quintet from Spain, to a school in the Indian River district in March, 2012.

While we feel it is extremely important to expose all students in grades K-12 to musical performances and to stimulate their interest in and appreciation of music, we have not yet taken on the challenges of performing in large high schools where students may not be as receptive to these performances and the intimacy of student/performer interactions may not be so readily achieved. We would be delighted to have the opportunity to bring our outreach performances to a smaller high school student body, especially in a setting in which both openness to new cultural experiences and intellectual curiosity are valued. Our experience with SAAS leads us to believe that this will be the case with the proposed new high school.

The reputation of the Sussex Academy of Arts and Sciences is established. We strongly support this next step to provide for high school students a school experience that focuses on the same cultural and academic values and skills as SAAS. All of our lives will be enriched.

Sincerely,



David S. Cristy
President



November 2, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

Sussex Academy of Arts and Sciences (SAAS), opened in 2000 and centrally located in Georgetown, is a public, non-tuition-based charter middle school serving 325 students from across our county in grades six through eight. Through its rigorous curriculum and cultivating school environment, the Academy prepares its students for academic success.

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As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric C Sugrue".

Eric C Sugrue
Owner
Big Fish Restaurant Group, LLC

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee
P.O. Box 501 Rehoboth Beach, DE 19971 302 227-FISH Fax 302 227-1705 BigFishGrill.com





ATTORNEYS AT LAW
www.bglawde.com

Chase T. Brockstedt
Lewes Office
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Facsimile: 302-644-0306
cbrockstedt@bglawde.com

November 23, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

Sussex Academy of Arts and Sciences (SAAS), opened in 2000 and centrally located in Georgetown, is a public, non-tuition-based charter middle school serving 325 students from across our county in grades six through eight. Through its rigorous curriculum and cultivating school environment, the Academy prepares its students for academic success.

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As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013. I would also like to support the school's expeditionary learning curriculum and can assist with things such as job shadowing, speaking to classes and group projects.

Sincerely,

Chase T. Brockstedt

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Wilmington Office
800 N. King Street,
Plaza level
Wilmington, DE 19801
Phone: (302) 429-1900
Main Fax: (302) 429-8800

Newark Office
100 Biddle Avenue, Suite 100
Newark, DE 19702
Phone: (302) 429-1900
Main fax: (302) 832-7540

Lewes Office
34385A Carpenter's Way
Lewes, DE 19968
Phone: (302) 644-0302
Main Fax: (302) 644-0306

BIFFERATO GENTILOTTI LLC



November 21, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901



Lee Ann Wilkinson
"The Lee Ann Wilkinson Group"
"Superior Service, Outstanding Results"

Prudential Gallo, REALTORS®
16690 Kings Hwy., Suite A, Lewes, DE 19958
Bus 302 645 6664 Fax 302 645 6595
Toll Free 800 770 6664
ew@realstate.com leeann@lewe-realestate.com

Dear Secretary Lowery,

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All of this has a long-term effect on Southern Delaware, Sussex County, and ultimately, the entire State, could benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success – I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013. I would also like to support the school's expeditionary learning curriculum and can assist with things such as job shadowing, speaking to classes and group projects.

Sincerely,

Lee Ann Wilkinson

cc.
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Brad Baynum
Pizza King
300 West Stein Highway
Seaford DE 19973

November 30, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

Sussex Academy of Arts and Sciences (SAAS), opened in 2000 and centrally located in Georgetown, is a public, non-tuition-based charter middle school serving 325 students from across our county in grades six through eight. Through its rigorous curriculum and cultivating school environment, the Academy prepares its students for academic success.

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As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,


VP Baynum Enterprises (Pizza King)

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Studio Four Photography
Gina Banning
302 W. Stein Hwy. Suite D
Seaford, DE 19973

November 14, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

Sussex Academy of Arts and Sciences (SAAS), opened in 2000 and centrally located in Georgetown, is a public, non-tuition-based charter middle school serving 325 students from across our county in grades six through eight. Four of my children have attended Sussex Academy, three of which are now enrolled in high school. SAAS has prepared my children for academic success through its rigorous curriculum and cultivating school environment. My children are more prepared and academically ahead of those fellow students that attended other area middle schools. I also strongly feel that this will give my children an advantage when they further their education in college.

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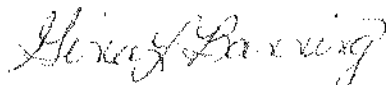
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As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,



Gina Banning
Owner, Studio Four Photography

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Law Office
Michael F. McGroerty, P.A.
110 N. Pine Street
Seaford, Delaware 19973
Phone: (302) 628-1000
Fax: (302) 628-1711

November 30, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

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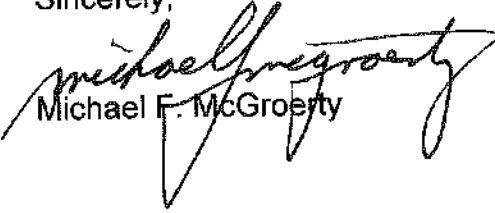
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All of this has a long-term effect on Southern Delaware. Sussex County, and ultimately, the entire State, could benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

As an employer and citizen, I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,



Michael F. McGroarty

cc:

Jack A. Markell, Governor

Members, Delaware State Board of Education

Department of Education Charter School Accountability Committee

Scott and Shuman, LLC

38017 Fenwick Shoals Boulevard
West Fenwick, Delaware 19975-9102
302-436-6200 302-436-7490 fax

Arthur R. Shuman, Esquire 1940-2010

K. William Scott, Esquire (DE, MD, PA and NJ)

Mary Ellyn Rozell, Business Manager
Susan D. Rencan, Title Services Manager
Rebecca A. Thompson, Paralegal

November 8, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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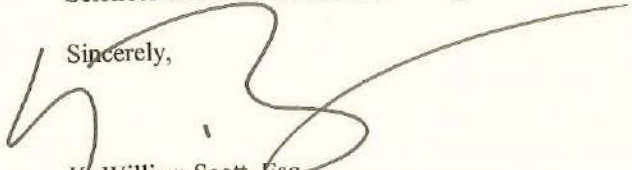
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Sincerely,



K. William Scott, Esq.

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

George B. Smith
Richard E. Berl, Jr.
Ellen J. Feinberg
Deirdre O'Shea McCartney

November 11, 2011

406 South Bedford Street
P.O. Box 588
Georgetown, DE 19947
302.855.0551
Toll Free: 888.856.7082
Fax: 302.855.0553

H. Edward Maull, Jr.
Of Counsel

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,

Deirdre A. O'Shea McCartney, Esquire

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

MOONEY & NUTTER, P.A.

ATTORNEYS AT LAW
11 SOUTH RACE STREET
GEORGETOWN, DELAWARE 19947

ERIC G. MOONEY
JAMES D. NUTTER

MICHAEL W. ANDREW *
*ALSO ADMITTED IN PA & NJ

(302) 856-3070
FAX (302) 856-2177

OF COUNSEL
CAROLYN M. MCNEICE

November 28, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowry,

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Sincerely,

James D. Nutter

cc: Jack A. Markell, Governor of Delaware
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

MOONEY & NUTTER, P.A.

ATTORNEYS AT LAW
11 SOUTH RACE STREET
GEORGETOWN, DELAWARE 19947

ERIC G. MOONEY
JAMES D. NUTTER

MICHAEL W. ANDREW *
*ALSO ADMITTED IN PA & NJ

(302) 856-3070
FAX (302) 856-2177

OF COUNSEL
CAROLYN M. MCNEICE

December 12, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowry,

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All of this has a long-term effect on Southern Delaware, Sussex County, and ultimately, the entire State, could benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,



Eric G. Mooney

cc: Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Jeremy J. Diehl, CPA
Mark W. Diehl, CPA

DIEHL & CO., CPA's, LLC
18296 Coastal Highway
Lewes, DE 19958
ph 302-644-4441
fax 302-644-4331

November 3, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

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18296 Coastal Highway, Lewes DE 19958
Ph - 302-644-4331 Fax 302-644-4331

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Sincerely,



Jeremy J. Diehl, CPA
Diehl & Co., CPA's, LLC

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

18296 Coastal Highway, Lewes DE 19958
Ph - 302-644-4331 Fax 302-644-4331

Page 2



MIDWAY CHIROPRACTIC

18585 Coastal Highway, Unit 26, Rehoboth Beach, DE 19971 • Tel: 302.645.6681 • Fax: 302.645.6621

November 4, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

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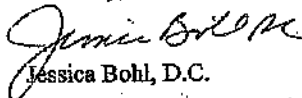
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Sincerely,


Jessica Bohl, D.C.

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

CHIROPRACTIC CARE | DRX 9000 SPINAL DECOMPRESSION THERAPY | ACUPUNCTURE + ACUPRESSURE
NUTRITIONAL COUNSELING | VITAMINS + HERBALS + MEDIFAST | MASSAGE THERAPY MEDICAL

CHRISTIANA	GLASGOW	HOCKESSIN	MILTON	NEWARK	WILMINGTON
302.918.8335	302.453.4043	302.239.1600	302.684.1995	302.454.1200	302.654.4001



27052 Broadkill Road
Milton, Delaware 19968
toll free 866-313-GOLF(4653)
phone 302-684-3000
fax 302-684-3389
www.rookerygolf.com

RECEIVED
NOV 6 8 2011

BY:

November 8, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,

Butch Holtzclaw
Head Golf Professional

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

ADAMS-KEMP ASSOCIATES, INC.

PROFESSIONAL LAND SURVEYORS

217 SOUTH RACE STREET GEORGETOWN DELAWARE 19947
302-856-6699 1-800-892-4337 302-856-7350 (FAX)

11-7-2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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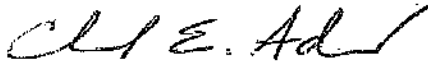
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Sincerely,



Charles E. Adams, Jr. PLS

Cc: Jack A. Markell, Governor

Members, Delaware State Board of Education

Department of Education Charter School Accountability Committee



...Count On Us
i.g. Burton
MILFORD

Charles L. Burton
IG Burton & Co. Inc.
793 Bay Road
Milford, DE 19963

October 31, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowry,

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Sincerely,

Charles L. Burton, President
IG Burton & Co. Inc.

793 Bay Road, Milford, Delaware 19963

cc: www.igburton.com
Jack A. Markell, Governor

Members, Delaware State Board of Education

Deputy Secretary of Education Charter School Accountability Committee



CHEVROLET
302-422-3041

John W. Schneider, Jr, PE
Partner, Broadpoint Consulting Group
35488 Peregrine Rd
Lewes, DE 19958

November 3, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,



John W. Schneider, Jr., PE

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Cape Behavioral Health
33712 Wescoats Road
Unit 2
Lewes, DE 19958

11/4/11

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,

Carly Miller, ms, MFT
for Cape Behavioral Health

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Eric Reinhold
Southern Delaware Physical Therapy
701 Savannah Road
Suite A1
Lewes, DE 19958

November 5, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,



Eric Reinhold, M.P.T., A.T., C.
Director of Rehabilitation
Southern Delaware Physical Therapy

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee



ATTORNEYS AT LAW
www.bglawde.com

Chase T. Brockstedt
Bifferato Gentilotti, LLC.
34385A Carpenter's Way
Lewes, DE 19958

November 9, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

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Sincerely,

Chase T. Brockstedt

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Wilmington Office
800 N. King Street,
Plaza level
Wilmington, DE 19801
Phone: (302) 429-1900
Main Fax: (302) 429-8600

Newark Office
100 Biddle Avenue, Suite 100
Newark, DE 19702
Phone: (302) 429-1900
Main fax: (302) 832-7540

Lewes Office
34385A Carpenter's Way
Lewes, DE 19958
Phone: (302) 644-0302
Main Fax: (302) 644-0306

BIFFERATO GENTILOTTI LLC

November 30, 2011



Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowry,

I am writing to you in support of the proposed expansions of the Sussex Academy of Arts and Sciences to include grades 9 – 12 for the 2013-14 school year. In the recruitment of medical professionals who are looking to move into the area, we see a clear need for educational choices and a program that provides a rigorous curriculum.

Given the school's proven record - one of educational excellence and operational success - SAAS is planning to expand by opening Sussex Preparatory Academy in September 2013. Sussex Preparatory Academy will ultimately:

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We at Nanticoke Health Services agree with offering children more choice in education and want to increase our opportunity for greater economic success -- we support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,

A handwritten signature in blue ink, appearing to read "Steven A. Rose".

Steven A. Rose, RN, MN
President & CEO

cc: Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

phone (302) 629-6611
fax (302) 629-2493
801 Middleford Road
Seaford, Delaware 19973
nanticoke.org

Law Office of
MICHAEL R. ABRAM, ESQ.

5 West Market St. • P.O. Box 757 • Georgetown, DE 19947
302-856-4944 • Fax: 302-856-4946

November 29, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,



Michael R. Abram, Esquire

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Sally M. Cole
1407 Savannah Road
Lewes, DE 19958

October 28, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,



Sally M. Cole

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Brian & Alison White
32878 Ocean Reach Dr. | Lewes | DE 19958
Phone 302.645.2893

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

November 29, 2011

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Not all children learn well in a large school environment. Many require a small school culture to achieve their true academic potential. As parents of a current SAAS seventh grade student, we have seen the benefits the school's size and academic approach have provided our child. Outside of private, parochial school options – there are no other small-school options within the county.

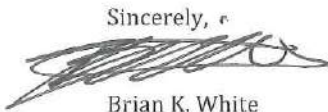
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Sincerely, r



Brian K. White



Alison G. White

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Jean C. Haszard
331 Carlton Drive
Milton DE 19968

11/01/11

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowry,

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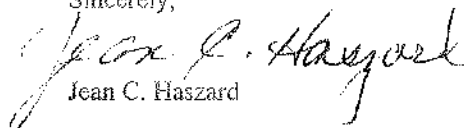
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All of this has a long-term effect on Southern Delaware, Sussex County, and ultimately, the entire State, could benefit from the future leadership and investment these students could bring back to the region as young adults seeking professional jobs.

Sincerely,



Jean C. Haszard

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Kathy Kiernan Newcomb
427 Hudson Street
Milton, DE 19968

November 16, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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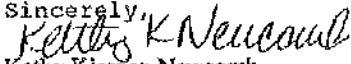
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As a leader in our Sussex County community, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,

Kathy Kiernan Newcomb
Senior Vice President of Marketing and Client Services / Coldwell Banker Resort Realty

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Lori Schell
35448 Wolfeneck Rd
Rehoboth Beach, DE 19971

November 16, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,



Lori Schell
Co-Owner
Kids Cottage, LLC

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Eric Parsons
330 Rehoboth Ave Ste B
Rehoboth Beach, DE 19971

November 14th, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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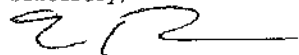
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Sincerely,



Eric Parsons
Branch Manager/Tidewater Mortgage

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Joseph M. Gray
331 Carlton Drive
Milton DE 19968

11/01/11

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Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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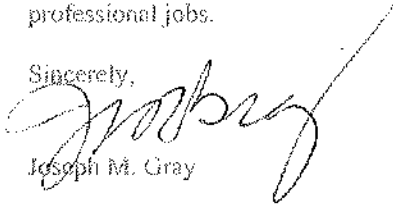
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Sincerely,



Joseph M. Gray

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Mr. & Mrs. J.D. Miller
35085 Zwaanendael Ave.
Lewes, DE 19958

11/4/11

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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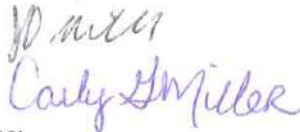
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Sincerely,



cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Chase & Kelly Brockstedt
2 Eagle Way
Rehoboth, DE 19971

November 1, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,



Chase T. Brockstedt

Kelly T. Brockstedt

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Steve and Kathryn Kimpton
204 Deep Creek Dr
Seaford, DE 19973

November 15, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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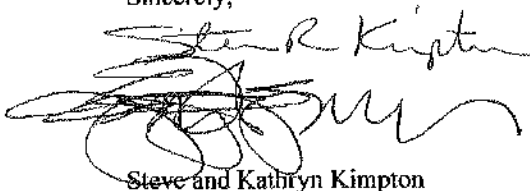
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Sincerely,

A handwritten signature in black ink, appearing to read "Steve R. Kimpton", with a large, stylized flourish underneath.

