WAY Academy

Resolution of the Board of Directors

Resolution Requesting Adding Grade Level

WHEREAS, this board by majority vote, has determined that the Academy, beginning with the 2019-2020 academic year will add the 6th grade to its enrollment.

THEREFORE, BE IT RESOLVED that the Academy Board declares that, pending approval of Lake State Superior State University Board of Trustees or its designee, the Contract should be amended as necessary.

BE IT FURTHER RESOLVED that the Superintendent of the ESP is authorized to propose and/or negotiate the Contract Amendment and Academy Board Member, President, is authorized to execute a Contract Amendment effectuating the purposes set forth in the resolution on behalf of the Public School Academy Board.

Date: 3/30/19

Michael G. Murray
Board President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Academy Board of Directors of WAY Academy at a properly noticed open meeting held on the 30rd day of March, 2019 at which a quorum was present

Sheila Flanagan
Board Secretary Signature
03-30-2019

Educational Goals for Innovative Academies

Educational Goals

Pursuant to the Terms and Conditions of this Contract, the Academy shall demonstrate measurable progress toward the educational goals identified below in the table in this schedule and in accordance with applicable law. The Academy shall pursue the educational goal of preparing students for success in college, work and life. The achievement or measurable progress toward meeting these goals may constitute grounds for the University Board to continue the Contract, suspend the Contract, or revoke the Contract.

Upon request, the Academy Board shall provide the CSO with a written report, along with supporting data, assessing the Academy's progress toward achieving these goals. The Academy Board shall demonstrate improved pupil academic achievement for all groups of pupils.

It is expected that the academy will meet the state of Michigan's accreditation standards and any improvement targets required to be achieved pursuant to state and federal law. The Academy is also expected to remain off of the Priority and Focus school lists published by the Michigan Department of Education. If the Academy already has school buildings identified on these lists, it is expected to make the progress necessary for them to no longer be so identified.

Measures for Determining Educational Goal Achievement

To measure progress in preparing all students academically for success in college, work and life, the Academy's performance will be assessed using the measures of student growth and achievement specified below. The Academy will administer the specified tests in accordance with the testing windows identified in the Academy's Master Calendar of Reporting Requirements. Student test results from the fall testing window will be used as the baseline for determining the amount of growth the Academy needs to make with students to help them reach the college readiness achievement targets.

Measure 1: Student Growth

Improved academic achievement for all groups of students in grades 6 through 11 will be assessed using the following metrics and growth targets.

Grade(s)	Metric	Growth Targets
Grades 6,7, 8, 9, 10, 11	Growth made by students between tests in core subject areas as measured by Measures of Academic Progress® by NWEA or Performance Series® by Scantron	Students' academic growth between tests will demonstrate measurable progress toward the grade-level core subject area achievement targets identified in the schedule.[1]

[1] Measurable progress will be defined as students meeting their fall to spring projected growth target as determined by NWEA (based on the average projected growth for students in their 2015 norm study) or PST

Measure 2: Student Achievement

The academic achievement of all students in grade 11, who have been enrolled for three consecutive years at the Academy, will be assessed using the following metrics and achievement targets. Academies that are in their first year of operations will not be evaluated using academic achievement data. After the Academy enters its second year of operations, academic achievement data for all groups of students will be used in the evaluation.

Grade(s)	Metric	Achievement Targets
Grade 9 &10	The median college readiness level in reading and math as measured by performance on the Measures of Academic Progress® by NWEA or Performance Series by Scantron® and core subject area scores on the PSAT®	No target will be established for 9th and 10th graders since their performance is representational of their previous school placement unless they have attended WAY Academy for 3+ years. At that point, cohort students will be required to meet college readiness targets as well as achieve greater subject scores than non-cohort students.[1]
Grade 11	The median college readiness level in core subject areas as measured by performance on the Measures of Academic Progress® by NWEA or Performance Series by Scantron® and core subject area scores on the SAT	Cohort students will achieve scores equal to or greater than the grade-level core subject area college readiness achievement targets identified in this schedule.[1] Cohort students will achieve subject scores greater than that of non-cohort students. [1]

[1]Cohort students are those students who have attended the academy for three consecutive years.