Steve and Kathryn Kimpton

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Dan Welch
206 N. Ruth Ellen Court
Newark, Delaware 19701

November 17, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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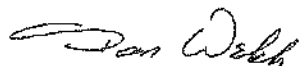
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As a concerned citizen of the State of Delaware, I agree with offering children more choice in education and want to increase our opportunity for greater economic success -- I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,



Dan Welch

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Karen S. Watts
101 East Lake Drive
Milton, DE 19968

November 14, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,

Karen S. Watts

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Dogfish Head Craft Brewery
6 Cannery Village Center
Milton DE 19968

December 14, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,



Mariah Calogione

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Girl Scouts of the Chesapeake Bay
Service Unit #30
31168 Edgewood Drive
Lewes, DE 19958

December 5, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,

Girl Scouts of Chesapeake Bay, Service Unit #30

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Parent Name	Date	Parent Name	Date
Melissa McPherson	12/5/11	Marylinn Bolles	12-5-11

Parent Name	Date	Parent Name	Date
Kathy Silas	12/5/11	Shaneel	12/5/11

Parent Name	Date	Parent Name	Date
Michelle Rusk	12-5-11	Nancy Gden	12/5/11

Parent Name	Date	Parent Name	Date
Malen Matthes	12/5/11	Colleen	12/5/11

Parent Name	Date	Parent Name	Date
Lynette Kopp	12/5/11	Kathleen Kelly	12-5-11
Christina Hopkins	12-5-11		

Parent Name	Date	Parent Name	Date
Melissa Williams	12-5-11		

Parent Name	Date	Parent Name	Date
Shane Fainardo	12-5-11		

Parent Name	Date	Parent Name	Date
Shannon Line	12-5-11		

Parent Name	Date	Parent Name	Date
Co Mitchell	12-5-11	Christie Mitchell	12-5-11

Parent Name	Date	Parent Name	Date

Sweet Serenity Chocolates
1001 Norman Eskridge Highway
Seaford, DE 19973

November 25, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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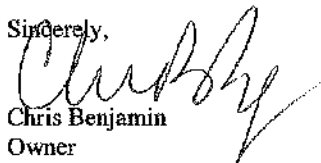
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Sincerely,



Chris Benjamin
Owner
Sweet Serenity Chocolates

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

David Robinson, MD
Medical Director
Delaware Eye Institute
18791 John J Williams Highway
Rehoboth Beach, DE 19971

November 18, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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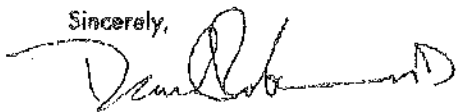
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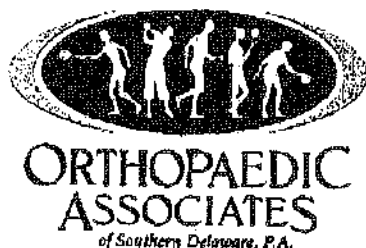
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Sincerely,



David Robinson, MD

cc
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee



11/21/2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

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Sincerely,

Roman C. Orsini, DPM, FACFAS
16681 Blue Marlin Court
Lewes, DE 19958

cc: Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

LEWES | 17003 Old Orchard Road | Lewes, DE 19958 | T: 302.644.3311 | F: 302.644.3300

MILLSBORO | 26744 John J. Williams Highway, Suite 4 | Millsboro, DE 19966 | T: 302.231.1152 | F: 302.945.3077

MILTON | 611 Federal Street | Milton, DE 19968 | T: 302.329.9759 | F: 302.329.9743

POOT & ANKLE CENTER | 1539 Savannah Rd., Ste. 203 | Bayview Medical Center | Lewes, DE 19958 | T: 302.644.3980 | F: 302.644.2804

OCEAN VIEW | 92 Atlantic Avenue, Suite A | Ocean View, DE 19970 | T: 302.537.7006 | F: 302.537.3747

www.DelawareBoneDocs.com

John B. Spieker, M.D., F.A.C.S.

Ronald C. Sabbagh, M.D.

Edmund T. Carroll, III, D.O.

Roman C. Orsini, DPM, F.A.C.F.A.S.

William L. Pfaff, M.D.

Thomas A. Otter, M.D.

William J. Bartish, M.D.

Claire M. Capobianco, DPM, F.A.C.F.A.S.

Gerard J. Haines, A.T.C., F.A.C.

Henry N. Mensack, F.A.C.

Lynn Cattafi
Tidewater Mortgage Services
330 Rehoboth Ave, Suite B
Rehoboth Beach, DE 19971

November 14, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

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Sincerely,

Lynn Cattafi
Senior Loan Officer
Tidewater Mortgage Services

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Douglas M. Warner
Element Design Group
115 West Market Street
Lewes, DE 19958

07 November 2011



Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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Sincerely,

Douglas M. Warner

cc: Jack A. Markell, Governor, Members
Delaware State Board of Education
Department of Education Charter School Accountability Committee
element

115 west market street · lewes, de 19958
302.645.0777

231 north market street · wilmington, de 1980
www.elementdg.com 302.299.8335

Doggies At The Beach
18806 John J Williams Highway
Mailing Address: 112 Selborne Court
Rehoboth, DE 19971

November 8, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

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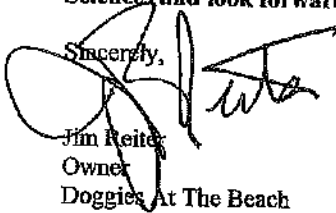
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Sincerely,



Jim Reiter
Owner
Doggies At The Beach

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Taryn Burris
Kids Cottage, LLC
35448 Wolfeneck Rd
Rehoboth Beach, DE 19971

November 15, 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

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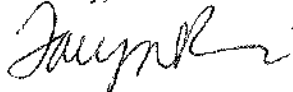
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Sincerely,



Taryn Burris
Co-Owner
Kids Cottage, LLC

cc:

Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Alyssa Titus
Azara Clothing
139 Rehoboth Ave.
Rehoboth Beach DE 19971
302-226-9650

11/11/2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

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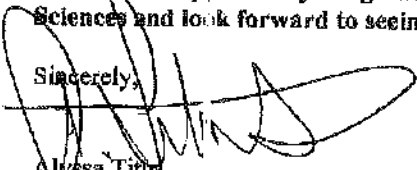
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Sincerely,



Alyssa Titus

cc:
Jack A. Markell Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

Nancy M. Targett, Ph.D.
35842 Spinnaker Circle
Lewes, DE 19958

12 December 2011

Dr. Lillian Lowery
Secretary of Education
Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

Dear Secretary Lowery,

I was a founding board member of Sussex Academy of Arts and Sciences. Centrally located in Georgetown DE, this charter school was founded to expand the educational choices available to children in Sussex County. Its goal was (and is) to provide a rigorous curriculum and nurturing school environment that would prepare students for academic success.

A decade on, as I look at SAAS and measure its successes according to a variety of independent metrics, I like what I see. It has been consistently recognized as a Superior Delaware School for the last 9 years. Its students ranked first in reading and math and third in science when compared to all other middle schools in Delaware. *The Global Report Card*, a product of the George W. Bush Presidential Center, named SAAS as one of the top 17 schools in reading in the nation in 2011.

Given the school's proven record - one of educational excellence and operational success – it is now time to consider expanding its footprint to include grades 9-12. I write to support such an expansion, that is, I support the opening of Sussex Preparatory Academy in September 2013. Sussex Preparatory Academy will ultimately:

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- Offer the existing students of SAAS a continued path for learning.

Sussex Preparatory Academy will build on the demonstrated successes of SAAS and yield impacts that will be felt in the long-term in Southern Delaware, in the state, and ultimately, the nation.

I am proud of what SAAS has accomplished in its first decade of existence and want to build on that strength to the benefit of children in Sussex County. Now is the time to take the next step. I support the expansion of Sussex Academy of Arts and Sciences and look forward to seeing Sussex Preparatory Academy open in September 2013.

Sincerely,



Nancy M. Targett, Ph.D.

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

November 11, 2011

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Delaware Department of Education
401 Federal Street
Dover, Delaware 19901

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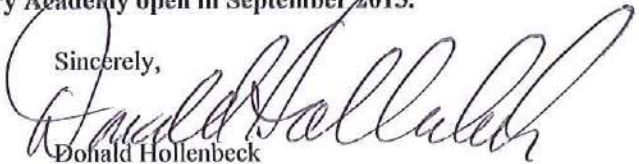
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Sincerely,



Donald Hollenbeck
President

cc:
Jack A. Markell, Governor
Members, Delaware State Board of Education
Department of Education Charter School Accountability Committee

AFFILIATED COMPANIES:



October 12, 2011

Dear Dr. Oliphant:

I am writing to let you know that those of us on the Board of the Coastal Delaware School of the Arts fully and enthusiastically endorse your attempt to create a high school. As you are well aware, we were in the process of finalizing a charter application to create a secondary school. Our objective in submitting such a charter was to create a school of academic excellence combined with a unique and challenging artistic environment for students who were seeking an alternative to the current high school offerings.

We appreciate that your goal of creating a superior college preparatory secondary school as a natural extension of Sussex Academy of Arts and Sciences will, most assuredly, be realized. We are also optimistic that you will allow us to assist you in creating an integrated curricular and extracurricular arts program to enhance your extraordinary academic base.

We truly believe that through coordination between the two programs' objectives and cooperation among all parties involved will guarantee that a wonderful educational opportunity will be made available to the young adults of Sussex County.

We wish you the best.

Sincerely,

Nancy Feichtl

Sussex Preparatory Academy Marketing Plan

Objective: The Public Relations & Government Relations Committee will devise a plan for promoting Sussex Preparatory Academy (SPA) to gain buy in from local parents, students, businesses, legislators and government bodies, and media outlets.

Target Audience: Parents, Students, Local Media, Local Businesses, Local and State Government Officials and Organizations in Sussex County

Message: Our message is simple. Given its proven track record - one of educational excellence and operational success - Sussex Academy of Arts & Sciences (SAAS) is planning to expand by opening Sussex Preparatory Academy in September 2013. Sussex Preparatory Academy will ultimately:

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Communications/Marketing Efforts:

- Create school logo (COMPLETED)
- Create tagline
- Create school website
- Create informational sell sheet (COMPLETED)
- Coordinate signatures for parents' letter of support (LETTER COMPLETED)

Grassroots Public Relations/Government Relations Efforts:

- Create "Parents for a Better Sussex" website (COMPLETED)
 - Integrated Facebook Fan Page
 - Button for Donations
 - Continue to develop site as marketing plan evolves
- Designate Site Administrator (COMPLETED)

Media:

- Meet with the Editorial Boards for local newspapers
- Issue press releases at key intervals for SPA (ie, application submission, approval, etc)
- Promote big wins for SAAS
- Develop press kit (include any release, informational sheet, relevant stats and research, etc)
- Push Op-Ed pieces with all local papers

Events:

- Host Parents' Meeting(s) at the school to introduce concept and then keep them informed as plans unfold (SCHEDULED: OCTOBER 19TH)
- Promote SAAS via a private tour for the Governor (SCHEDULED)
- Potential tours for any other key decision makers
- Hold meetings with local businesses and community/government leaders to gain their support (UNDERWAY)
 - Obtain 5 to 7 letters of support
 - Submit list of local businesses for participation in future school “expeditions” for hands-on student learning

DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL PERFORMANCE AGREEMENT
FIRST FIVE-YEAR RENEWAL PERIOD
SUSSEX ACADEMY OF ARTS AND SCIENCES

APR 06 2009

Once approved by the Secretary of Education, this Performance Agreement will become a critical component of the formal evaluation process for the Sussex Academy of Arts and Sciences and will be used in both the annual monitoring and evaluation for charter renewal of this school.

Premises

This school will serve students in grades 6-8 throughout this five-year renewal period.

Effective Date

This agreement will be in effect from the date of signature by the Secretary of Education through August 31, 2013. Prior to that date a successor document will be submitted to the Charter School Office, for the approval and signature of the Secretary of Education.

Goals

I. Student Achievement Accountability

During the term of this agreement, the school will demonstrate that its students are increasing in academic achievement as measured by the state assessment (DSTP).

In the benchmark year (grade 8) at least

- A. 95 % of the students will meet or exceed the standards in reading
- B. 93% of the students will meet or exceed the standards in mathematics
- C. 95% of the students will meet or exceed the standards in writing
- D. 90% of the students will meet or exceed the standards in social studies
- E. 90% of the students will meet or exceed the standards in science.

II. Positive Student Behavior Accountability

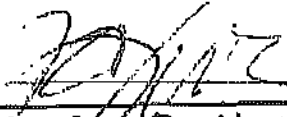
During the term of this agreement, the school will demonstrate that its students exhibit positive behavior related to academic success through the following:

- A. Each year average daily attendance will be at least 95% of the average daily enrollment.
- B. Each year the school will have less than 10 incidents of student misconduct that are required to be reported under DE Code.

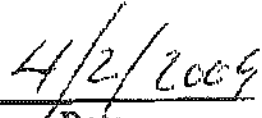
III. Parent Satisfaction and Market Accountability

During the term of this agreement, the school will demonstrate that it has strong market accountability through the following.

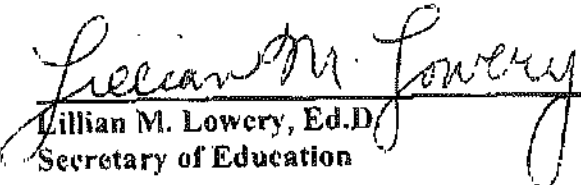
- A. Each year the school will have at least enough students seek admission to the school to enroll at +/- 5% of the students authorized by the charter.
- B. Each year at least 80% of the non-graduating student body will return to the school the following school year.
- C. Each year the school will maintain an enrollment of at least 90% of the approved enrollment throughout the school year.
- D. Of all students entering the school at any grade, at least 70% will continue at the school through the end of the educational program at the school.



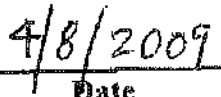
Robert Love, President
Sussex Academy of Arts and Sciences



Date



Lillian M. Lowery, Ed.D.
Secretary of Education



Date

August 2008

Technology Plan/Applicant Cover Sheet

Part I: **Applicant Cover Sheet** - Complete all information this sheet.

School District or School Name:	Sussex Preparatory Academy
Mailing Address:	21777 Sussex Pines Road
	Georgetown, Delaware 19947
Primary Contact for Questions about the Technology Plan:	Innovative Schools
Name of Contact:	David Atherton
Phone Number:	315-314-7937
E-Mail:	David.Atherton@LLRMA.COM
Date Submitted:	
District Superintendent or Head of School	
Name:	
Signature:	

=====

For DOE Use

Date received: _____

Date Evaluated: _____

Date Returned to Applicant: _____

Date Approved: _____

Date Certification Issued: _____

Specifications for Each Part of the Technology Plan:

Part II: Overview to the Plan - Complete this section in accordance with the instructions - **1 page only**.

The purpose of Sussex Preparatory Academy Charter School is to open portals of opportunity for students through the concept of learning by doing, one of the core tenants of the Expeditionary Learning (EL) model. Technology has advanced at a rapidly changing pace, mandating a need in today's workplace for task oriented, literate, and analytical employees with a command of technology and broad problem-solving capabilities. The Expeditionary Learning concept provides an education uniquely suited to today's workplace, in that it teaches the ability to analyze issues quickly, work in task- oriented teams, and move on to the next task.

The Sussex Preparatory Academy mission is to foster academic achievement and social responsibility in a small high school environment, where students participate in a college preparatory and early college education that prepares them for the technological and global awareness demands and challenges of the 21st century and fosters and instills ethical conduct and service to others in their day-to-day lives. It is our intention to add an International Baccalaureate (IB) course of study to the curriculum within four years. Sussex Preparatory Academy emphasizes a strong code of student conduct that promotes respect for one self and others and the positive reinforcement of rules in a safe, secure environment.

The Sussex Academy of Arts and Sciences plans to phase in its high school, Sussex Preparatory Academy, over a four-year period by adding approximately 100 students per year. It will be co-located, partnered with, and managed together with the Sussex Academy. The mission of Sussex Academy is to prepare middle school students for the new millennium by providing excellence in education within a small school environment. At capacity the two schools together will have an enrollment of 730 students. Their Information Technology will be managed together to create economies of scale. The Sussex Preparatory Academy, in an additional partnership with Innovative Schools, envisions working as a team that is committed to guiding our students toward the goal of personal excellence.

The vision for Sussex Preparatory Academy's technology plan is to successfully serve the Expeditionary Learning Concept, and successfully team IT resources with Sussex Academy. The most important concepts in Expeditionary Learning that relate to Technology planning are the learning expedition and fieldwork. Each of these concepts requires unique support in the Technology Plan to enhance success.

A learning expedition is the primary way of organizing the curriculum. Each expedition is an in-depth investigation designed around a compelling topic. Guiding questions link these in-depth investigations, requiring students to engage in a long term study of some aspect of the compelling topic. Expeditions take state standards and incorporate them into these studies to make the curriculum accessible to all students as well as engaging. The students become experts on the topic. By doing so, students are able to construct deep understandings and skills and create products for real audiences. These products are often presented in the form of an exhibition, performance, or art form. The student is best served in a learning expedition by technology that is available, capable of handling all the learning expedition data generated, and that saves the results long term and reliably.

Fieldwork is also an important part of the learning expedition. Unlike a traditional fieldtrip, fieldwork begins with a clear purpose, being used to build curiosity and background knowledge for the expedition. It might require visiting the same place over an extended period of time several times. It might require the collection of data through tools such as interviewing, sketching, mapping, using observation skills, etc. Data collected from fieldwork is usually published or presented to real audiences. Fieldwork must therefore be supported by mobile technology that can be successfully networked in the field, support sketching and recording ideas, and successfully save, transfer and share that data to the permanent school technology infrastructure for future use in the learning expedition.