Performance Series (PS) and Measures of Academic Progress (MAP) College Readiness Targets

Grade	PS Reading Spring Target	MAP Reading Spring Target	PS Math Spring Target	MAP Math Spring Target
6	2921	218	2733	229
7	2948	222	2800	236
8	3012	227	2890	242
9	Na	231	Na	248
10	Na	234	Na	251
11	Na	237	Na	258

*College readiness targets as determined by CMU in their "White Paper" study based on student earning a composite score of "21" on the ACT.

Measure 3: Student Achievement-Relative Performance and State/Federal Accountability

The academic achievement of Full Academic Year Students will be assessed using the following metrics and achievement targets. *Full Academic Year students are those students who have tested in both the fall and spring of that academic school year.

Grade(s)	Metric	Growth Targets
Grade 9	State Assessment Michigan Student Test of Educational Progress (M-STEP) or successor test	
Grades 9 and 10	Pre-Scholastic Aptitude Test (PSAT)	The Academy will meet state requirements
Grade 11	State Assessment Michigan Merit Exam (MME, SAT) or successor test	
Grades 9, 10, 11	State Accountability Scorecard	To meet the requirements of the state accreditation system, the Academy will achieve/sustain a 70% or higher

Measure 4: Academy Goals

<Specify Academy Goals and the Metrics by which achievement will be measured. Mission specific goals and achievement measures should demonstrate that the Academy is accomplishing its mission and should not overlap with the student achievement and growth, and accountability goals listed above>

- Individualized mastery of 70% of the applicable standards in each content area as measured by learning artifacts assessed using a standards-focused rubric.

SECTION h: AGE OR GRADE RANGE OF PUPILS

The academy will enroll students in 6th through 12th grades. The academy may add grades
with the prior written approval of the Charter Schools Office Director or the University
Board.

Students of the Academy will be children who have reached the age of five (5) as set forth in
MCL 380.1147. A child may enroll in kindergarten if the child is at least 5 years of age on
September 1, 2019.

If a child is not 5 years of age on the specified enrollment eligibility date but will be 5 years
of age not later than December 1 of the school year, the parent or legal guardian of that child
may enroll the child in kindergarten for that school year if the parent or legal guardian
notifies the school in a timely manner.

WAY Program

Course Guide

Middle School Course Descriptions

English

English 6-8

Course Name	Credit Earned	Graduation Requirement
English 6-8	3.0 credits total 1.0 credit for each course	English 6-8

Students at WAY will work through the English 6-8 strands in a variety of ways. In each English course, students demonstrate the four aspects of language use: reading, writing, speaking, and listening. Students demonstrate these skills by completing projects focused on these skills or through cross curricular projects in other subjects areas.

Strands

- Reading Literature
- Reading Informational Texts
- Argumentative Writing
- Explanatory Writing

- Narrative Writing
- Speaking & Listening
- Technology

Mathematics

Math 6-7

Course Name	Credit Earned	Graduation Requirement
Math 6-7	2.0 credits total 1.0 credit for each course	Math 6-7

Math 6-7 includes the study of ratios and proportional relationships, the number system, expressions and equations, geometry and statistics and probability. Students demonstrate understanding through real-world projects that often include concepts from other courses such as Geometry or Algebra. Projects may include how to create a plan to remodel your room by calculating decimals, how to plan a party strategically using math, how to make a profit being a business tycoon, and how to use probability to increase your luck.

Strands

- Ratios and Proportional Relationships
- The Number System

- Expressions and Equations
- Geometry
- Statistics and Probability

Math 8

Course Name	Credit Earned	Graduation Requirement
Math 8	1.0	Math 8

Math 8 includes the study of thel number system, expressions, equations, geometry, functions, statistics and probability and other algebraic concepts. Students demonstrate understanding through real-world projects that often include concepts from other courses such as Geometry or Physics. Projects may include how to be a civil engineer to make our community accessible to those with disabilities or how to improve recipes using proportional relationships.

Strands

- The Number System
- Expressions and Equations
- Statistics and Probability
- Geometry
- Functions

Science

Science 6

Course Name	Credit Earned	Graduation Requirement
Science 6	1.0	Science 6

Science 6 focuses on building students' scientific understanding of the properties of matter, chemical reactions, energy transfer and conservation of energy. Projects may include demonstrating forces between objects, how to heat and cool a house using solar energy, or testing drinking water to see how clean it really is.