The planning process necessary to create the Sussex Preparatory Academy's technology plan included first creating the technology team which would monitor the process of the plan. Individuals involved in this process included program facilitators, and technology and professional development experts. This team was assembled to write the technology plan and provide support for its development over time. The team then discussed the current professional development needs of the staff and the areas in which they would need additional support. In addition, keeping the technology of the school current is a high priority of the school. Therefore, a three year plan to continue to update existing technology and integrate new instructional technology was created.

Ongoing technology planning will be done through a joint Sussex Preparatory Academy and Sussex Academy Technology Committee composed of members of the staff and the PTO. In addition, the Leadership Team of the school regularly assesses both the instructional and operational needs of the school. The Administration along with

the Executive Board will monitor the status of the school's technology initiatives.

The technology planned for Sussex Preparatory Academy includes a minimum of 7 computers, including a teacher's station, and a laptop, as requested, per classroom. Additional printers are also available throughout the school for staff. The facility will have two wireless access points to support DCAS laptop carts. To better integrate technology into instruction, the school will utilize Interactive Smart boards to project images and provide for multi-dimensional instruction. Software to support the reading and mathematics curriculum has been placed on each classroom computer. In addition, to support field work and learning expeditions, the school must have a mobile computing capability. Because the time has not yet arrived to purchase these items, and the pace of technology improvement is rapid, we will describe these items by specification as follows:

Each group of 4 students doing field work will have a mobile device capable of sketching, taking pictures, acting as a walkie-talkie, giving a GPS location, and connecting to the internet easily. This will enable enhance use of the field experience and enable teacher tracking of the location of the groups.

These mobile devices could be similar to Apple IPADs but will have to have applications added by the Technology Coordinator to serve the needs of the field experience. They should cost in the range of \$500 each. They will be purchased by an open bid process.

Each field experience will use a mobile wireless network in order to maintain mobile device function. It will enable storage of images collected during the field work and transferring them to the main servers upon return. This wireless network will be based on the cell phone capabilities of the mobile device. While this increases costs by about \$35 a month per wireless device, this cost should be 90% covered by the E-Rate reimbursement, and will greatly enhance the field work experience. Students will share a yearly buy of 15 devices, which will support 60 students in the field at any one time.

Professional development for the staff will be based on individual needs and aptitudes. These staff development needs will be addressed on both planned in-service days and after-school workshops. Whole school instruction will take place on in-service days and specific instruction will take place in paid after-school workshops. The instruction will be provided by professionals, staff members with technology expertise, and hired consultants when necessary. Annual professional development surveys will be conducted to maintain a clear understanding of the technology needs of the staff.

Most of the technology related literacy and competency needs of the staff will be addressed through ongoing, on-site staff development opportunities provided by the school's designated technology Coordinator, or other staff members identified as lead "trainer of trainers" teachers in the area of technology integration. In-service activities are regularly developed and presented based on surveys of the staff's needs and as the school acquires new software and/or hardware. The school's Technology Coordinator also teaches the students how to use the software and hardware that the school has acquired to support the instructional programs and expectations of the school.

Part III: Core Elements of the Plan: Complete each section in accordance with the instructions – use additional pages, if needed.

A: Goals and Strategies for Using Technology to Improve Education (2)

Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment over time. The Sussex Preparatory Academy will conduct annual needs assessments of both staff and students which will include specific skills “tests” and online and paper surveys. The administration will designate a timeline of completion for all staff and student needs assessments and surveys. Test results will be compared year to year to ascertain the rate of skill improvement

Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in eSchool. The Sussex Preparatory Academy will use eSchool to record demographic information, attendance and student grades. This system will assist in accurate reporting and record keeping. The Sussex Preparatory Academy will require each teacher to submit weekly lesson plans electronically, record student attendance daily in eSchool and set up and maintain electronic grade books in eSchool. The building Technology Coordinator will check on-line for daily submission of attendance, lunch counts and bi-monthly recording of grades in the electronic grade book.

Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the expeditionary learning concept. The Sussex Preparatory Academy will buy mobile computing technology to support field work and learning expeditions. There will be 7 computers, 1 laptop, and 1 smart board in each responsive classroom. This will be supplemented by a laptop cart of 20 laptops and 15 mobile devices per grade. Staff and students will also have access to scanners and LCD projectors to support field work. There will be appropriate learning and operating software, as well as a school website, purchased and licensed by the school. The building Technology Coordinator maintains inventory software that is used to record the locations and inventory of all technology in the building and in the field.

Goal 4: Use Information Technology and instructional software to achieve Delaware Curriculum goals. The school will purchase instructional software that will assist teachers in the instruction of Math and Language, which is required of all students’ grades 9-12. This will increase skill levels and enable students to proceed at their own pace on Delaware required curriculum goals while also participating in the Expeditionary Learning Model

The Sussex Preparatory Academy will utilize electronic DCAS Assessments, which assesses students **Goal 5: Have 100% of classroom teachers use the DCAS assessment data to identify students’ weak and strong areas.** In Language Arts, Reading and Math. Data collected from this assessment is used by teachers and staff to target interventions.

Sussex Preparatory Academy Administrators will attend annual technology workshops to aid in decision making and purchasing of new software and equipment.

Goal 6 – Have 100% of the staff capable of utilizing information technology to manage and enhance the expeditionary learning school experience During pre-service training, teachers will receive training and practice time using PowerPoint and Electronic Lesson Plans. They will show these portions to their curriculum coordinator during a grade level meeting which will be recorded in the meeting minutes. If a teacher is unable to complete the portion in the timeframe, their curriculum coordinator will meet individually with them to discuss any possible problems and provide one-on-one training. Technology professionals from Innovative Schools will make weekly service visits to ensure the equipment is in proper working order, and advise administration of needed upgrades. Peer coaching for teachers will be provided on a “trainer of trainers” model by teachers trained in technology.

Goal 7: The Sussex Preparatory Academy will encourage the involvement of parents and the greater community in the educational activities of the school. The Sussex Preparatory Academy believes that community and parental involvement is essential to school Success.

Part III: Core Elements of the Plan: Complete each section in accordance with the instructions – use additional pages, if needed.

B: Professional Development Strategy for School Staff

There are two professional development strategies currently we will use to ensure that the members of the staff know how to effectively utilize the school’s newly acquired technology.

First of all, we employ a “Trainer of Trainers” model for individual peer coaching. For instance, each of the teacher teams has members that have been trained in the use of the laptops, projectors, mobile devices, interactive

technology (Smart Boards), photo printers, and basic trouble shooting. These individuals serve as the first point of contact for the other teachers on their team and as a mentor/coach on an as needed basis.

Secondly, the school's designated Technology Coordinator develops resource/reference materials and plans and delivers workshops as the school purchases new hardware and software. The Technology Coordinator will assist teachers and their students on an individual basis for projects that extend beyond their comfort level and/or expertise of the team mentors. And, faculty meetings will be devoted to training the staff on the use of the interactive technology as well as on the set-up and use of our mobile, wireless laptop labs. All staff members will be required to participate in these training opportunities prior to using this technology. Additionally, technology will be featured in the in-service and professional development opportunities provided to the staff. More specifically, technology use and integration will be demonstrated and modeled during professional development if the in-service topic is not specifically devoted to technology. By doing so, we strive to encourage teachers to use technology in a similar way in their classrooms. We plan to continue to use these strategies as we move forward with our technology initiatives.

Finally, prior to employment, all teachers will be interviewed to assess their proficiency in the integration and use of the computer and peripherals for instructional and operational purposes. In addition, teacher observations and classroom walkthroughs provide additional feedback to the administration and Instructional Leadership Team (ILT) about the needs of the teaching staff. As a result, both large and small group professional development initiatives are developed to ensure that our technology goals are addressed.

Part III: Core Elements of the Plan: Complete each section in accordance with the instructions – use additional pages, if needed:

C: Assessment of Services, Hardware and Software Needed

- The Sussex Preparatory Academy will make the acquisition of technology skills a priority for its staff and students. In order to make technology a part of instruction, students must have daily access to computers and the internet. Therefore, initial purchasing includes a bank of computers in each classroom. The goal is for one computer per every three students, therefore 7 computers per classroom were put in place, supplemented by a laptop cart of 20 laptops, as well as 15 mobile devices per grade. The Academy's three year plan is to have curriculum enhancement software for every curriculum area. Hardware will also be upgraded to accommodate the new state assessment.
- The Sussex Preparatory Academy will have to follow the required Delaware curriculum, in addition to the EL experiences, The Sussex Preparatory Academy believes in a multi-sensory approach to teaching and learning the required Delaware Curriculum, and will improve reading and math scores through differentiated instruction. Differentiated instruction (sometimes referred to as differentiated learning) involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability.[3]
- Differentiated instruction, according to Carol Ann Tomlinson (as cited by Ellis, Gable, Greg, & Rock, 2008, p. 32), is the process of "ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning". Differentiation stems from beliefs about differences among learners, how they learn, learning preferences and individual interests (Anderson, 2007). "Research indicates that many of the emotional or social difficulties gifted students experience disappear when their educational climates are adapted to their level and pace of learning." [4] Differentiation in education can also include how a student shows that they have mastery of a concept. This could be through a research paper, role play, podcast, diagram, or artwork. The key is finding how your students learn and displays their learning that meets their specific needs. In differentiated instruction students are placed at the center of teaching and learning [1]. Kathy Bigo defines differentiation as "the right of each pupil to be taught in a way specifically tailored to their individual learning needs." [5]
- Differentiated Learning is a good match for the Expeditionary Learning model, since both concepts put the student and their best individual learning method first. Technology can be a very effective tool to help achieve this joint approach. With that philosophy in mind, two types of software will be purchased to begin with: 1), an

Independent Learning System that allows students to work at their own pace through lessons and assessments and allows teachers to print individual and class reports for specific skills that are directly linked to Core Standards, and 2), Math software, which will allow students to practice essential math skills in fun and exciting ways. Both of these pieces of software will provide extension activities for our students above grade level as well as reinforcing activities for those students who need more help with the basics.

- When choosing new technology, the Sussex Preparatory Academy leadership team will schedule presentation meetings involving professionals with expertise in the new technology. They require a list of current users for the new technology, and after contacting them, provide feedback at this presentation meeting.
- The Sussex Preparatory Academy will conduct student, parent and teacher surveys to allow for suggestions for future changes, purchases or service needs.

Part III: Core Elements of the Plan – Complete each sections in accordance with the instructions.

D: Budget to Support the Technology Plan:

The revenue source for most of the technology purchases are state funds, and some are part of the Consolidated Grant Process. For the next three years additional funds, as will be available for technological purchases via the Consolidated Grant and Operating Funds in alignment with this Technology Plan. Innovative Schools will receive \$13,520.00, a portion of which provides the weekly maintenance visits, troubleshooting, installation of more complicated technology such as Smart boards and mobile devices, and professional development.

The technology plan is based on the planned school enrollment. The following chart explains the enrollment plan for students by year:

Part D, Chart 1, Enrollment by Year

	<i>School Years</i>			
	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
grades				
9	100	100	100	100
10		100	100	100
11			100	100
12				100
total students	100	200	300	400

The charts below explain the entire three year plan, and divide this information into ERate eligible and ERate ineligible categories, and the annual funding plan for each category. These charts also relate each budget item back to the goal number to show how the plan is seamlessly integrated

Part D, Chart 2, Sussex Preparatory Academy Equipment List

	Current LACC Expeditionary School Equipment List						
	<i>On Hand</i>	<i>Required</i>	<i>Current Shortfall</i>	<i>2013 Buy</i>	<i>2014 Buy</i>	<i>2015 Buy</i>	<i>Shortfall by 2015</i>
Server w/ UPS, Switch, Windows Server & Tape backup	0	0	0	0	0	0	0
Fixed PCs classrm (plus 3 office)	0	138	138	68	35	35	0
Laptops (incl office)	0	78	78	28	25	25	0
IPad Capable Mobile Device/Tablet or similar	0	45	45	15	15	15	0
Ethernet Drop in each classroom with switch or wireless	0	15	15	5	5	5	0
Microsoft Office, Excel, Word, Powerpoint License	0	216	216	96	60	60	0
LCD projectors	0	2	2	0	1	1	0
SMART Boards	0	15	15	5	5	5	0
LCD TVs	0	0	0	0	0	0	0
Averkeys	0	0	0	0	0	0	0
Audio Devices	0	15	15	5	5	5	0
Scanner/Printers	0	15	15	5	5	5	0
Digital Cameras	0	0	0	0	0	0	0
Instructional software (Language and Math)	0	213	213	93	60	60	0
School Property Management Software	0	1	1	1	0	0	0
Wireless Public Address System	0	1	1	1	0	0	0
TALKSWITCH VOIP Equipment	0	0	0	0	0	0	0
Phones	0	15	15	5	5	5	0

The chart above explains the entire 3 year equipment plan. The intent is to fulfill the Sussex Preparatory Academy equipment and software requirement as well as achieve technology standards, as follows:

- Maintain 7 personal computers per classroom.
- Maintain 30 personal computers in the laboratory.
- Each grade will have access to a laptop cart of 20 laptops each.
- SAAS will allow Sussex Preparatory Academy to use their servers for the first 3 years. Additional servers may not be necessary because of the adoption of Microsoftlive@edu.
- Maintain additional backup power via UPS.
- Maintain 15 mobile devices per grade.
-
- Sussex Preparatory Academy will have 1 laptop per classroom available for students for academic purposes.
- Sussex Academy will help maintain VOIP phones services with Verizon, under the state contract, by allowing Sussex Preparatory Academy to use the same TalkSwitch system.

All aspects of this plan are interoperable because they are all based on the use of Microsoft software, standard internet protocols, and a requirement for compatibility being in every Request for Proposal. Sussex Preparatory Academy Charter School will use Microsoft Office, PowerPoint, Word, Excel, online report cards, email, and eSchool. The Microsoft

Windows licenses are included in the purchase price of the servers, and are priced separately for the laptops and PCs. Email service is provided by the Delaware Department of Education (DOE). Mobile devices using Apple or other software, if chosen, will be interoperable with this system.

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

Part D, Chart 3, Sussex Preparatory Academy Technology Costs 2013-2014

2013-2014 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs classrm (plus 3 office)	1,2,3,4,5,6	68	\$546	\$37,155	\$37	\$2,516	4
Laptops (incl office)	1,2,3,4,5,6	28	\$320	\$8,960	\$110	\$3,080	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	96	\$100	\$9,600	\$110	\$10,560	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	0	\$640	\$0	\$200	\$0	4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	93	\$96	\$8,928	\$1,000	\$1,000	n/a
School Property Management Software	3,6	1	\$350	\$350	\$100	\$100	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	1	\$2,500	\$2,500	\$250	\$250	4
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$115,373		\$19,566	
Grand Total				\$134,939			

Please note that in 2013, the school's annual investment in technology is more than in subsequent years because the initial investment in computing infrastructure, including the computer lab, is made in 2013. Subsequent annual costs in school years 2014 and 2015 will relate to growth in student population to maintain desirable pupil to computing device ratios, and the delay of some technology infrastructure for budgetary reasons.

Part D, Chart 4, Sussex Preparatory Academy Technology Costs 2014-2015,

2014-2015 Technology Costs							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6	35	\$546	\$19,124	\$37	\$1,295	4
Laptops	1,2,3,4,5,6	25	\$320	\$8,000	\$110	\$2,750	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	60	\$100	\$6,000	\$110	\$6,600	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	60	\$96	\$5,760	\$1,000	\$1,000	n/a
School Property Management Software	3,6	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$87,404		\$13,905	
Grand Total				\$101,309			

Please note that the costs have dropped significantly from the previous year because much of the initial technology investment has been made, including the computer lab. Costs now relate only to annual connectivity and maintenance, and equipment for the 5 additional classrooms that are added in 2014.

Part D, Chart 5, Sussex Preparatory Academy Technology Costs 2015-2016

2015-2016 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs Classroom plus 25 for Lab	1,2,3,4,5,6	35	\$546	\$19,124	\$37	\$1,295	4
Laptops	1,2,3,4,5,6	25	\$320	\$8,000	\$110	\$2,750	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	60	\$100	\$6,000	\$110	\$6,600	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	60	\$96	\$5,760	\$1,000	\$1,000	n/a
School Property Management Software	3,6	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$87,404		\$13,905	
Grand Total				\$101,309			

2015 continues the trends established in 2014. The only difference is the increase in connectivity costs resulting from the purchase of additional mobile devices.

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

In subsequent years, funds could be saved by changing the replacement time for servers, LCD projectors, Smart Boards, switches, wireless equipment, audio devices, and phone equipment to 6 rather than 4 years. It is not advisable to keep PCs, laptops, mobile devices, scanners, and printers longer than 4 years because maintenance costs, downtime, and slowdown of equipment will interfere with the educational value of the computing experience.

These tables are not intended to be an exhaustive means of describing the telecommunication services, hardware, software, and other services that the Sussex Preparatory Academy may require to implement the Sussex Preparatory Academy technology plan.

Sussex Preparatory Academy personnel may request services that require technology needs not covered by the Technology Plan above. These technology needs and the locations for which they will be needed will require adjustments in the Technology Assessment.

In addition, the funding shown above may change based on contributions of equipment, money, and time from the community. The competitive bidding process may result in changes to the plan if the vendors recommend a different approach.

1. ERate Eligible Services

Sussex Preparatory Academy intends to apply to the FCC for an ERate discount for the following eligible annual services for each of the years covered by this technology plan.

Part D, Chart 6, Sussex Preparatory Academy ERate Eligible Costs 2013-2014

<i>2013-2014 Technology Costs Eligible for Erate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	\$4
Phones	3	5	\$136	\$680	\$34	\$170	\$4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$5,610		\$170	
Grand Total				\$5,780			
<i>Total cost after 60% discount</i>				\$2,312			

Part D, Chart 7, Sussex Preparatory Academy ERate Eligible Costs 2014-2015

<i>2014-2015 Technology Costs Eligible for Erate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$5,610		\$170	
Grand Total				\$5,780			
<i>Total cost after 60% discount</i>				\$2,312			

Part D, Chart 8, Sussex Preparatory Academy ERate Eligible Costs 2015-2016

<i>2015-2016 Technology Costs Eligible for Erate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$5,610		\$170	
Grand Total				\$5,780			
<i>Total cost after 60% discount</i>				\$2,312			

The year to year increase relates to the purchase of additional mobile device to support the Expeditionary Learning model. Note that internet access is provided by the Delaware Department of Education (DOE) and the DOE applies for ERate reimbursement for internet access reimbursement as a consortium, with no action needed by the Sussex Preparatory Academy. Sussex Preparatory Academy will fund the remaining cost after ERate discounts from the operations budget. Sussex Preparatory Academy is prepared to document that funds are available. Sussex Preparatory Academy understands that ERate reimbursements are not guaranteed.

2. ERate Ineligible Expenses

Much of the equipment needed by Sussex Preparatory Academy is not ERate eligible. Sussex Preparatory Academy will need sufficient funds to acquire and support the non-discounted portions of the e-rate requests for using telecommunications and information technology as follows.

Part D, Chart 9, Sussex Preparatory Academy ERate Ineligible Costs 2013-2014

<i>2013-2014 Technology Costs not Eligible for ERate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	\$4
Fixed PCs classrm (plus 3 office)	1,2,3,4,5,6	68	\$546	\$37,155	\$37	\$2,516	\$4
Laptops (incl office)	1,2,3,4,5,6	28	\$320	\$8,960	\$110	\$3,080	\$4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	\$4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	96	\$100	\$9,600	\$110	\$10,560	\$4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	0	\$640	\$0	\$200	\$0	\$4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	\$4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	\$4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	\$4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	\$4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	\$4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	\$4
Instructional software (Language and Math)	3,4,6	93	\$96	\$8,928	\$1,000	\$1,000	n/a
School Property Management Software	3,6	1	\$350	\$350	\$100	\$100	\$4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	1	\$2,500	\$2,500	\$250	\$250	4
TOTAL				\$109,763		\$19,396	
Grand Total				\$129,159			

Part D, Chart 10, Sussex Preparatory Academy ERate Ineligible Costs 2014-2015

<i>2014-2015 Technology Costs not Eligible for ERate Discount</i>							
Item+A52	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6	35	\$546	\$19,124	\$37	\$1,295	4
Laptops	1,2,3,4,5,6	25	\$320	\$8,000	\$110	\$2,750	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	60	\$100	\$6,000	\$110	\$6,600	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	60	\$96	\$5,760	\$1,000	\$1,000	n/a
School Property Management Software	3,6	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	0	\$2,500	\$0	\$250	\$0	4
TOTAL				\$ 81,794		\$ 13,735	
Grand Total				\$95,529			

Part D, Chart 11, Sussex Preparatory Academy Charter School ERate Ineligible Costs 2015-2016

<i>2015-2016 Technology Costs not Eligible for Erate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs Classroom plus 25 for Lab	1,2,3,4,5,6	35	\$546	\$19,124	\$37	\$1,295	4
Laptops	1,2,3,4,5,6	25	\$320	\$8,000	\$110	\$2,750	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	60	\$100	\$6,000	\$110	\$6,600	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	60	\$96	\$5,760	\$1,000	\$1,000	n/a
School Property Management Software	3,6	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	0	\$2,500	\$0	\$250	\$0	4
TOTAL				\$81,794		\$13,735	
Grand Total				\$95,529			

Sources of funding include the Sussex Preparatory Academy **operating** budget. Sussex Preparatory Academy is prepared to document that funds are available. There are no unfunded items over the three year period.

E: Evaluation Plan to Monitor Progress and Goal Attainment

The IT system must support the school goals. The Principal and the Technology Coordinator will decide on specific ways to measure progress towards these goals and will evaluate the system based on the progress noted and adjust the IT strategy accordingly. Specific measurements will include:

Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment over time.

- Each student will be able to prepare and give a grade appropriate PowerPoint presentation using an LCD Projector.
- Each student will demonstrate the ability to use a search engine to research homework assignments.
- Each student will demonstrate proficiency in using the Sussex Preparatory Academy website to obtain homework assignments.
- Each student will demonstrate proficiency in using peripherals such as mobile devices, printers, scanners, Smartboards, etc.
- Annual technology surveys will be completed by staff, students and parents and will allow school leadership to assess effectiveness of current practices and plan future programs.
- Records will be kept of staff members who have received training in a specific skill area. Each year's needs assessments results should show a decrease in the number of returning staff members needing basic professional development.
- Student progress will be monitored through research assignments, keyboarding assignments and printed reports from the Independent Learning System.

Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in eSchool.

- Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.
- School administrators will monitor the submission of electronic lesson plans, daily attendance count and electronic grade book maintenance for use of the appropriate skills.

- Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.

Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the expeditionary learning concept

- Assess school progress towards achieving equipment purchase and installation at the end of the school year against the purchase plan described above
- A 100% audit of equipment at the end of the year and assess against current records and adjust accordingly.
- Via feedback from the joint Sussex Preparatory Academy and Sussex Academy Technology Committee, composed of members of the staff and the PTO, students, and the Technology Coordinator, assess the relevance of the equipment and software acquisition plan in regards to the instructional and operational needs of the school, as well as newly marketed technology, and adjust accordingly.

Goal 4: Use Information Technology and instructional software to achieve Delaware Curriculum goals.

- Annually survey parents, teachers, and students via the school website and mailings as to use and effectiveness of the software in teaching students the basic Delaware required high school curriculum.
- The Technology Committee, consisting of members of the staff and the PTO, will survey the educational software market annually to see if improved instructional software is available.

Goal 5: Have 100% of classroom teachers use the DCAS assessment data to identify students' weak and strong areas.

- Assess school progress towards achieving 100% DCAS use at the end of each semester against the 100% goal and advise teachers as appropriate.

Goal 6 – Have 100% of the staff capable of utilizing information technology to manage and enhance the expeditionary school experience.

- Sussex Preparatory Academy Administrators will achieve 100% attendance at annual technology workshops to aid in decision making and purchasing of new software and equipment.
- Teachers will achieve 100% attendance at pre-service training and practice time for PowerPoint and Electronic Lesson Plans.
- Teachers will achieve 100% proficiency in PowerPoint and electronic lesson plans. If a teacher is unable to complete the portion in the timeframe, their curriculum coordinator will meet individually with them to discuss any possible problems and provide one-on-one training.
- Teachers will utilize peer coaching based on a “trainer of trainers” model by teachers trained in technology, when needed.

Goal 7: The Sussex Preparatory Academy will encourage the involvement of the parents and the greater community in the educational activities of the school.

- Annually survey parents via the school website and via mailings as to use of the school website for viewing and helping with homework, looking at grades, scheduling events at the school and volunteer activities at the school.
- Include in survey if the website enables a sense of school culture and loyalty as measured by volunteerism and parent/guardian attendance at school functions.
- Include in the survey an opportunity for suggestions to improve the website.
- Review website portal activity to see if the intended audience (parents, students, teachers, and community members) is using the website.

Part IV – NCLB Requirements

(Note: This section is repetitive of earlier sections because it addresses NCLB concerns and may be reviewed separately from earlier sections).

Part IV: NCLB Requirements

The following elements are addressed in the technology plan:

1. A description of how the applicant will use federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.

The Sussex Preparatory Academy uses federal funds to pay for some of its technology pieces to improve academic achievement via Instructional Aids and to pay for in-services with technology experts.

Sussex Preparatory Academy will use Federal ERate funds to Enable Classroom connectivity and maintenance, buy Phones, and pay for Telephone Costs, and Internet Access. This will support student academic achievement by enabling connectivity to sources of instruction and sources of information for homework, expeditionary learning field work, and in class exercises, thereby raising the quality of instruction and student productivity.

2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards.

Our technology plan goals are:

- *Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment over time.*
- *Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in ESchool. Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*
- *Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the expeditionary learning concept.*
- *Goal 4: Use Information Technology and instructional software to achieve Delaware Curriculum goals.*
- *Goal 5: Have 100% of classroom teachers use the DCAS assessment data to identify students' weak and strong areas.*
- *Goal 6 – Have 100% of the staff capable of utilizing information technology to manage and enhance the expeditionary school experience.*
- *Goal 7: The Sussex Preparatory Academy will encourage the involvement of parents and the greater community in the educational activities of the school.*

3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.

Sussex Preparatory Academy is a high poverty and a high-needs school. The Information Technology plan will exponentially increase the student's access to educational technology as follows:

Every classroom will have 7 personal computers with internet access.

Every classroom will have a laptop, and students will have access to 20 laptops per grade on a laptop cart.

Students will have access to 15 mobile devices per grade.

Every classroom will have a SMART Board.

Every classroom will have access to an LCD Projector on a checkout basis.

Every classroom will have internet search and Microsoft Applications.

Every staff member, parent and student, and community member, will have access to a school website to assign homework, provide schedules, post events, and collect data. Federal ERate funds will enable this effort by improving Classroom connectivity, and helping to pay for phones, Telephone Costs, and Internet Access.

4. A description of how the applicant will:

a. Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging state academic content and student academic achievement standards.

a. The Sussex Preparatory Academy supports the concepts of the Expeditionary Learning model that relate learning expeditions, fieldwork, and a responsive classroom. Each of these concepts requires unique support in the Technology Plan to enhance success. This curriculum will be supported by Information Technology advances. The effect of advances in Information Technology on the operation of the school will become more apparent in 2013, as the school Website is implemented to include assignment of homework, scheduling, communication with parents, and collection of achievement data for state and federal purposes. The effect of advances will also be felt in the realm of mobile computing to support field expeditions, as mobile devices are used to enhance field learning. The Sussex Preparatory Academy also promotes curricular and teaching strategies by requiring teachers to use the DCAS assessment. In the meantime, the objective of the plan is to build a sufficient Information Technology capability to support the 7 goals outlined above.

b. Provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.

b. The Sussex Preparatory Academy plans to develop proficiency in technology through professional development and collegial support. Teachers will utilize peer coaching based on a "trainer of trainers" model by teachers trained in technology. New and current teachers will attend a pre-service instructional technology seminar. This seminar will focus on familiarizing the teachers with:

- *The goals and strategies of the Sussex Preparatory Academy IT system.*
- *The hardware and software used in the system. Staff will receive training in the use of mobile devices, Smart boards, and LCD Projectors.*

- *The IT support strategy (Innovative Schools and the Technology Coordinator). Teachers would be given information about who to contact for various IT problems and basic troubleshooting.*
- *Seminar participants will give feedback to Innovative Schools and the Technology Coordinator for changes and improvements that would help teachers teach.*
- *Introductory and regular follow up assemblies for students and teachers, outlining the system capabilities discussed above, addressing the operational characteristics of the equipment on hand and providing collective training.*
- *The partnership with Innovative Schools and state staff development will, provide skills to make staff Highly Qualified, give them tools to integrate technology with existing curriculums, and prepare them for creating virtual classrooms.*
- *Formal and informal sessions as needed by the support contractor (Innovative Schools). These should occur at least monthly.*
- *Additionally we will use a “Trainer of Trainers” model for individual peer coaching. Each of the teacher teams has members that have been trained in the use of the laptops, projectors, interactive technology (Smart Boards), photo printers, and basic trouble shooting. These individuals serve as the first point of contact for the other teachers on their team and as a mentor/coach on an as needed basis.*
- *Teachers and staff may apply for additional training offered commercially as budgets permit.*

5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.

The following charts describes in summary the entire 3 year IT Plan for Sussex Preparatory Academy:

NCLB Chart 1 – Sussex Preparatory Academy Technology Budget 2013-2014

2013-2014 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs classrm (plus 3 office)	1,2,3,4,5,6	68	\$546	\$37,155	\$37	\$2,516	4
Laptops (incl office)	1,2,3,4,5,6	28	\$320	\$8,960	\$110	\$3,080	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	96	\$100	\$9,600	\$110	\$10,560	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	0	\$640	\$0	\$200	\$0	4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	93	\$96	\$8,928	\$1,000	\$1,000	n/a
School Property Management Software	3,6	1	\$350	\$350	\$100	\$100	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	1	\$2,500	\$2,500	\$250	\$250	4
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$115,373		\$19,566	
Grand Total				\$134,939			

NCLB Chart 2 – Sussex Preparatory Academy Technology Budget 2014-2015

2014-2015 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6	35	\$546	\$19,124	\$37	\$1,295	4
Laptops	1,2,3,4,5,6	25	\$320	\$8,000	\$110	\$2,750	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	60	\$100	\$6,000	\$110	\$6,600	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	60	\$96	\$5,760	\$1,000	\$1,000	n/a
School Property Management Software	3,6	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$87,404		\$13,905	
Grand Total				\$101,309			

NCLB Chart 3 – Sussex Preparatory Academy Technology Budget 2015-2016

2015-2016 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs Classroom plus 25 for Lab	1,2,3,4,5,6	35	\$546	\$19,124	\$37	\$1,295	4
Laptops	1,2,3,4,5,6	25	\$320	\$8,000	\$110	\$2,750	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	60	\$100	\$6,000	\$110	\$6,600	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	60	\$96	\$5,760	\$1,000	\$1,000	n/a
School Property Management Software	3,6	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$87,404		\$13,905	
Grand Total				\$101,309			

All aspects of this plan are interoperable because they are all based on the use of Microsoft software, standard internet protocols, and a requirement for compatibility being in every Request for Proposal. Sussex Preparatory Academy uses Microsoft Office, PowerPoint, Word, Excel, online report cards, email provided by the Delaware Department of Education, and eSchool.

The following charts show the portion of the above plans eligible for ERate discount:

NCLB Chart 4 – Cost of Items Eligible for ERate Discount 2013-2014

2013-2014 Technology Costs Eligible for Erate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	\$4
Phones	3	5	\$136	\$680	\$34	\$170	\$4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$5,610		\$170	
Grand Total				\$5,780			
Total cost after 60% discount				\$2,312			

NCLB Chart 5 – Cost of Items Eligible for ERate Discount 2014-2015

2014-2015 Technology Costs Eligible for Erate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$5,610		\$170	
Grand Total				\$5,780			
Total cost after 60% discount				\$2,312			

NCLB Chart 6 – Cost of Items Eligible for ERate Discount 2015-2016

<i>2015-2016 Technology Costs Eligible for ERate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs including Mobile Devices	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$5,610		\$170	
Grand Total				\$5,780			
<i>Total cost after 60% discount</i>				\$2,312			

The following charts show the portion of the above plans that are ineligible for ERate discount:

NCLB Chart 7, Cost of Items Ineligible for ERate Discount 2013-2014

<i>2013-2014 Technology Costs not Eligible for ERate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	\$4
Fixed PCs classrm (plus 3 office)	1,2,3,4,5,6	68	\$546	\$37,155	\$37	\$2,516	\$4
Laptops (incl office)	1,2,3,4,5,6	28	\$320	\$8,960	\$110	\$3,080	\$4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	\$4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	96	\$100	\$9,600	\$110	\$10,560	\$4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	0	\$640	\$0	\$200	\$0	\$4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	\$4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	\$4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	\$4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	\$4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	\$4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	\$4
Instructional software (Language and Math)	3,4,6	93	\$96	\$8,928	\$1,000	\$1,000	n/a
School Property Management Software	3,6	1	\$350	\$350	\$100	\$100	\$4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	1	\$2,500	\$2,500	\$250	\$250	4
TOTAL				\$109,763		\$19,396	
Grand Total				\$129,159			

NCLB Chart 8, Cost of Items Ineligible for ERate Discount 2014-2015

2014-2015 Technology Costs not Eligible for ERate Discount							
Item+A52	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6	35	\$546	\$19,124	\$37	\$1,295	4
Laptops	1,2,3,4,5,6	25	\$320	\$8,000	\$110	\$2,750	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	60	\$100	\$6,000	\$110	\$6,600	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	60	\$96	\$5,760	\$1,000	\$1,000	n/a
School Property Management Software	3,6	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	0	\$2,500	\$0	\$250	\$0	4
TOTAL				\$ 81,794		\$ 13,735	
Grand Total				\$95,529			

NCLB Chart 9, Cost of Items Ineligible for ERate Discount 2015-2016

2015-2016 Technology Costs not Eligible for ERate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs Classroom plus 25 for Lab	1,2,3,4,5,6	35	\$546	\$19,124	\$37	\$1,295	4
Laptops	1,2,3,4,5,6	25	\$320	\$8,000	\$110	\$2,750	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	15	\$500	\$7,500	\$110	incl	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	4
Microsoft Office, Excel, Word, Powerpoint License	3,6	60	\$100	\$6,000	\$110	\$6,600	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	3,6	5	\$250	\$1,250	\$34	\$170	4
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	60	\$96	\$5,760	\$1,000	\$1,000	n/a
School Property Management Software	3,6	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	3,6	0	\$2,500	\$0	\$250	\$0	4
TOTAL				\$81,794		\$13,735	
Grand Total				\$95,529			

6. A description of how the applicant will coordinate activities, carried out with funds provided under this subpart with technology-related activities, carried out with funds available from other federal, state, and local sources.