Strands

- Structure and Properties of Matter
- Chemical Reactions
- Forces and Motion
- Types of Interactions
- Definitions of Energy
- Conservation of Energy and Energy
- Transfer
- Wave Transfer
- Information Technologies and Instrumentation
- Engineering Design

Science 7

Course Name	Credit Earned	Graduation Requirement
Science 7	1.0	Science 7

Science 7 focuses on building students' scientific understanding of the structure and function of

organisms, how traits vary and are inherited, how organisms obtain and use energy, how organisms interact with each other, and how organisms are diverse. Projects may include how to teach others about plant and animal reproduction, how to connect the present and the future through evolution, or how to explore the risks of using antibiotics.

Strands

- Structure and Function
- Growth and Development of Organisms
- Organization of Matter and Energy Flow in Organs
- Information Processing
- Interactions and Energy in Ecosystems
- Ecosystems and Dynamics,

- Functioning and Resilience
- Inheritance of Traits
- Evidence of Common Ancestry and Diversity
- Natural Selection and Adaptation
- Engineering Design

Science 8

Course Name	Credit Earned	Graduation Requirement
Science 8	1.0	Science 8

Science 8 focuses on building students' scientific understanding of earth and space science, natural resources and human impact on the earth's systems. Projects may include predicting the earth's future based on data distributions of fossils, evaluating global warming to report the weather, or using your per capita consumption of resources to calculate the impact on earth.

Strands

- The Universe and Its Stars
- Earth and the Solar System
- History of Planet Earth
- Earth's Materials and Systems
- Plate Tectonics and Large Scale System Interaction

- The Roles of Water in Earth's Surface Processes
- Natural Resources and Hazards
- Human Impacts on Earth Systems
- Global Climate Change
- Engineering Design

Social Studies

Social Studies 6

Course Name	Credit Earned	Graduation Requirement
Social Studies 6	1.0	Social Studies 6

Social Studies 6 focuses on building an understanding of developing questions and planning

inquiries, human-environment interaction, global interconnections and communicating conclusions and taking informed action. Projects may include evaluating equal opportunity on the internet, exploring how Africa impacted diversity of the world, or analyzing why the cost is so high on Air Jordan shoes.

Strands

- Developing Questions and Planning Inquiries
- Geographic Representations
- Human-Environment Interaction
- Human Population

- Global Interconnections
- Evaluating Sources and Using Evidence
- Communicating Conclusions and Taking Informed Action

Social Studies

Social Studies 7

Course Name	Credit Earned	Graduation Requirement
Social Studies 7	1.0	Social Studies 7

Social Studies 7 focuses on building an understanding of developing questions and planning inquiries, historical sources and evidence, evaluating sources and using evidence and communicating conclusions and taking informed action. Projects may include using social media to create change, tweeting the perspectives of the revolutionary war, or creating an empire by examining the rise and fall of historical empires.

Strands

- Developing Questions and Planning Inquiries
- Change, Continuity and Context
- Perspectives
- Historical Sources and Evidence

- Causation and Argumentation
- Evaluating Sources and Using Evidence
- Communicating Conclusion and Taking Informed Action

Social Studies

Social Studies 8

Course Name	Credit Earned	Graduation Requirement
Social Studies 8	1.0	Social Studies 8

Everyone will spend and make money during their lives and Economics will provide an understanding on how money affects individuals, groups of people, and our government.

Projects may include creating a blog about how we are still fighting for equality, writing a public service announcement to address a local problem, or creating a travel and technology plan to advocate at the national level.

Strands

- Developing Questions and Planning Inquiries
- Geographic Representations
- Human-Environment Interaction
- Human Population
- Global Interconnections
- Change, Continuity and Context

- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation
- Evaluating Sources and Using Evidence
- Communicating Conclusions and Taking Informed Action

Health & Physical Education

Health MS

Course Name	Credit Earned	Graduation Requirement
Health MS	.5	Health MS

Health focuses on helping students learn how to live a healthy and productive life. Student's practice setting life goals, making critical decisions, and reflecting on their behavior. Projects may include tracking sleeping habits and making changes, designing a food label, and coaching younger children on bullying behavior.