All state, federal and local sources of funding are used in the overall program of the school. For example, the DCAS online assessment involves teacher in-service, student use on the computer, differentiated instruction based on results, and will lead to report cards which are computer generated. In order to carry out all activities, the Sussex Preparatory Academy has established a contract with Innovative Schools, who will provide maintenance, professional development, troubleshooting, and installation. Innovative Schools will coordinate with the in-school Technology Coordinator on all

aspects of executing the Technology Plan. This includes acquisition of technology, installation and maintenance of technology, in-service training, and troubleshooting.

7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.

Our integration timeline is immediate. The Math teachers will incorporate Math sites for usage and instruction via the computer. Over the next three years software related to existing curriculums will be integrated into all classrooms to enhance instruction. Personal computers will be immediately available in each classroom and will be used to learn internet search capabilities and use language software to improve performance. Smart boards will also be almost immediately available in order to deliver instructional material available on instructional videos. LCD Projectors and Smart Boards will be used to deliver presentations, instruction and video, with the Smart Boards enabling repetition that is so important for elementary school students. Mobile computing in support of field work will immediately enhance fieldwork by being connected to the web, providing instant information on observations. The mobile device will also record findings, sketches, and drawings, and save them for future use, so no hard-earned knowledge is lost.

In addition, the school website, which will begin in 2013, will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up homework assignments, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.

8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

The Sussex Preparatory Academy will encourage, per the plan shown above, innovations in using mobile technology through tablets or similar devices, during specialized Expeditionary Learning fieldwork to link to the internet for more information on observations, and to record findings and sketches so the teachable moment is not lost.

Distance learning is not applicable. Sussex Preparatory Academy is a local community based school serving 9th through 12th grade students, so distance learning does not apply.

9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

The Sussex Preparatory Academy Charter School will plot the progress of the DCAS Assessment to check for achievement and to use as a factor teachers employ on the success of the students. We evaluate using the DCAS, parent, staff and student questionnaires. Parent meetings are held in order to discuss effectiveness of all programs twice a year. Through the use of newsletters, school web site and open house activities, parents will be kept informed about the technologies used at the Academy. The Sussex Preparatory Academy Technology Coordinator will get input from parents in order to collect information from everyone who has a stake in the school. In addition, the school website, which will begin in 2013, will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up student grades, help with homework,

review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.

10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

The Sussex Preparatory Academy is currently researching Adult Literacy Programs to implement within the next three years

11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

As mentioned in Goals section, the IT system must support the school goals. The IT Coordinator will decide, in concert with all stakeholders to include staff, teachers, and parents, on specific ways to measure progress towards these goals and will evaluate the system based on the progress noted and adjust IT strategy accordingly. This measurement of progress will provide the process and accountability measures that Sussex Preparatory Academy will use to evaluate how effective we were in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet achievement standards. Specific measurements could include:

Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment over time.

- Each student will be able to prepare and give a grade appropriate PowerPoint presentation.*
- Each student will demonstrate the ability to use a search engine to research homework assignments.*
- Each student will demonstrate proficiency in using the Sussex Preparatory School website to obtain homework assignments.*
- Annual technology surveys will be completed by staff, students and parents and will allow school leadership to assess effectiveness of current practices and plan future programs.*
- Records will be kept of staff members who have received training in a specific skill area. Each year's needs assessments results should show a decrease in the number of returning staff members needing basic professional development.*
- Student progress will be monitored through research assignments, keyboarding assignments and printed reports from the Independent Learning System, and also from the DCAS Online Assessment.*

Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in eSchool.

- Assess school progress towards achieving 100% eSchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*
- School administrators will monitor the submission of electronic lesson plans, daily attendance count and electronic grade book maintenance for use of the appropriate skills.*
- Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*

Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the expeditionary learning concept

- *Assess school progress towards achieving equipment purchase and installation at the end of the school year against the purchase plan described above*
- *A 100% audit of equipment at the end of the year and assess against current records and adjust accordingly.*
- *Via feedback from the joint Sussex Preparatory Academy and Sussex Academy Technology Committee, composed of members of the staff and the PTO, students, and the Technology Coordinator, assess the relevance of the equipment and software acquisition plan in regards to the instructional and operational needs of the school, as well as newly marketed technology, and adjust accordingly.*

Goal 4: Use Information Technology and instructional software to achieve Delaware Curriculum goals.

- *Annually survey parents, teachers, and students via the school website and via mailings as to use and effectiveness of the software in teaching students the basic Delaware required high school curriculum.*
- *The Technology Committee, consisting of members of the staff and the PTO, will survey the educational software market annually to see if improved instructional software is available.*

Goal 5: Have 100% of classroom teachers use the DCAS assessment data to identify students' weak and strong areas.

- *Assess school progress towards achieving 100% DCAS use at the end of each semester against the 100% goal and advise teachers as appropriate.*

Goal 6 – Have 100% of the staff capable of utilizing information technology to manage and enhance the expeditionary learning school experience.

- *Sussex Preparatory Academy Administrators will achieve 100% attendance at annual technology workshops to aid in decision making and purchasing of new software and equipment.*
- *Teachers will achieve 100% attendance at pre-service training and practice time for PowerPoint and Electronic Lesson Plans.*
- *Teachers will achieve 100% proficiency in PowerPoint and electronic lesson plans. If a teacher is unable to complete any portion in the timeframe, their curriculum coordinator will meet individually with them to discuss any possible problems and provide one-on-one training.*

Teachers will utilize peer coaching based on a “trainer of trainers” model by teachers trained in technology, when needed.

Goal 7: Sussex Preparatory Academy will encourage the involvement of parents and the community in the educational activities of the school.

- *Annually survey parents via the school website and via mailings as to use of the software.*
- *Include in survey if study of Language provides an activity parents or guardians and students can share, encourage literacy, and if it enable a sense of school culture and loyalty as measured by volunteerism and parent/guardian attendance at school functions.*

12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

The supporting resources in which the Sussex Preparatory Academy uses are eSchool, DCAS, and the school's website. Also, Innovative Schools will provide, under contract, supporting Information Technology and Consulting Services to support maintenance, troubleshooting, installation, and professional development. Innovative Schools will provide installation of updated server software and information technology equipment. Microsoft Applications will be used as the standard school software. Innovative Schools or another contractor will publish information to the school website, which will begin in 2013, and will serve to increase communication between school and families, and school and the community, by giving a means for parents to quickly look up homework, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as included on the school website.

References

1. (<http://www.arlington.k12.va.us/domain/525>).
2. Tomlinson, Carol (2001). *How to Differentiate Instruction in Mixed-Ability Differentiated Instructions provides access for all students to the general education curriculum. The method of assessment may look different for each child; however the skill / concepts taught will be the same. Classrooms (2 ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0871205122.
3. Neihart, Maureen ed., with Reis, Sally; Robinson, Nancy; and Moon, Sidney, (2002). *The Social and Emotional Development of Gifted Children: What Do We Know?* National Association of Gifted Children (Prufrock Press, Inc.), p. 286
4. Kathy Bigio 'Differentiation 3-7', 2010

Note – 2, 3 and 4 above and related material were extracted from Wikipedia as a primary source.

2016-2017 Technology Costs

Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs/classrm (plus 3 office)	1,2,3,4,5,6	103	\$546	\$56,279	\$37	\$3,811	4
Laptops (incl office)	1,2,3,4,5,6	59	\$320	\$18,960	\$110	\$5,830	4
iPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	30	\$500	\$15,000	\$110	\$3,300	4
Ethernet Drop in each new classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	State replaces
Microsoft Office, Excel, Word, Powerpoint License	3,6	156	\$100	\$15,600	\$110	\$17,160	4
Maint, Troubleshooting, Installation, and Prof Development	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	0	\$640	\$0	\$200	\$0	4
SMART Boards for new classrooms including projectors	3,6	5	\$1,500	\$7,500	\$200	incl	6
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices for new classrooms	3,6	5	\$250	\$1,250	\$34	incl	6
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	150	\$96	\$14,400	\$1,000	\$1,000	n/a
School Property Management Software	3,6	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	3,6	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones for new classrooms	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$158,619		\$31,991	
Grand Total				\$190,610			

2016-2017 Technology Costs not Eligible for Extra Discount

Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs/classrm (plus 3 office)	1,2,3,4,5,6	103	\$546	\$56,279	\$37	\$3,811	4
Laptops (incl office)	1,2,3,4,5,6	59	\$320	\$18,960	\$110	\$5,830	4
iPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6	30	\$500	\$15,000	\$110	\$3,300	4
Ethernet Drop in each new classroom with switch or wireless	1,2,3,4,5,6	5	\$200	\$1,000	\$110	\$550	State replaces
Microsoft Office, Excel, Word, Powerpoint License	3,6	156	\$100	\$15,600	\$110	\$17,160	4
Maint, Troubleshooting, Installation, and Prof Development	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,6	0	\$640	\$0	\$200	\$0	6
SMART Boards for new classrooms including projectors	3,6	5	\$1,500	\$7,500	\$200	incl	6
LCD TVs	3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices for new classrooms	3,6	5	\$250	\$1,250	\$34	incl	6
Scanner/Printers	3,6	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras	1,3	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	3,4,6	150	\$96	\$14,400	\$1,000	\$1,000	n/a
School Property Management Software	3,6	0	\$350	\$0	\$100	\$0	6
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	3,6	0	\$2,500	\$0	\$250	\$0	6
TOTAL				\$153,009		\$31,821	
Grand Total				\$184,830			

2016-2017 Technology Costs Eligible for Extra Discount

Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones for new classrooms	3	5	\$136	\$680	\$34	\$170	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$5,610		\$170	
Grand Total				\$5,780			
Total cost after 60% discount				\$2,312			

During the 2016-2017 school year, based on a 3 to 4 year replacement cycle, Sussex Preparatory Academy needs to replace all laptops, fixed PCs, IPAD-like devices, associated licenses, and instructional software bought during the 2013-2014 school year. Replacement of these items will reduce maintenance costs, and increase functionality and speed, as well as take advantage of updated software. In addition, equipment such as laptops, PCs, switches, Smartboards, TVs, Averkeys, audio devices, and projectors must be purchased for the 5 classrooms being introduced in the FY2016-2017 school year.

The following items purchased in the 2013-2014 school year can be purchased on a six year replacement cycle, and do not need to be replaced at this time:

- Smartboards
- Projectors
- Audio Devices
- Property Management Software
- Wireless Public Address System

Replacement of switches and wireless routers needed to connect to the internet will be funded separately by the Department of Education and DTI, so replacement of these items does not have to be budgeted. In addition, the introduction of Microsoft@edu will provide additional email and storage space, so no charter school will be required to have more than 2 servers. Cloud computing for schools can also be studied for additional savings.

It is extremely difficult to project technology costs 5 years in advance. It is highly likely that costs will decrease and functionality and mobility of information technology equipment will increase exponentially by 2016.

506 STUDENT CODE OF CONDUCT

The Sussex Academy of Arts & Sciences emphasizes a strong code of conduct that promotes respect for self and others and positive reinforcement of rules in a safe, secure environment. An important part of the students' education is the right to make decisions and the responsibility to accept the results of those choices. To protect rights of students and staff, a Student Code of Conduct has been established.

All staff and students at the Sussex Academy of Arts & Sciences have a right to work in a pleasant and caring environment in which discipline and welfare are essentially related. Students have the right to learn—and teachers have the right to teach in an atmosphere of order, cooperation and mutual respect. Therefore, students are expected to adhere to this Student Code of Conduct and to accept their share of responsibility for maintaining a productive and civilized educational environment. Parents have an obligation to support the school in its efforts to implement this Student Code of Conduct. The Executive Director and staff have an obligation to implement this Student Code of Conduct in a fair and consistent manner.

Principles

The Student Code of Conduct at the Sussex Academy is based upon the following principles:

- All individuals are to be valued and treated with respect.
- Students have a right to learn in a secure environment without intimidation, where they are able to develop their talents, interests and ambitions.
- Parents should expect that their children will be educated in a secure environment in which care, courtesy, and respect for the rights and property of others are encouraged.
- Teachers should expect to be able to teach in an atmosphere of order and cooperation.
- Parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment. The Executive Director and teachers have an obligation to implement the Code of Conduct fairly, reasonably, and consistently.
- Positive relationships among students are to be encouraged.

Standard and Rules

Sussex Academy students are expected to conduct themselves appropriately and be mindful of the health and safety of themselves and others.

- Students will act safely and responsibly in the building.
EXAMPLES of acting responsibly are:
 - walking quietly in the hallways
 - using a hall pass during class time
 - keeping halls and lavatories free of litter
- Students will treat others with respect and common courtesy.
EXAMPLES of respect and courtesy are:
 - removing hats inside the building

- being appreciative and attentive during assemblies
 - being seated and quiet when class begins
 - answering teachers in a respectful manner
- Students will act responsibly in the multi-purpose room.
EXAMPLES of acting responsibly are:
 - leaving a clean table when through eating
 - making sure all waste is disposed of properly
 - keeping all food and snacks in the designated eating areas
 - Students will be responsive to the suggestions of the adults in the building.
EXAMPLES of acting responsibly are:
 - being on best behavior while a substitute teacher is in charge of the class
 - obeying all adults, custodians, secretaries, and staff members

Sussex Academy students will not interfere with the rights of students and teachers. The following behaviors are unacceptable and will not be tolerated:

- harassment or violence, whether physical, verbal or otherwise
- vandalism and graffiti
- the taking or removal of the property of others at school without their permission
- disruptive behavior
- disrespect to a staff member
- interference with the rights of teachers to teach or students to learn
- uninvited visits to the school by persons unwilling to seek the permission of the Executive Director or staff to be on the school premises

In addition verbal or physical harassment or threats or physical violence between students or gross outrage by a student against a teacher or other student will lead to immediate suspension from the school and will be reported to the Executive Director who will consider permanent removal of the student from the school. In addition, none of the following will be allowed at Sussex Academy. Violation of these rules will also result in direct administrative involvement and suspension or expulsion from school.

- possession of tobacco or drugs
- violation of closed campus policy
- possession of weapons (including knives)*
- vandalism
- unsupervised buying or selling
- gambling
- stealing or extortion
- use of obscene or profane language
- possession of fireworks or other dangerous items

*Possession of Firearm or Weapon/Dangerous Instrument or Look Alike Weapon/Dangerous Instrument

Possession of a firearm or weapon/dangerous instrument or object designed or intended to look like a firearm or weapon/dangerous instrument as defined by Federal and State law, on school property, in school, or at any school-sponsored event or activity, shall result in expulsion for a period of not less than one year.

Breaches of this Code of Conduct

Breaches of this Code have consequences for the student and for others. It is, therefore, logical that students experience the consequences of poor behavior and in most instances those consequences will be related to the nature of the breach. Consequences may include the following:

- verbal warning
- written or verbal apology
- deprivation of privileges
- period of detention
- parent/guardian contact
- withdrawal from excursions or other group activities
- removal from normal classes
- referral to the Executive Director
- suspension from school and/or school activities
- behavioral contract
- referral to outside authorities (e.g. the police)
- expulsion from school

The Sussex Academy of Arts & Sciences complies with all Federal and State discipline reporting requirements and procedures. Accordingly, reportable offenses become a permanent part of student records maintained through the state's pupil accounting program.

Students and parents should recognize that the Student Code of Conduct is a guide and does not include nor describe all of the behavioral expectations of the Student Code of Conduct.

Date(s) Adopted: 7/00, 3/14/07

SUSSEX ACADEMY OF ARTS & SCIENCES

STUDENT HANDBOOK 2011-2012



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**Patricia S. Oliphant, Ed. D.
Director of Curriculum & Instruction**

**Allen L. Stafford, MS Ed.
Director of Finance & Operations**

THIS STUDENT PLANNER BELONGS TO:

NAME _____

ADDRESS _____

PHONE NUMBER _____

HOMEROOM _____ **GRADE** _____

August

	M	T	W	T	F	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

September

	M	T	W	T	F	
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

October

	M	T	W	T	F	
	3	4	5	6	7	
	10	11	12	13	14*	
	17	18	19	20	21	
	24	25	26	27	28*	
	31					

November

	M	T	W	T	F	
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18*	
	21	22	23	24	25	
	28	29	30			

August

22 to 25—No School/In-Service
29— First Day- All Students

September

2—No School/Labor Day
5 —No School/Labor Day
13-14—Meet The Board Nights
13 —Grade 6 Open House
14—Grade 7 Open House
14—Board Meeting
15—Grade 8 Open House
30—Interim Reports

October

7—No School/In-Service
10 – School Pictures
19—Board Meeting
28—End of Qtr. 1

November

3—Report Cards
11—No School/Veterans Day
14-17—School Tours
15& 16—Public Information Meeting
16—Board Meeting
18—Open Enrollment Begins
21 – Make-up Pictures
23-26—No School/Thanksgiving Break

December

	M	T	W	T	F	
				1	2*	
	5	6	7	8	9	
	12	13	14	15	16*	
	19	20	21	22	23	
	26	27	28	29	30	

January

	M	T	W	T	F	
	2	3	4	5	6*	
	9	10	11	12	13	
	16	17	18	19	20*	
	23	24	25	26	27	
	30	31				

February

	M	T	W	T	F	
			1	2	3	
	6	7	8	9	10*	
	13	14	15	16	17	
	20	21	22	23	24*	
	27	28	29			

March

	M	T	W	T	F	
				1	2	
	5	6	7	8	9	
	12	13	14	15	16*	
	19	20	21	22	23	
	26	27	28	29	30*	

December

7-- Interim Reports
22-30—No School/Winter Vacation

January

3—School Reopens
6—Open Enrollment Ends
11—SY'13 Application Lottery
13—End of Qtr. 2
16—No School/M.L.King Birthday
17—SY12 Registration Begins
18—Board Meeting
20—Report Cards

February

15—Board Meeting
17—No School/In-Service
20—No School/Presidents' Day
15—Board Meeting
24—Interim Reports

March

9—SY12 Registration Ends
14—Board Meeting
23—End of Qtr.
30—Report Cards

April

	M	T	W	T	F	
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20*	
	23	24	25	26	27	
	30					

May

	M	T	W	T	F	
		1	2	3	4*	
	7	8	9	10	11	
	14	15	16	17	18*	
	21	22	23	24	25	
	28	29	30	31		

June

	M	T	W	T	F	
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	

April

2 – Spring Pictures
6-13—No School/Spring Break
18—Board Meeting
27—Interims

May

16—Board Meeting
18—No School/In-Service- Weather
Contingency Day
28—No School/Memorial Day

June

5— Report Cards-
Last Day for Grades 6 & 7
6— **8th Grade Moving Up- Early Release**
7—**Weather Contingency Day & Incoming 6th Grade Orientation**
8-13—Teacher In-Service
13—Board Meeting

DCAS Schedule To Be Determined

Approved: 4/21/10
Revised: 6/23/10

WELCOME TO SUSSEX ACADEMY OF ARTS & SCIENCES

MISSION STATEMENT

The mission of the Sussex Academy of Arts and Sciences is to prepare middle school students for future academic success by providing an accelerated, supportive academic environment within a small school setting.

VISION STATEMENT

Our vision is to cultivate students of distinction by providing them with the knowledge, skills, and values to become successful, productive citizens.

ACADEMY GOALS

The Board of Directors established these goals for the Academy:

- Maintain a “Superior School” status
- Foster critical, independent thinking and reflection
- Ensure a safe, respectful school environment
- Advocate personal growth and responsibility
- Provide opportunities for individual and group success
- Model and encourage collaborative decision making
- Facilitate ongoing professional development
- Encourage parental involvement and partnerships
- Promote service and community partnerships
- Instill environmental awareness and social consciousness
- Develop technological competence

INSTRUCTIONAL FOCUS

All students will improve their reading, writing, and oral presentation skills in all classes throughout the school year. Sussex Academy students will effectively use targeted receptive and expressive literacy skills when reading, writing, and communicating in all classes.

TARGETED LITERACY SKILLS

SAAS students will consistently and effectively:

- Use content specific vocabulary in all responses.
- Demonstrate critical thinking skills across all content areas.
- Provide sufficient relevant details in all responses.

INSTRUCTIONAL PROGRAM

The Sussex Academy Board of Directors selected a *New American Schools* design for comprehensive educational reform as part of its charter school initiative. *Expeditionary Learning* (EL) was chosen as the instructional framework.

Founded by business leaders interested in "break-the-mold" models to improve schools, the *New American Schools* is a nonpartisan, nonprofit leader in the growing comprehensive school reform movement. New American Schools is dedicated to assisting and supporting innovative, successful schools by implementing research-based, comprehensive school designs.

Expeditionary Learning is an approach to teaching and learning. It seeks to change school cultures by activating curricula and motivating students and teachers to take responsibility for their own learning. *Expeditionary Learning* implements these five core practices: learning expeditions; critique and reflection, changed structures; improved culture; and school review. In addition, *Expeditionary Learning* subscribes to these ten principles: (1) The Primacy of Self-Discovery, (2) The Having of Wonderful Ideas, (3) The Responsibility For Learning, (4) Empathy and Caring, (5) Success and Failure, (6) Collaboration and Competition, (7) Diversity and Inclusion, (8) The Natural World, (9) Solitude and Reflection, (10) Service and Compassion.

Students at Sussex Academy of Arts & Sciences follow an accelerated curriculum that meets or exceeds state standards. Students and teachers are involved in both school-wide and team learning expeditions to promote self-discovery and construct knowledge. To support

learning expeditions, teachers, students, and school leaders build a culture of respect and high expectations. The school schedule is built around large flexible blocks of time. Students remain with the same teacher or team of teachers for at least two years. All students keep portfolios of their work and assessment is ongoing.

Each teacher of the Sussex Academy possesses unique talents in working with adolescents and has training and expertise in the particular learning styles of middle school students. The team of teachers is responsible for teaching the content standards and skills in reading, writing, mathematics, social studies, and science. Other subjects such as physical education, art, music, Spanish, health, computer technology, and other co-curricular classes are taught outside the core academic areas. These subjects are referred to as Specials.

The Sussex Academy of Arts & Sciences provides a unique educational opportunity for students and their parents. The expectation is that students come to school with a positive attitude to learn and to take part in academic, social, and service activities and that their parents and the school support these endeavors.

ACADEMIC PERFORMANCE

ACADEMIC CHALLENGE PROGRAM

Sussex Academy is an active participant in the Academic Challenge Program—a college-school partnership between the Sussex County School Districts and the Owens Campus of Delaware Tech. The program offers the standard high school curriculum in mathematics and English at an accelerated pace, allowing for college level course work during the student's junior and senior years. This rigorous academic program is typically for students in grades 8 through 12 with participation being earned through a qualifying process established by the Academic Challenge Program. This process takes place during the winter/spring of a student's seventh grade year and involves the collection and analysis of data related to the student's academic potential and performance during their time at Sussex Academy. More specifically, scores for the Scholastic Aptitude Test, the student's semester averages, sixth grade DSTP data, and team input are used in determining eligibility for this program. Each of these pieces of data is converted into qualifying points using a sliding scale developed by the Academic Challenge Program. Students earning 50 or more qualifying points in either mathematics or English or both are invited to register for and participate in the program.

A meeting is held each fall to explain the program and qualifying process to parents and potential candidates. The first step for consideration for the program involves the student registering for and taking the Scholastic Aptitude Test (SAT), materials for which are available in the main office of the school. During this step, students should arrange to have their scores sent directly to their homes. The qualifying process described above is initiated once the student or his/her parents have given the SAT scores to the school.

Students participating in the Academic Challenge Program are required to complete all assignments missed while attending classes at the Del Tech Campus. It is the student's responsibility to make arrangements to make up the work missed. In addition, students are expected to return to Sussex Academy immediately following the end of classes at the Del Tech Campus. Students whose parents plan to drop them off for the morning session of Academic Challenge are expected to contact Sussex Academy prior to 8:30 a.m. or their child will be marked absent for the day. Students who maintain at least a "B" average in their core classes at both Sussex Academy and Academic Challenge for the first semester may have the option of being excused from some of the related class requirements of Sussex Academy at the discretion of the team.

GRADE PLACEMENT

It is the school's role and responsibility to determine grade placement for incoming students from another school or from a home school. Many factors are used in the determination of grade placement. Those factors include, but are not limited to, the placement decision of the previous school, academic achievement measures, student's physical and emotional development, knowledge of the English language, previous retentions, estimates of intellect, wishes of the parents, etc. The Executive Director has the responsibility to determine if additional testing is necessary in making the determination of grade placement.

In cases where an incoming 6th grade student has been promoted by another school to the 6th grade, but that student has not scored a Level 3 (Meets the Standard) on the 5th grade Delaware Comprehensive Assessment System (DCAS) in reading or math, the student will be given "transfer" status onto the 6th grade team at Sussex Academy. In most cases the "transfer" status is maintained throughout the school year with promotion to grade 6 occurring at the end of the first year at Sussex Academy. This will, in effect, add at least one year to the student's normal three years of school at Sussex Academy.

Additionally, "transfer status" can also be granted to Sussex Academy students upon the recommendation of the Student Support Team.

Each transfer student's progress is routinely monitored to ascertain when promotion to the next grade should occur.

GRADING SCALE

The following grading scale is used for marking report cards. In addition, report cards may be coded for anecdotal teacher comments.

93-100	Excellent	A
85-92	Very Good	B
75-84	Satisfactory	C
70-74	Poor	D
69-Below	Failure	F

GUIDELINES FOR HONOR ROLL

To be on the “A” Honor Roll, a student must have a grade of 93% or better in all core subjects (reading, writing, math, social studies, and science) and a grade of 85% or higher in the Specials courses. To be on the “B” Honor Roll, a student must have a grade of 85% or better in all core area subjects (reading, writing, math, social studies, and science) and a grade of 75% or higher in the Specials courses.

PORTFOLIO

The Sussex Academy of Arts & Sciences is committed to the principles of *Expeditionary Learning*. The EL model focuses on literacy, reflection, and interdisciplinary project-based learning. As a result *EL* schools use portfolios to assess student progress and growth. At Sussex Academy the student portfolio is an important tool to assess academic growth. The portfolio is a collection of work that shows what the student has been working on, learning to do, and thinking about each of the three years at Sussex Academy.

Each student portfolio is both a showcase of the student’s best work and illustrates his/her growth over time. Each portfolio is unique to the individual student through his/her choices about artifacts and reflections. The intent of the portfolio is to document mastery of the Delaware Content Standards, to highlight the *EL* principles, to chronicle student progress throughout the year, and to assess continuous student performance. Additionally, the Sussex Academy has selected literacy as the school-wide instructional focus. The portfolio also presents students with an opportunity to demonstrate their mastery of targeted literacy skills including the use of content specific vocabulary, relevant and sufficient details, and critical thinking skills in all responses, verbal and written. For example, near the end of the sixth grade year, each student will present his/her portfolio to his/her parent. The sixth grade teachers will oversee this presentation. Then in the seventh grade, each student will present his/her portfolio to “outside reviewers.” Students must successfully meet the standards established by the school’s portfolio committee to be promoted to eighth grade. In general, the reviewers of the seventh grade portfolios will consist of parents who volunteer and train for the review process. Finally, in the eighth grade, the students complete yet a third portfolio that may be reviewed by a team of parents, teachers, or peers.

REPORT CARDS AND INTERIM REPORTS

The grading and reporting process is designed to inform students and parents/guardians of academic achievement and progress. Grading policies are explained at the beginning of each year by the teachers and usually reflect a combination of class work, homework, and test results. Interim reports are distributed near the midpoint of each quarter. Report cards are distributed quarterly. Parents and students should refer to the school calendar for the dates of distribution.

RETENTION

Within the educational reform movement for the state of Delaware there is a strong initiative toward student accountability for meeting the mandated curriculum standards. Meeting those standards is demonstrated through successful performance on the state tests, through passing grades in the subject areas, through consistent attendance, and through other demonstrations of proficiency. The guidelines for retention in a grade as stated below are within the parameters of the existing state laws as well as the parameters of the charter of Sussex Academy of Arts & Sciences.

Sixth Grade

A student will be retained in the sixth grade if any one of these conditions exists:

- The student fails reading, writing, or mathematics
- The student fails social studies and science
- The student fails either social studies or science and any two (2) of his special classes
- The student is not progressing satisfactorily toward meeting the standard in reading, writing, or mathematics on the DCAS or other external standardized measures adopted by the school.
- The student is absent for 24 or more of the 180 student school days*

Seventh Grade

A student will be retained in the seventh grade if any one of these conditions exists:

- The student fails reading, writing, or mathematics
- The student fails social studies and science

- The student fails either social studies or science and any two (2) of his special classes
- The student is not progressing satisfactorily toward meeting the standard in reading, writing, or mathematics on the DCAS or other external standardized measures adopted by the school.
- The student is absent for 24 or more of the 180 student school days*
- The student fails to meet the standards of the Portfolio Review Committee

Eighth Grade

A student will be retained in eighth grade if any one of these conditions exists:

- The student fails reading, writing, or mathematics
- The student fails social studies and science
- The student fails either social studies or science and any two (2) of his special classes
- The student is not progressing satisfactorily toward meeting the standard in reading, writing, or mathematics on the DCAS or other external standardized measures adopted by the school.
- The student is absent for 24 or more of the 180 student school days*
- The student fails to meet the standards of the Portfolio Review Committee

DCAS- Delaware Comprehensive Assessment System

*The Student Support Team (SST) may elect to override this rule if there is substantial evidence that the student's pattern of absences was warranted and did not dramatically affect academic achievement.

ACTIVITY FEE

In keeping with the student-centered nature of Sussex Academy, it is our desire to offer a plethora of enrichment/extracurricular activities for students to develop their interests and talents. Yet, to support such initiatives requires monies.

It shall be the practice of Sussex Academy to limit fundraising activities somewhat to avoid overlapping of initiatives and the nuisance of such. Therefore, the Board of Directors levies a student activity fee that will be applied toward the following expenses:

1. Materials for clubs.
2. Supplements to Expeditionary Learning initiatives, e.g. student originated displays, museums, dramatic productions, planners, etc.
3. After-school endorsed competitions and programs, e.g., Odyssey of The Mind, Math League, Whatchamacallit, etc.
4. Materials for student centered publications, e.g. portfolios, supplements, yearbooks, programs, awards, newspapers.
5. Intramural sports.
6. Interscholastic sports.
7. School sponsored field trips.
8. Yearbook.

The rate of \$195 shall be assessed for each student annually. This fee or a portion of this fee may be waived for families based on income. Please contact the school's office if you believe that you may qualify for this waiver.

PAYMENT OF FEE

The full payment of the activity fee should be submitted to the school office no later than the first day of school.

ADDRESS/TELEPHONE/EMAIL CHANGES

Students and parents who move during the school year or experience changes to either their telephone numbers or email addresses should report this information to the school office as soon as possible.

ADMISSION AND ENROLLMENT

In order to meet the requirements of DE Code and other regulations, Sussex Academy conducts an annual "Open Enrollment" period during the Fall of each year. This "Open Enrollment" period is established to allow parents/guardians the opportunity to apply for admission through an open and transparent process. At the onset of this process, the school estimates the number of anticipated sixth grade openings for the next school year. The Executive Director then declares the number of openings, and the application period is announced. That period generally begins the Monday before Thanksgiving and ends the Friday of the first full week of January. If applications received during the period exceed the number of declared openings, a public lottery is conducted. After the lottery, the parents of the applicants selected for enrollment are contacted and informed of the time frame during which they need to register their child(ren). The school maintains a waiting list for all other applicants based on the number assigned during the lottery. If a parent decides not to enroll their child(ren), the next child on the waiting list is offered admission in accordance with the number of openings available. Up to 325 students can be enrolled at Sussex Academy.

All parents/guardians interested in having their child(ren) be eligible and considered for admission must complete an application and submit such application during the "Open Enrollment" period. This includes any student eligible as a "preference" student (siblings,

children of faculty/staff, children of Founding Board members). Any application submitted after the “Open Enrollment” period is placed at the end of the waiting list in the order of its receipt.

State law requires that students who are first time enrollees of the charter school must remain enrolled in the school for at least one year unless there is good cause for not doing so. All other students receive a letter of intent requesting parents’ signatures indicating their intentions for the next school year.

ATTENDANCE REGULATIONS

Under the laws of the State of Delaware, parents/guardians of children between the ages of 6 and 16 are required to insure that their children attend school. Sussex Academy of Arts & Sciences requires that students attend school in accordance with the laws of the State of Delaware. Punctual and regular attendance is extremely important. Unless it is absolutely impossible to do so, each student will be in school every day.