Strands

- Disease Prevention
- Health Influences
- Health Information
- Communication Skills

- Decision Making
- Goal Setting
- Health Behaviors
- Advocate

Physical Education MS

Course Name	Credit Earned	Graduation Requirement
Physical Education MS	.5	Physical Education MS

Physical Education helps students find out how they want to stay physically active by exploring different fitness activities. Projects may include designing a workout routine for a client, trying a new sport, or tracking fitness goals.

Strands

- Motor Skills and Movement Patterns

- Movement and Performance
- Physical Activity Level

- Fitness
- Planning
- Personal and Social Behavior
- Physical Activity Value

Visual, Performing, & Applied Arts

Visual Arts MS

Course Name	Credit Earned	Graduation Requirement
Visual Arts MS	1.0	Visual, Performing, & Applied Arts

Visual Arts helps students explore the fine arts such as drawing, painting, printmaking, photography, and other forms of art. Students can choose their medium for expression. Students demonstrate understanding through real-world projects that often include concepts from other courses such as Geometry, Physics, or English. Projects may include producing temporary tattoos, creating video game characters, or critiquing local street art.

Strands

- Create Artistic Ideas
- Develop Artistic Ideas
- Refine Artistic Ideas
- Analyze Artistic Work
- Artistic Techniques
- Presenting Artistic Work
- Art Perception
- Art Interpretation
- Evaluating Art
- Experimentation
- Social & Historical Context

Theatre MS

Course Name	Credit Earned	Graduation Requirement
Theatre MS	1.0	Visual, Performing, & Applied Arts

Theatre gives students an opportunity to take the stage and explore the world of theatre. Whether behind the scenes designing stage productions or acting out characters, students use theatre as a medium for expression. Projects may include writing a short play for a community production, submitting a short film to a national competition, or reinventing a classic play.

Strands

- Perceive Artistic Work
- Interpret Artistic Work
- Evaluate Artistic Work
- Experimentation
- Social & Historical Context

Music MS

Course Name	Credit Earned	Graduation Requirement
Music MS	1.0	Visual, Performing, & Applied Arts

Students use music as a form of expression. By examining the history of pop music, students are able to analyze its effect on their world. Projects may include writing the next big hit song, critiquing a live music performance, analyzing the music of the film industry.

Strands

- Create Artistic Ideas
- Develop Artistic Ideas
- Refine Artistic Ideas
- Analyze Artistic Work
- Artistic Techniques
- Present Artistic Work
- Perceive Artistic Work

- Interpret Artistic Work

- Evaluate Artistic Work
- Experimentation
- Social & Historical Context

Information & Communication Technology (ICT)

Technology MS

Course Name	Credit Earned	Graduation Requirement
Technology MS	1.0	Information & Communication Technology (ICT)

In the 21st century, technology is everywhere in our lives and we need to prepare students to thrive in this digital world. Students demonstrate understanding through real-world projects that are often cross curricular with other courses such as English, Mathematics, and Visual Arts. Projects include investigating your digital footprint, create a social media campaign, and producing a YouTube how to video.

Strands

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer

- Computational Thinker
- Creative Communicator
- Global Collaborator

High School Course Descriptions

English

English 9 - 12

Course Name	Credit Earned	Graduation Requirement
English 9 - 12	4 credits total 1 credit for each course	English 9 - 12

Students at WAY will work through the English 9 - 12 strands in a variety of ways. In each English course, students demonstrate the four aspects of language use: reading, writing, speaking, and listening. Students demonstrate these skills by completing projects focused on these skills or through cross curricular projects in other subjects areas.

Strands

- Reading Literature
- Reading Informational Texts
- Argumentative Writing
- Explanatory Writing

- Narrative Writing
- Speaking & Listening
- Technology

Mathematics

Algebra 1

Course Name	Credit Earned	Graduation Requirement

Algebra 1	1	Algebra 1

Algebra 1 includes the study of real numbers, expressions, equations and other algebraic concepts. Students demonstrate understanding through real-world projects that often include concepts from other courses such as Geometry or Physics. Projects may include how to determine the best cell phone plan or calculate electrical costs for your home.

Strands

- The Real Number System
- Quantities
- Seeing Structure in Expressions
- Arithmetic with Polynomials and Rational Expressions
- Creating Equations
- Reasoning with Equations and Inequalities

- Interpreting Functions
- Building Functions
- Linear, Quadratic, and Exponential Models
- Interpreting Categorical and Quantitative Data

Algebra 2

Course Name	Credit Earned	Graduation Requirement
Algebra 2	1	Algebra 2

Algebra 2 focuses on creating, graphing and interpreting functions to solve real-world problems. Projects may include how to keep data safe using cryptography, determine if a real asteroid will collide with earth, or choose the best car to purchase.

Strands

- The Complex Number System
- Seeing Structure in Expressions
- Arithmetic with Polynomials and Rational Expressions
- Creating Equations
- Reasoning with Equations and Inequalities
- Interpreting Functions
- Building Functions

- Linear, Quadratic, and Exponential Models
- Trigonometric Functions
- Interpreting Categorical and Quantitative Data
- Making Inferences and Justifying Conclusions
- Using Probability to Make Decisions

Geometry

Course Name	Credit Earned	Graduation Requirement
Geometry	1	Geometry

Geometry focuses on the application of geometry to our world through concepts including geometric measurement, modeling, trigonometry, and congruence. Projects may include modeling the spread of a disease, designing a skate part, or using Minecraft to draft a real-world building.

Strands

- Congruence
- Similarity, Right Triangles, and Trigonometry
- Circles
- Expressing Geometric Properties with Equations

- Geometric Measurement and Dimension
- Modeling with Geometry
- Conditional Probability and the Rules of Probability

Algebra Readiness

Course Name	Credit Earned	Graduation Requirement
Algebra Readiness	1	Math Other

Algebra Readiness is designed to get students ready to for Algebra 1 by focusing on concepts including exponents, expressions, and the number system. Projects may include designing a meal for a large party, comparing discounts when shopping, or buying a car.

Course Strands

- Exponents
- Equations and Inequalities
- Relationships

- Number System
- Expressions

Pre Calculus

Course Name	Credit Earned	Graduation Requirement
Pre Calculus	1	Math Other

Pre Calculus gets students ready for higher level math by focusing on concepts like complex numbers, vectors, and functions. Projects may include creating a missile tracking system, creating mathematical artwork, or designing a fallout shelter.

Strands

- The Complex Number System
- Vector Quantities and Matrices
- Reasoning with Equations and Inequalities
- Interpreting Functions
- Building Functions

- Trigonometric Functions
- Expressing Geometric Properties with Equations
- Geometric Measurement and Dimension
- Using Probability to Make Decision

AP Statistics (Coming Soon)

Course Name	Credit Earned	Graduation Requirement
AP Statistics	1	Math Other

This course will prepare students for mastering the AP Statistics Exam, as well as statistics at the collegiate and professional level. The student completing this course is expected to be self-motivated, complete all projects, and participate actively in learning. In addition to being an online course, this is a project-based learning course. This course is not currently available, but will be coming soon.

Science

Biology

Course Name	Credit Earned	Graduation Requirement
Biology	1	Biology

Biology is the study of life. Biology focuses on building students' scientific understanding of the structure and function of organisms, how traits vary and are inherited, how organisms obtain and use energy, how organisms interact with each other, and how organisms are diverse. Projects may include predicting future population problems, evaluating cancer treatment programs, or analyzing a genetic disorder.

- Structure and Function
- Growth and Development of Organisms
- Interdependent Relationships in Ecosystems
- Cycles of Matter and Energy Transfer in Ecosystems
- Ecosystem Dynamics, Functioning, and Resilience
- Social Interactions and Group Behavior
- Inheritance and Variation of Traits
- Natural Selection and Diversity
- Adaption
- Engineering Design

Earth & Space Science

Course Name	Credit Earned	Graduation Requirement
Earth & Space Science	1	Science Other

Earth & Space Science explores the world that we live in. The focus is on helping students explore our universe and Earth's place in it, including the Earth's surface and water system. Projects may include using 3D modeling to recreate the Big Bang, predicting the impact of an

active volcano, or determining your personal water usage.