SCHOOL HOURS

The school day begins at 8:30 a.m. and ends at 3:10 p.m. The school expects that students be dropped off and picked up promptly within the hours of school operation. Unlike some schools, Sussex Academy does not have the staff to monitor and supervise student activity outside of the normal school day. Sussex Academy does provide before-school care from 7:00 a.m. – 8:30 a.m. Students arriving before 8:15 a.m. are required to report to the assigned room and sign in to before-school care. The cost for such care is \$5.00 per day.

ABSENCE

After an absence from school, the student must submit a written excuse signed by a parent or guardian to the school nurse. If no written excuse is presented at this time, the student shall have three (3) school days in which to provide an excuse.

The following causes of absence are not acceptable:

- Truancy
- Working
- Oversleeping
- Missing the bus
- Vacation*: unless approved in advance demonstrating educational value.

*If a student will miss more than three (3) consecutive school days for a reason not due to illness, then an application for approval to miss school needs to be submitted at least one week prior to the anticipated absence from school. A Request for Extended Trip form may be obtained from the website, homeroom teacher, or main office. The student, parent, and each core teacher must sign this form before submitting it for approval to the Executive Director. Any and all work assigned to the student to complete while on an extended trip should be turned in to the teacher(s) on the day that the student returns. Further, students will have as many days as are missed due to an extended trip to complete all work (assignments, projects, tests/quizzes, etc.) assigned while they are away from school.

EARLY DISMISSALS AND LATE ARRIVALS

Parents should provide a written note to the school should an early dismissal or late arrival be necessary. Students must be picked up by a parent/guardian and be signed in and out in the school office. Parents/guardians should make every effort to schedule dentist and doctor appointments during non-school hours.

TARDINESS

Students are expected to be in the school building no later than 8:30 a.m. (10:30 a.m. when school is delayed due to inclement weather). Students are tardy if they are not in their homeroom and in their assigned seats by 8:45 a.m. Late students must sign in at the office and obtain a late pass to enter class. Chronic tardiness may result in disciplinary actions.

NOTES AND PERMISSIONS

Parents/Guardians must write a note to the office any time their child has an early dismissal and/or needs permission to ride another bus home at dismissal (see bus transportation). These notes will be recorded on the daily announcements and should be given to the office in the morning.

MAKE-UP WORK

Students are expected to make up all work missed because of absences. The time allowed for make-up work is equal to the number of days missed plus one (1). It is the student's responsibility to request make-up work and/or missed assignments. Requests for work that will be missed due an approved vacation should be made at least one week prior to the absences.

BOOK BAGS AND OTHER PERSONAL PROPERTY

Sussex Academy presumes a student possesses and is, therefore, responsible for all items found in the student's book bag, pocketbook or similar bag or container used to carry books or personal property. Book bags should be placed in lockers prior to first period. The school provides a combination lock to each student to ensure the security of their belongings. Students are not permitted to carry book bags during the school day. The Executive Director, or designee, has the authority to inspect book bags, lockers, and other student property at any time while the student is under the jurisdiction of the school.

BUS TRANSPORTATION

All policies found in the Code of Conduct apply to every student using the school's bus services inclusive of boarding, riding, or exiting the bus and while at any of the bus stop hubs. Inappropriate student conduct creates a dangerous distraction to the driver and is insensitive to the rights of all individuals on the bus.

Students are permitted to ride only the bus to which they are assigned. If a short-term bus change is necessary, the student must bring a note from home explaining the reason. The note must be signed by the parent and submitted to the school office for approval.

In the event of serious or repeated violations, suspension of a student's bus privileges will occur. Bus referrals will count with school referrals in determining the level of consequence for future violations of the discipline code. Parents shall be notified before a bus suspension takes effect, except in emergency situations necessary to protect the safety of individuals, property, or the integrity of the educational process. In such cases, the necessary notice will follow as soon as possible. During the suspension of bus privileges, it shall be the parents' responsibility to provide the student's transportation to and from the school. Failure to attend school, due to the loss of bus privileges, is considered an unexcused absence. Suspension of bus privileges shall not be used as a disciplinary action for non-bus related violations.

Compliance with the following rules and safety guidelines will ensure that students maintain bus riding privileges granted by the Sussex Academy:

- Obey the driver promptly, and be courteous to the driver and your fellow passengers.
- Do not distract the driver in any way.
- Be at the bus stop on time for pickup.
- Wait for the bus in a safe area, not on the roadway or in the path of vehicles.
- Keep a safe distance from the bus while it is in motion.
- Enter the bus in an orderly manner and occupy your seat immediately.
- Get on or off the bus only when it is stopped.
- Remain seated and facing forward while the bus is in motion.
- Remain behind the white line and do not obstruct the driver's vision while the bus is in motion.
- Stay out of the driver's seat.
- Wait for a clearance signal from the driver to cross the roadway.
- Observe classroom conduct when on the bus.
- Do not call out to passers-by or open the bus windows without permission.
- Keep all body parts inside the bus at all times.
- Do not leave the bus without the consent of the driver.
- Keep the bus clean, sanitary, and orderly.
- Do not smoke, use profanity, or eat or drink on the bus.
- Do not throw articles of any kind in, out, or around the bus.
- Fighting and horseplay are not permitted on the bus or at the bus stop.
- Other forms of misconduct that will not be tolerated are acts such as, but not limited to, obscene gestures, indecent exposure, and spitting.

CLOSED CAMPUS

Sussex Academy students may enter the building at 8:30 a.m. and shall remain on school grounds until dismissal at 3:10 p.m. Students may not leave school grounds during the school day without permission of the Executive Director, nurse, or school office. Parents must sign their child into and out of the building whenever there is a late arrival or early dismissal. Failure to follow the proper procedure may result in a disciplinary referral.

CODE OF CONDUCT

Sussex Academy of Arts & Sciences emphasizes a strong code of conduct that promotes respect for self and others and positive reinforcement of rules in a safe, secure environment. An important part of the students' education is the right to make decisions and the

responsibility to accept the results of those choices. To protect rights of students and staff, a Student Code of Conduct has been established. All staff and students at Sussex Academy of Arts & Sciences have a right to work in a pleasant and caring environment in which discipline and welfare are essentially related. Students have the right to learn—and teachers have the right to teach in an atmosphere of order, cooperation and mutual respect. Therefore, students are expected to adhere to this Student Code of Conduct and to accept their share of responsibility for maintaining a productive and civilized educational environment. Parents have an obligation to support the school in its efforts to implement this Student Code of Conduct. The Executive Director and staff have an obligation to implement this Student Code of Conduct in a fair and consistent manner.

Principles

The Student Code of Conduct at the Sussex Academy is based upon the following principles:

- All individuals are to be valued and treated with respect.
- Students have a right to learn in a secure environment without intimidation, where they are able to develop their talents, interests and ambitions.
- Parents should expect that their children will be educated in a secure environment in which care, courtesy, and respect for the rights and property of others are encouraged.
- Teachers should expect to be able to teach in an atmosphere of order and cooperation.
- Parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment. The Executive Director and teachers have an obligation to implement the Code of Conduct fairly, reasonably, and consistently.
- Positive relationships among students are to be encouraged.

Standards and Rules

Sussex Academy students are expected to conduct themselves appropriately and be mindful of the health and safety of themselves and others.

- Students will act safely and responsibly in the building. EXAMPLES of acting responsibly are:
 - walking quietly in the hallways
 - using a hall pass during class time
 - keeping halls and lavatories free of litter
- Students will treat others with respect and common courtesy. EXAMPLES of respect and courtesy are:
 - removing hats inside the building
 - being appreciative and attentive during assemblies
 - being seated and quiet when class begins
 - answering teachers in a respectful manner
- Students will act responsibly in the multi-purpose room. EXAMPLES of acting responsibly are:
 - leaving a clean table when through eating
 - making sure all waste is disposed of properly
 - keeping all food and snacks in the designated eating areas
- Students will be responsive to the suggestions of the adults in the building. EXAMPLES of acting responsibly are:
 - being on best behavior while a substitute teacher is in charge of the class
 - obeying all adults, custodians, secretaries, and staff members
- Students will adhere to a Code of Academic Honesty. EXAMPLES of academic honesty are:
 - Completing assignments and projects independently as required
 - Completing tests, assessments, or evaluations as required
 - Refraining from disclosing test information to other students
 - Refraining from plagiarism and/or copying the work of others

Sussex Academy students will not interfere with the rights of students and teachers. The following behaviors are unacceptable and will not be tolerated:

- harassment or violence, whether physical, verbal or otherwise
- vandalism and graffiti
- the taking or removal of the property of others at school without their permission
- disruptive behavior
- disrespect to a staff member
- interference with the rights of teachers to teach or students to learn
- academic dishonesty and plagiarism

Bullying, harassment, threats, physical violence between students, gross outrage by a student against a teacher or other student, and/or notification by the State's Attorney General that a Sussex Academy student has been charged with a crime(s) committed off school campus will be reported to the Executive Director and may lead to immediate suspension from the school. Further, any of these offenses could lead to a disciplinary hearing and result in the student's expulsion from the school by the Executive Board. In addition, none of the following will be allowed at Sussex Academy:

- possession of tobacco or drugs
- violation of closed campus policy
- possession of a firearm or weapon (including knives)*
- vandalism
- unsupervised buying or selling
- gambling
- stealing or extortion
- use of obscene or profane language
- possession of fireworks or other dangerous items
- unacceptable use of technology
- bullying*

*Bullying means any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:

- A. Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property.
- B. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
- C. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
- D. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

Bullying is unacceptable and a culture of openness is the best way to counter such behavior. It is the responsibility of each member of the school community: pupils, staff and parents to report instances of bullying or suspicions of bullying, in writing, with the understanding that all such reports will be listened to and taken seriously. All complaints shall be appropriately investigated and handled consistent with due process requirements and appropriate disciplinary action(s) will be taken when instances or acts of bullying have been determined to have occurred.

Violation of the rules listed above will result in direct administrative involvement and suspension or expulsion from school.

***Possession of a Firearm or Weapon/Dangerous Instrument or Look Alike Weapon/Dangerous Instrument**

Possession of a firearm or weapon/dangerous instrument or object designed or intended to look like a firearm or weapon/dangerous instrument, as defined by Federal and State law, on school property, in school, or at any school-sponsored event or activity, shall result in expulsion for a period of not less than one year.

Breaches of this Code of Conduct

Breaches of this Code have consequences for the student and for others. It is, therefore, logical that students experience the consequences of poor behavior and in most instances those consequences will be related to the nature of the breach. Consequences may include the following:

- verbal warning
- written or verbal apology
- deprivation of privileges
- period of detention
- parent/guardian contact
- withdrawal from excursions or other group activities
- removal from normal classes
- referral to the Executive Director
- suspension from school and/or school activities
- behavioral contract
- referral to outside authorities (e.g. the police)
- expulsion from school

Sussex Academy of Arts & Sciences complies with all Federal and State discipline reporting requirements and procedures. Accordingly, reportable offenses become a permanent part of student records maintained through the state's pupil accounting program.

Students and parents should recognize that the Student Code of Conduct is a guide and does not include nor describe all of the behavioral expectations of the Student Code of Conduct.

COMMUNICATION DEVICES

Students **are prohibited from using** personal cell phones or any other communication devices (i.e. pagers, etc.) on school property and any time or place while they are under the supervision of the school. This includes the school's buses and school sponsored activities, including field trips, dances, and sporting events or practices. Should a student possess a cell phone or other communication device and bring such to school, the device must remain turned off and stored in the student's locker at all times while the student is on school

property, engaged in school activities, or under the supervision of the school or it will be confiscated by school personnel and returned to a parent/guardian. The school will not assume responsibility for any communication devices brought onto or lost/misplaced while on school property.

CONFERENCES AND COMMUNICATION

Sussex Academy encourages communication between the school and the home through conferences and written communications.

In order to keep parents well informed of student progress, the educators of Sussex Academy have elected not to limit the report of progress to four times a year, but to report eight times a year. Parents will receive a report card at the end of each nine-week period and an interim report at the midpoint of the term. This results in reporting to parents every 22 instructional days.

Any time parents have a major concern about their student's progress, they may initiate a conference. The most effective way to ensure that the team is aware of parental concern is to notify the homeroom teacher either by leaving a voice-mail message or sending a note to request a conference. In some cases, teachers may communicate via e-mail where that is possible or desirable.

Sussex Academy issues a *School Planner* to each student at the beginning of the school year. The purpose of this planner is to assist the student in organizing and planning his school life and school work. The students should post homework or appropriate notices to parents in this book. The Planner is also used in the "Hall Pass" system. Parents are encouraged to check the student's School Planner periodically. This can be an excellent tool for parent-teacher communication. Should the student lose the School Planner, he/she must purchase a new one.

DANCES

Sussex Academy recognizes that age appropriate social activities and events are an important part of the middle school experience. For this reason, Sussex Academy schedules dances periodically during the school year. Only current Sussex Academy students are permitted to attend the dances. Tickets for dances are sold during the lunch periods for several days prior to each dance. All dances are held on Friday evenings from 6:30 until 9:00 p.m. A student must be present on the day of the dance in order to attend. Students arriving prior to 6:30 or after 7:15 p.m. will not be allowed in the building. Students are not allowed to remain after school on dance days to wait for the dance to begin. Students who choose to leave the dance prior to 9:00 p.m. may not return. Students who are not picked up by 9:15 p.m. will not be allowed to attend subsequent dances.

All school rules and behavioral expectations apply during the dances including gum chewing, cell phone and electronic device policies, and general dress code guidelines (i.e. no hats, must wear appropriate shoes, no pants that "shag" or clothes that are too tight or revealing). Refer to the Dress Code and Uniforms section below for additional information.

DETENTION

Students who are assigned to detention may be required to stay after school on an appointed day or at another time. Bus transportation will not be provided. Not serving a detention may result in suspension. Consequently, if a conflict should arise, concerns should be communicated in advance to the teacher.

DRESS CODE AND UNIFORMS

Sussex Academy has established high academic and personal standards for the students who attend the school. The Executive Board, administration, and staff believe that school uniforms project an image that is consistent with the high standards of the Academy and reflect an appropriate academically oriented school climate. Thus, students at Sussex Academy are required to wear regulation uniforms selected from and supplied by *In Unison Apparel*.

The regulation school uniform includes any "inside apparel" items offered by *In Unison*. A second shirt may be worn under the regulation school uniform provided that it is a solid, approved color (navy blue, light blue, or white) and does not extend below the bottom of the uniform top. Students must wear the regulation gym uniform for physical education and any after-school sports activity. If students need sweat clothes for gym or after school, they may choose the regulation sweatshirt/sweatpants or plain navy blue sweat clothes. Students are not allowed to wear apparel with other writing or logos while in regulation school uniform.

Students are to wear appropriate shoes (e.g. athletic shoes, oxfords, etc.). Only shoes with an enclosed toe and heel are considered acceptable footwear. Further, when worn, socks may be no higher on the leg than the knee.

Other rules of neat, appropriate, and tasteful dress and appearance apply. For example, students should not wear clothing that is too tight or revealing, pants that "shag," or clothing adorned with logos (most particularly those implying drug, alcohol, tobacco, vulgarities, etc). In cooler weather, students may choose to wear a second shirt under their uniform as long as that shirt is either navy blue or white and not visible at the waist. Students wearing a shirt under their uniform that is not white or navy blue or that is visible at the waist will be required

to remove it. Additionally, students are expected to maintain their appearance such that hair color and style are consistent with the high standards of the school. For example, hair color that does not occur naturally is unacceptable (e.g. fuchsia, green, purple, etc.).

Students must store outerwear (e.g. gloves, hats, coats, etc.) in their lockers upon entry into the building and routinely may not wear such in the building. The final determination of appropriate dress and appearance is left to the discretion of the Executive Director or designee.

ELECTRONIC DEVICES

The possession and use of personal electronic devices (PSPs, iPods, MP3 players, etc.) is prohibited on school property, including the school's buses, and during school sponsored activities and events, including field trips, sporting events, and dances. If brought to school, these items will be confiscated and returned only to a parent/guardian.

EMERGENCY EVACUATION PLAN

In accordance with school safety plans there may be need for emergency evacuations or early dismissals unique to this building, e.g. fire or explosion in one wing of the building, armed confrontation, etc. If students are able to occupy the building until exit, the plans for Weather Emergencies shall be used.

If, on the other hand, there is a need to vacate the building, the **Emergency Evacuation** plan will go into place. That will include:

1. The Executive Director and Board president will declare an emergency and contact the necessary emergency authorities.
2. The Executive Director will contact The Jefferson School, with whom we have a cooperative agreement, and notify them that we will be evacuating to their site.
3. Students will be loaded into staff member's personal vehicles, and the school's van and buses to be carried over to The Jefferson School.
4. Staff members will be asked to carry with them any available cellular or digital phones as well as phone lists of their homerooms and a set of the emergency cards.
5. All of the above mentioned television and radio stations would be contacted.
6. The Executive Director will notify our website manager to have an emergency message put on the website www.saas.k12.de.us.
7. Phone trees of students' households will be followed **if ordered by the Executive Director**.
8. All media releases will be handled by the Executive Director to give accurate information and allay panic as much as possible.