Strands

- The Universe and Its Stars
- Earth and the Solar System
- The History of Planet Earth
- Earth Materials and Systems
- The Roles of Water in Earth's Surface Processes

- Weather and Climate
- Natural Resources
- Human Impacts on Earth Systems
- Global Climate Change
- Engineering Design

Anatomy & Physiology

Course Name	Credit Earned	Graduation Requirement
Anatomy & Physiology	1	Science Other

Anatomy & Physiology explores the human anatomy and its application to the medical fields. Projects may include creating a coroner's report for an actual incident, designing a "What to Expect" brochure for new parents, or creating a 3D model of the human body.

Strands

- Anatomical Structures
- Human Systems
- Body Functions

- Human Processes
- Human Development

Physics

Course Name	Credit Earned	Graduation Requirement
Physics	1	Physics

Our world is governed by the laws of Physics. Physics explores the concepts of gravity, force, and other concepts that apply to how our world operates. Projects may include analyzing the dangers of cellphone use, using forensics to determine who's at fault in a car accident, or designing the electrical blueprints of a house.

Strands

- Forces and Motion
- Types of Interactions
- Nuclear Processes
- Definitions of Energy
- Relationship Between Energy and Forces

- Wave Properties
- Electromagnetic Radiation
- Conservation of Energy and Energy Transfer
- Engineering Design

Chemistry

Course Name	Credit Earned	Graduation Requirement
Physics	1	Physics

Chemistry explores atoms, their behaviors, and the physical laws that all matter must obey. Projects may include teaching customers the science behind ice cream, analyzing an environmental issue such as biodegradable plastic, or predicting how household chemicals will react to each other.

Social Studies

Economics

Course Name	Credit Earned	Graduation Requirement
Economics	.5	Economics

Everyone will spend and make money during their lives and Economics will provide an understanding on how money affects individuals, groups of people, and our government. Projects may include starting your own business, evaluating your cities budget, or analyzing why the cost is so high on Air Jordan shoes.

Strands

- Developing Questions and Planning Inquiries
- Economic Decision Making
- Exchange and Markets
- The National Economy
- The Global Economy
- Evaluating Sources and Using Evidence
- Communicating Conclusions and Taking Informed Action

Civics

Course Name	Credit Earned	Graduation Requirement
Civics	.5	Civics

Being a citizen is more than just voting every four years. Civics focuses on how to be involved in local, state, and national government decisions that affect everyone's life. Projects may include publishing a political cartoon, attending a local government meeting, or submitting an amendment of the constitution.

Strands

- Developing Questions and Planning Inquiries
- Civic and Political Institutions
- Participation and Deliberation
- Processes, Rules, and Laws
- Evaluating Sources and Using

Evidence
- Communicating Conclusions and

Taking Informed Action

World History & Geography

Course Name	Credit Earned	Graduation Requirement
World History & Geography	1	World History & Geography

World History & Geography focuses on the concepts that underlie studying history and geography. Analyzing historical events across the world are used to develop an understanding of spatial patterns, change, perspectives, causation, and other critical skills in geography and history. Projects may include investigating the bubonic plague, predicting population growth issues, or comparing Imperialists governments to our current government.

Strands

- Developing Questions and Planning Inquiries
- Geographic Representations
- Human-Environment Interaction
- Human Population
- Global Interconnections
- Change, Continuity, and Context

- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation
- Evaluating Sources and Using Evidence
- Communicating Conclusions and Taking Informed Action

US History & Geography

Course Name	Credit Earned	Graduation Requirement
US History & Geography	.5	US History & Geography

US History & Geography focuses on the concepts that underlie studying history and geography. Analyzing historical events of the United States are used to develop an understanding of spatial patterns, change, perspectives, causation, and other critical skills in geography and history. Projects may include analyzing why the car industry shrunk in Detroit, how World War I impacted your community, or designing a 9/11 monument.

Strands

Developing Questions and Planning Inquiries

Geographic Representations

Human-Environment Interaction

Human Population

Global Interconnections

Change, Continuity, and Context

Perspectives

Historical Sources and Evidence

Health & Physical Education

Health

Course Name	Credit Earned	Graduation Requirement
Health	.5	Health

Health focuses on helping students learn how to live a healthy and productive life. Student's practice setting life goals, making critical decisions, and reflecting on their behavior. Projects may include tracking sleeping habits and making changes, designing a food label, and coaching younger children on bullying behavior.

Strands

- Disease Prevention
- Health Influences
- Health Information
- Communication Skills

- Decision Making
- Goal Setting
- Health Behaviors
- Advocate

Physical Education

Course Name	Credit Earned	Graduation Requirement
Physical Education	.5	Physical Education

Physical Education helps students find out how they want to stay physically active by exploring different fitness activities. Projects may include designing a workout routine for a client, trying a new sport, or tracking fitness goals.

Strands

- Motor Skills and Movement Patterns
- Movement and Performance
- Physical Activity Level

- Fitness
- Planning
- Personal and Social Behavior
- Physical Activity Value

Visual, Performing, & Applied Arts

Visual Arts

Course Name	Credit Earned	Graduation Requirement
Visual Arts	1	Visual, Performing, & Applied Arts

Visual Arts helps students explore the fine arts such as drawing, painting, printmaking, photography, and other forms of art. Students can choose their medium for expression. Students demonstrate understanding through real-world projects that often include concepts from other courses such as Geometry, Physics, or English. Projects may include producing temporary tattoos, creating video game characters, or critiquing local street art.

Strands

- Create Artistic Ideas
- Develop Artistic Ideas
- Refine Artistic Ideas
- Analyze Artistic Work
- Artistic Techniques
- Presenting Artistic Work

- Art Perception
- Art Interpretation
- Evaluating Art
- Experimentation
- Social & Historical Context

Theatre

Course Name	Credit Earned	Graduation Requirement
Theatre	1	Visual, Performing, & Applied Arts

Theatre gives students an opportunity to take the stage and explore the world of theatre. Whether behind the scenes designing stage productions or acting out characters, students use theatre as a medium for expression. Projects may include writing a short play for a community production, submitting a short film to a national competition, or reinventing a classic play.

Strands

- Perceive Artistic Work
- Interpret Artistic Work
- Evaluate Artistic Work

- Experimentation
- Social & Historical Context

Music

Course Name	Credit Earned	Graduation Requirement
Music	1	Visual, Performing, & Applied Arts

Students use music as a form of expression. By examining the history of pop music, students are able to analyze its effect on their world. Projects may include writing the next big hit song, critiquing a live music performance, analyzing the music of the film industry.

Strands

- Create Artistic Ideas
- Develop Artistic Ideas
- Refine Artistic Ideas
- Analyze Artistic Work
- Artistic Techniques
- Present Artistic Work

- Perceive Artistic Work
- Interpret Artistic Work
- Evaluate Artistic Work
- Experimentation
- Social & Historical Context

World Language

Spanish 1

Course Name	Credit Earned	Graduation Requirement
Spanish 1	1	World Language

In this introductory course, students are exposed to essential speaking, listening, reading, and writing skills that will progress them towards becoming Spanish speakers. This course utilizes Rosetta Stone to practice pronunciation, listening, and other course speaking skills. In addition to Rosetta Stone, students will complete projects that explore Spanish speaking countries, Spanish culture, and community.

Strands

- Communication
- Cultures
- Connections

- Comparisons
- Communities

Spanish 2

Course Name	Credit Earned	Graduation Requirement
Spanish 2	1	World Language

In this more advanced course, students will practice more sophisticated speaking, listening, reading, and writing skills that will progress them towards becoming Spanish speakers. This course utilizes Rosetta Stone to practice pronunciation, listening, and other course speaking skills. In addition to Rosetta Stone, students will complete projects that explore Spanish speaking countries, Spanish culture, and community.

Strands

- Communication
- Cultures

- Connections
- Comparisons

- Communities

Information & Communication Technology (ICT)

Technology

Course Name	Credit Earned	Graduation Requirement
Technology 1	1	Information & Communication Technology (ICT)

In the 21st century, technology is everywhere in our lives and we need to prepare students to thrive in this digital world. Students demonstrate understanding through real-world projects that are often cross curricular with other courses such as English, Mathematics, and Visual Arts. Projects include investigating your digital footprint, create a social media campaign, and producing a YouTube how to video.