HALL PASSES

While classes are in session, students are not permitted in the hall without a hall pass. Students are not to report to the office between class periods to see the nurse, pay fees, or complete other business unless they have reported to their next period teacher for a hall pass. Teachers will authorize passes by so noting in the *Student Planner*.

HEALTH SERVICES AND THE SCHOOL NURSE

SCHOOL NURSE

The duty of the nurse is to promote and maintain the health and safety of students through classroom teaching and direct intervention in emergencies, illness, communicable disease, and other health problems, as well as maintain current health records and immunizations. Health screening will include height and weight measurements, vision exams, plus hearing and orthopedic screenings, per DOE guidelines. The school nurse coordinates health resources of the school and community in maintaining student health.

The school nurse will be available to students at a time established and announced at the beginning of the school year. Unless an emergency exists, the student is to report to class first, obtain a pass, and **then** see the nurse. The student must be signed in by name, period, and time.

ILLNESS OR INJURY DURING SCHOOL

If a student becomes ill in school, he/she should request a pass from the teacher to report to the nurse, who will then decide what should be done. Students must not leave the building without authorization because of illness. If the nurse is not in, students are to report to the office.

All injuries should be reported to the school nurse. If the nurse decides that the individual should receive further medical treatment, every attempt will be made to contact a parent or guardian informing him/her of the seriousness of the injury.

For insurance purposes, students should report all injuries that occur in school or during school related functions to the nurse or the professional school staff in charge at the time, prior to seeing a physician for treatment.

ADMINISTRATION OF MEDICATION

During school hours prescription drugs shall be stored and taken only in the nurse's office to avoid misunderstanding and complications. All prescription medications sent to school must be in the original container, by law. A parent note to give prescribed medication must accompany each prescribed medication sent with the student. The school nurse will keep a record of the medication given.

Non-prescription medication will be administered only after receiving signed consent by parents/guardians. The consent form lists medications provided by the nurse. Parents should send medications from home for frequent problems (migraines, menstrual cramps, etc.).

HOMEWORK

Homework is a natural extension of the educational program. It serves to reinforce and enrich daily class work. A reasonable amount of homework has proven to enhance student achievement. Parents/guardians are encouraged to provide a quiet place and a consistent time frame each evening for their children to study. Students should write their assignments in their *Student Planners*.

LOCKERS

All students are assigned a locker and provided with a combination lock at the beginning of the school year. For school safety and security reasons, students must use the lock that is provided by the school on their locker. Lost, stolen, or misplaced locks must be paid for before a new lock will be issued. The lockers are to be kept in good order and locked at all times. Locker security is the responsibility of each individual student. The school will not assume responsibility for items missing from lockers. Stickers, labels, and markings on lockers are prohibited. Under no circumstances should valuables be kept in an unlocked locker. Lockers are the property of Sussex Academy of Arts & Sciences and are subject to inspection and search by authorized school personnel.

LOST AND FOUND

Students should contact the nurse for lost and found items.

LUNCH INFORMATION

Students may bring lunch from home or purchase lunch through the Laurel School District. Because of the arrangement with Laurel School District, lunches must be ordered and paid for one month in advance. Students will order lunches on a monthly basis through our website (www.sussexacademy.org). The exact payment should be sealed in an envelope and returned to Ms. Mews, our lunch coordinator, by the deadline indicated. A failure to submit payment by the due date will result in a cancellation of lunches for the month.

The prices for school lunches at Sussex Academy are:

Student Lunch	\$2.50
Teacher Lunch	\$3.00
Reduced Student Lunch	\$.40
Milk	\$.50

Lunch Ordering Process

Monthly lunch orders are processed through our website. A username and password will be provided to each family at the beginning of the school year along with detailed instructions for using the lunch application. Students from families that do not have access to the Internet will have an opportunity to process their lunch orders while in school.

The School Lunch Monitors shall establish rules and regulations within the multi-purpose room such that students are able to eat their lunch and enjoy the socialization of their peers. The School Lunch Monitors will establish such regulations that maintain order and cleanliness in the multi-purpose room. This means that students will be expected to remain in the multi-purpose room during the lunch period, speak in conversational tones, remain seated, ensure that the area is clean, and respect peers and staff. School Lunch Monitors have the responsibility to discipline inappropriate behavior and will do so.

MESSAGES

Sussex Academy is focused on academics and makes every effort to ensure that there are minimal interruptions to the instructional program. Please respect our academic program by not calling the school with personal message requests for students. Transportation and emergency messages will be taken and delivered to students if received prior to 2:00 p.m. Non-emergency messages will not be shared with students.

PARENT ORGANIZATIONS

There are active and enthusiastic parent organizations at Sussex Academy. The Parent/Teacher Organization (PTO) meets monthly during the school year. Routinely, they have supported funding for various student and teacher activities such as funding the purchase of new

computers for the computer lab. Also, the Sports Boosters meet monthly. They make possible the interscholastic sports program at Sussex Academy by offering both boys and girls sports for the Fall, Winter, and Spring sports seasons.

PROFESSIONAL ACCOUNTABILITY

The No Child Left Behind (NCLB) legislation has resulted in the expectation that all public school teachers in the core content areas be recognized as “highly qualified.” There are numerous avenues to earn this recognition such as college/graduate credits, advanced degrees, National Board Certification, and relevant classroom and/or professional development experiences. Teachers can also achieve the status of “highly qualified” by taking and passing rigorous content specific assessments. Teachers have the opportunity to earn this status each spring through a submission of their credentials and career accomplishments in an annual survey conducted by the Delaware Department of Education. You will be notified at the beginning of each school year if your child has been scheduled into a class being taught by a teacher who has not been deemed as highly qualified.

As a parent of a student at Sussex Academy, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child’s classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child’s classroom teachers.

1. Whether the teacher has met all Delaware licensing and certification requirements for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under an emergency or other provisional certificate because of special circumstances.
3. The teacher’s major, whether the teacher has any advanced degrees and, if so, the subject of the degrees, and
4. Whether any paraprofessionals provide services to your child and, if they do, their qualifications.

Please note that most of this information is readily available by conducting an educator search at the DOE website, <https://deeds.doe.k12.de.us/>. If you would like to receive any of this information from us, please contact Dr. Oliphant or Mr. Stafford at 856.3636.

Additionally, federal legislation requires that parents be given notice regarding their participation in the placement and programming of their children in certain selected school programs. Thus, it is the intent of Sussex Academy to notify parents whenever a child is being considered for individual testing and or placement in special programs. This includes special education and Title I.

RECORDS/INFORMATION REVIEW AND RELEASE

CUMULATIVE RECORDS

Parents (defined as natural parent, adoptive parent, or legal guardian) have a right to review all records in their child’s cumulative record. Parents are afforded these rights except in the case where a written court-endorsed document is produced to deny such access.

In order to review their child’s record, parents must present themselves at the main office, verify their identity, and review the record under the guidance of a staff member after having signed the Permission to Inspect Document. At no time shall parents remove the file from the office or room to which they are assigned, and at no time are parents allowed to remove individual items from the folder.

If a parent requests a copy of the student’s record or parts of the record, the school will duplicate up to five pages at no cost. Documents in excess of five pages will require a payment of \$.30 per page.

Parents have the right to request an amendment of the school record if they believe that there is inaccurate information or a violation of the student’s right to privacy under the Family Educational Rights and Privacy Act (FERPA). This request for amendment to the record must be in writing and must be received within 10 days of the parent’s review of the record. The request will clearly identify what part of the record they want changed and why it should be changed. If the school decides not to amend the record as requested by the parents, the school will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. Should a parent believe that the school has failed to comply with the requirements of FERPA, that parent can file a complaint with the U.S. Department of Education.

RELEASE OF INFORMATION TO NON-CUSTODIAL PARENTS

The school recognizes that in reorganized families there are complex sets of relationships and rights to which the school must be sensitive. Yet we more strongly emphasize the well-being and best interests of the individual child in all our decision making. At the same time, the school will emphasize its discretion in ensuring the well being of the child in its decision-making.

The school will provide to the residential custodial parent all documents and conference times. It is the responsibility of that parent to duplicate and disseminate information to the non-residential custodial parent if he/she so chooses. The school will not make a practice of duplicating efforts to supply non-custodial parents information.

If, on the other hand, a non-residential custodial parent or non-custodial parent requests access to cumulative folder information or access to the child, the school recognizes that it has no grounds to deny that. The school will do the following: (1) Check the identification of the parent against the name on official documents, e.g. birth certificate or custody agreement; (2) Check the cumulative folder to see if there is a court document that denies access e.g. injunction or court order.

If no such document has been provided, the school will attempt to contact the residential custodial parent to make him/her aware of the occurrence, noting that the school will allow access. If, at any time, the school feels that the student will be psychologically or physically harmed by the access, we will deny access for the protection of the child.

RELEASE OF DIRECTORY INFORMATION

The Sussex Academy has designated student name, school year, birth date, race, gender, district code, school code, entry date, and exit date as Directory Information. Directory Information does not include Social Security numbers. The Sussex Academy may disclose, without consent, Directory Information. Parents/guardians may request in writing that the school not disclose Directory Information about their child(ren) by September 15 of each school year.

REQUIRED NOTIFICATIONS

As required by law, the police are responsible for notifying the community regarding sex offenders residing in the area. This information is available on the Delaware State Police Sex Offender Registry website (www.state.de.us/dsp/). By law, all individuals, adult or juvenile, who are convicted or adjudicated of specific sex offenses, are registered. Be advised, however, that not all sex offenders are child predators or pose a threat to children.

Further, state law requires that school districts and charter schools maintain notifications of registered sex offenders received from the police in a binder in each school. Guidelines relative to the distribution of such notifications are available via the Internet at www.state.de.us or www.state.de.us/kids.

Parents who would like additional information can contact the Delaware State Police or the nonprofit agency Prevent Child Abuse Delaware.

TELEPHONE AND MESSAGES

The school will not deliver personal messages to students, nor can we call students to the telephone. Please make personal and family arrangements at home. Students are not allowed to make calls to parents/guardians, except from the main office. Exceptions are made for emergencies.

VISITORS

Parents are encouraged to visit Sussex Academy. According to Delaware State Law, all visitors must report to the main office and **sign in** before proceeding to any room in the building. This is for the protection of the children and staff of the school. If a parent wishes to talk with a specific staff member, he/she must call for an appointment since we cannot call teachers from their classes, and our administrative staff are often unable to see an unexpected visitor because of previously made commitments.

WEATHER OR OTHER EMERGENCY CLOSING/CANCELLATION/DELAY

The Executive Director, in consultation with Sussex Technical High School, will determine if school needs to close, open late, or dismiss early due to weather or other emergencies. Delayed openings or school closings will be announced on WBOC-TV, and the Sussex Academy telephone-answering message. In addition, messages will be sent using ALERTNOW® (an automated phone system that will broadcast a recorded message to your home and/or emergency numbers directly). All late openings will be a two-hour delay.

If students are in school, and it becomes necessary, due to emergency conditions, to close school early, WBOC-TV will be contacted and an emergency ALERTNOW® message will be broadcasted.

For any early closing, efforts will be made to serve lunch if at all possible. All bus drivers will be notified to confirm that they are available.

It is the policy of Sussex Academy that no person shall be subjected to discrimination on the basis of disability as prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable laws, regulations and Executive Orders.

Sussex Academy of Arts & Sciences is an asbestos-free building; we have a management plan for public review.

Sussex Academy of Arts & Sciences

School Success Agreement

www.sussexacademy.org

The mission of Sussex Academy of Arts & Sciences is to prepare middle school students for future academic success by providing an accelerated academic environment within a small school setting. Our vision is to cultivate students of distinction by providing them with the knowledge, skills, and values to become successful productive citizens. We believe that if we – parent/guardian, student, and school – work together that our students will become independent, critical thinkers who achieve academically and promote community service and social consciousness.

As a SAAS parent, I agree to support my child's education by supporting the mission, vision, and goals of the school. I will	As a student I understand that attending SAAS is a privilege that I have been given. To make sure that I receive the greatest benefit from my educational experience, I will do my best to	As a SAAS educator, I have a unique opportunity to teach children. I support the mission, vision, and goals of SAAS and accept the responsibility of using best practice and providing a nurturing learning environment. I will
1. Abide by the expectations established for all students, support the instructional methodologies employed at SAAS, and provide a home atmosphere where my child can complete his/her homework and school projects as independently as possible.	1. Complete all class work, homework, and projects on time to the best of my ability and work towards becoming an independent learner.	1. Provide high-quality curriculum and instruction consistent with the five core practices of Expeditionary Learning that enables students to meet Delaware's content standards.
2. Review, support, and reinforce SAAS's Student Code of Conduct so as to ensure my child's adherence to the Code of Conduct and the SAAS 3R's.	2. Abide by SAAS's Student Code of Conduct and to live the school's 3R's: Respect for self, respect for others and property, and responsibility for my actions.	2. Adhere to SAAS's Student Code of Conduct and work to foster a safe, respectful school environment where diversity is valued.
3. Read and review the Student Handbook with my child and follow the policies established for the school	3. Read and review the Student Handbook with one of my parents/guardians and follow the policies established for the school.	3. Follow the Student Handbook in spirit and practice and follow the policies established for the school.
4. Ensure that my child wears the authorized school uniform and follows the school's rules regarding dress and appearance.	4. Wear the authorized school uniform and follow the school's rules regarding dress, shoes, and appearance so that I am identified as a respectful SAAS student.	4. Monitor and enforce the school's rules as they relate to the student's dress and appearance while presenting myself in a positive, professional manner.
5. Respond to teacher/school inquiries and concerns in a timely manner including attendance at meetings or conferences.	5. Maintain my agenda and inform my parent/ guardian about any requests for information or concerns my teachers may have about my academic performance or behavior in school.	5. Respond to parent inquiries and concerns in a timely manner and communicate relevant academic and behavior information.
6. Ensures that my child attends school regularly, punctually, and has the necessary materials.	6. Recognize that regular attendance, punctuality, and preparedness are important to my success at SAAS and preparation for future schooling and careers.	6. Abide by the school's expectations as they relate to attendance, punctuality, and professional conduct with parents and students.
7. Recognize and support work surrounding expeditions, field work, service, and the school's instructional focus as integral to the curricular and instructional program at SAAS.	7. Participate actively in all schoolwork so that I understand and can communicate what and why I am learning at SAAS.	7. Live the mission, vision, and goals of the school so as to develop students of distinction.
8. Provide all required documents (copies of birth certificate, social security card, and immunization record) to SAAS and keep the school current with any changes in enrollment status, residence, phone numbers, health conditions, etc. that may occur during the school year.	8. Learn my parent's/guardian's phone numbers and customary locations so that if it becomes necessary to contact them, I can tell a person in authority at school.	8. Notify the school office and the team leader immediately with any changes in enrollment status, residence, phone numbers, health conditions, etc. that may occur during the school year
9. Agree to allow the school to use print and video media of my child for the purpose of promoting SAAS educational programs unless I notify the school in writing.	9. Agree to talk with my parents/guardians about whether SAAS can use my picture to promote the educational programs of the school and abide my parent's/guardian's decision.	9. Notify my team and the school office should a parent/guardian decide that his/her child's picture or name not be used in publications for promotional purposes.

10. Agree to allow SAAS to take my child on field work (trips) located within Sussex County during the normal school hours unless I notify you in writing.	10. Agree to talk with my parents/guardians about whether SAAS can take me on field work (trips) located within Sussex County during the normal hours of school without signing a permission slip for each trip or whether I need one each time I may travel locally in Sussex County.	10. Work to ensure that all field work supports the instructional program of the school.
11. Understand that if my child is newly enrolled (in first year) at SAAS that he/she is required under Delaware statute to remain at SAAS for one year in the absence of any condition constituting good cause.	11. Understand that if I am in my first year of enrollment at SAAS that the law in Delaware requires that I stay at this school for at least one year unless my parents can show good reason for leaving SAAS in my first year.	11. Forward parental/guardian requests or questions about transfer to the school administration.
12. Keep current about my child's school and classroom activities, academic progress, and behavior the school website, student agenda, and conversation with my child.	12. Talk with my parents/guardians about what I am doing in school and ask my teachers for help when I need it.	12. Respond to parents/guardians in a timely manner and be prepared to discuss academic progress and behavior.
13. Volunteer to chaperone field work, review portfolio presentations, help with special assignments from your child's team and work to support the PTO and Sports Boosters as needed.	13. Welcome my parents/guardians to be an active part of my school life and growing up!	13. Foster positive relationships with parents/guardians by communicating in a timely and professional manner about their life's most important work – their child.

Parent/Guardian

Student

Teacher

Sussex Academy of Arts & Sciences does not discriminate in employment or educational programs, services or activities based on race, color, national origin, age, or handicap in accordance with state and federal laws.