Strands

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer

- Computational Thinker
- Creative Communicator
- Global Collaborator

General Electives

Career Development

Course Name	Credit Earned	Graduation Requirement
Career Development	1	General Electives

Getting prepared for working is a critical skill all students need. Career Development helps focus on the skills of planning your career, preparing for job interviews, and being aware of your own strengths and interests. Projects may include pitching your small business idea, applying to college or a job, creating a 5 year career plan, or interviewing for a job.

Strands

- Self Awareness
- Career Research
- Workplace Expectations

- Career Strategy
- School-to-Career Transition
- Lifelong Learning

Cooking

Course Name	Credit Earned	Graduation Requirement
Cooking	.5	General Electives

This course teaches the fundamentals of cooking, baking, and culinary skills that students would use at home and in a professional kitchen. Handling food safely, learning knife skills, and exploring the science of cooking are key topics. Projects may include redesigning a local restaurant's menu, analyzing their home kitchen for food safety issues, or cooking a three course meal.

Strands

- Career Paths
- Food Safety
- Food Production
- Menu Planning

- Food Preparation
- Food Service Management
- Customer Service

Psychology

Course Name	Credit Earned	Graduation Requirement
Psychology	1	General Electives

Psychology is the study of the human mind and behavior. Students learn how we develop habits, become addicted to chocolate, or develop during childhood. Projects may include practicing stress reducing techniques, teaching younger children how their brain develops, or designing an ethical psychological experiment.

Strands

- Scientific Inquiry
- Biopsychology
- Development and Learning
- Sociocultural Context

- Cognition
- Individual Variations
- Applications of Psychological Science

Personal Finance

Course Name	Credit Earned	Graduation Requirement
Personal Finance	1	General Electives

Students need to be prepared to budget their money, read their W-4 tax form, compare mortgages, or create a savings plan. Personal Finance will teach students basic financial

concepts that apply to their life. Projects may include completing their yearly taxes, implementing a budget for themselves, or comparing credit cards.

Strands

- Spending and Saving
- Credit and Debt
- Employment and Income
- Investing
- Risk Management and Insurance
- Financial Decision Making

Schedule 5: Description of Staff Responsibilities

The personalized supports for each student begin with a mentor, a certified teacher who works with a cohort of 30 students and engages in daily dialogue about learning with those students. The mentor builds a positive rapport with each of his/her students and act as a learning coach for those students throughout their journey towards earning a high school diploma. Keeping a strict 1:30 mentor to student ratio is a key component to personalizing the learning environment and ensuring that each student has an educational advocate.

Overseeing a cohort of four mentors and 120 students is a team leader. The team leader is the primary liaison with the parent(s), guardian(s) and support systems for each of his/her 120 students. The role of the team leader is to ensure that all barriers to learning are removed for each student. In order to remove any barriers to learning the team leader with build collaborative partnerships with community agencies, social service organizations, human service agencies, community foundations, and youth development organizations to assist in obtaining "wrap around" services to meet each student's needs. Team leaders will meet regularly with each student to review and revise the student's graduation plan and assist the student with both short and long term goal setting and attainment. Team Leaders will also monitor communications between online mentors and students to ensure program fidelity. Team Leaders will meet with parent(s), guardian(s) and student support systems on a regular basis to keep them informed about student progress and establish an overall network of supports for student success. Team leaders will meet regularly with students and their parents both in the lab setting and during home visits.

Experts in the program are the highly qualified teachers who will engage in competency based and standard focused project development, map projects to Common Core State Standards, Next Generation Science Standards, C3 Framework and Michigan high school content expectations, co-create projects with students, assess student projects for standard and proficiency level mastery and communicate with students about the learning process.

Lab experts will work with students in the learning labs. Lab experts are secondary (6-12) certified teachers who provide face-to-face learning support to students. The face-to-face interactions provide students with personalized learning scaffolds. Lab experts will provide individualized and small group interaction, facilitate small group discussions, oversee hands-on laboratory experiments and assist students in overall understanding of the program ethos and structure.

Technicians provide technical support for the local project team. Technicians are staffed at a ratio of one full time technicians per two cohorts (240 students).

*Job descriptions for each of these positions follow.