

September 30, 2019

Department's Division of Charter Schools
333 Market Street
3rd Floor
Harrisburg, PA 17126

Dear Charter School Division:

I am pleased to submit this 2019 Cyber Charter Renewal Application for SusQ-Cyber Charter School (SusQ). As Pennsylvania's first cyber charter school, many renewals have been submitted over the years, however this submission comes at a time of renewed energy as we implement several changes to our operations.

This past Spring, we established a new long-term vision stating that in collaboration with the parents and community, we will provide a quality education to assist students in developing and achieving their post-secondary goals, empowering life-long learning, and making contributors to a global society. The measure of our success in achieving this vision, will be an increase in student achievement resulting in a higher graduation rate and lower absenteeism. Increased communication with our families will result in improved family engagement, whereby cultivating a value of education in their child's life.

When conducting our Needs Assessment, the following strengths rose to the surface: identify and addressing individual student learning needs, building leadership capacity within the staff, ability to align fiscal resources to better serve our students, sustain a safe school environment, and continue to offer positive behavior interventions and supports.

We have established measurable goals with quarterly benchmarks to address areas of concerns with curriculum, assessment and instruction alignment. We have adopted evidenced based strategies, which we have already implemented in this new school year.

We are a small school, serving at-risk students. We are proud of what we do and take a personal interest in each one of our students. Sometimes the data doesn't tell that side of the story. It is my sincere hope that our passion for what we do is expressed in this application.

On behalf of the Board of Trustees, administration, teachers, staff, parents and most importantly students of SusQ-Cyber Charter School, I am pleased to submit this application for the renewal of our charter.

Sincerely,

Patricia A. Leighow
Chief Executive Officer

Cyber Charter School 2019 Renewal Application

July 2019



**COMMONWEALTH OF
PENNSYLVANIA DEPARTMENT OF
EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov



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2019 Cyber Charter School Renewal Application

Introduction and Instructions

Cyber charter schools renewing their charter must apply to the Pennsylvania Department of Education (“Department”) for a new five (5) year charter. The Cyber Charter School Renewal Application (“Renewal Application”) was developed to meet the requirements of the Charter School Law. Please note that a cyber charter school’s Renewal Application must be received by the Department between **July 1 and October 1** of the final year of school’s current charter.

The Renewal Application is designed to collect information in the following areas:

- **Student Achievement:** Is the educational program contributing to positive and equitable outcomes?
- **School Operations and Management:** Is this a viable organization with proper governance, fiscal and accounting procedures, commitment to transparency, and appropriate insurance coverages?
- **Overall School Design:** Is the school implementing charter terms with fidelity?
- **Plans for the Future:** If the charter is renewed, what are the plans for the next five years?

A successful Renewal Application shall be clearly articulated and based on credible data and evidence. Data and measurable outcomes shall be used whenever possible. A cyber charter school must indicate whether it has met the goals outlined in its current charter application, provide justification, and include compelling description of future goals. Both strengths and weaknesses shall be identified and discussed.

Renewal applicants shall demonstrate knowledge in the implementation of all federal and state requirements applicable to cyber charter schools.

Importantly, the applicant shall utilize and build on information from previous annual reports and other required filings with the Department. **Annual reports, along with information collected from site visits during the charter’s term, will play a central role in the Department’s consideration of the renewal.**

If a cyber charter school includes information in the renewal application concerning plans for changes to its operations, a written notice will be provided indicating that a separate amendment request must be submitted pursuant to state requirements.

Cyber Charter School Renewal Timeline:

Date	Action
Between July 1 and October 1 of the final year of the charter	The Renewal Application must be received at the Department during this period for the school to operate in the following school year.
Between October 1 and May 31	Initial review of application and documents. Additional information may be requested.
December through May	The Department conducts site visits to school.
By June 30	Decision is rendered by Department.

Instructions:

As a first step in the renewal process, a team of staff, board members and administrators are encouraged to collect and review the following information to assist in completing the application:

- 1. Detail student achievement and other outcomes over the term of the charter** – Review and analyze school and student group data from state assessments, formative assessments, measurements of academic growth (PVAAS), adjusted cohort graduation rate, regular attendance, and other measures, along with interventions deployed in support of these measures. Data summaries should be provided for each of the four completed years of the charter term.
 - a. Summarize stakeholder communication and engagement** – Review the types and the number of communications or contacts received by the cyber school. How does the school promote consistent and transparent engagement with parents, students, community members, and education partners around school operations and practices? How did the school respond to concerns raised by stakeholders? Summarize protocols for meetings of the board of trustees, including meeting dates and minutes from all meetings over the past three years.
 - b. Summarize current charter and annual reviews** – Describe how the cyber charter school's programs and operations have been consistent with terms of the current charter. Have any goals changed since the inception of the current charter agreement? Describe the relationship between the approved staffing plan and school programming. What issues were discussed at the time of each annual report and how were they addressed?
- 2. Prepare a letter from Chief Executive Officer (CEO)** – This letter, addressed to the Department's Division of Charter Schools, shall summarize achievements and areas for growth over the last charter term, and propose goals and changes the school wishes to address under a renewed charter.
- 3. Answer the questions throughout this Renewal Application completely.** Label all attachments and other documents with the corresponding section (i.e., Student Achievement, School Operations, School Design, and Plans for the Future) of the

application. Submit typewritten information on 8½ x 11-inch paper, in 11 point font. All pages and appendices must be clearly marked.

4. Complete and provide **Required Attachments** as listed below, along with all other Renewal Application materials.
5. **Submit the 2019 Cyber Charter School Renewal Application no later than 5:00 PM Eastern Standard Time, , October 1.** Submit two (2) paper and two (2) electronic (USB drive) ADA-compliant copies of the application to the Department's Division of Charter Schools: 333 Market Street, 3rd Floor, Harrisburg, PA, 17126.

Required Attachments

Section	Attachment	Attached (Y/N)	If Not attached, Explain*
Instructions	Cover letter from CEO	Y	
Application Fact Sheet	Enrollment Charts by Grade (chart provided) – only if the school is requesting to increase the number of grades served.	Y	
Application Fact Sheet	Current and Projected Student Enrollment Chart (chart provided)	Y	
Application Fact Sheet	Current and Projected Professional Staffing Levels (chart provided)	Y	
Student Achievement/ Progress Toward Initial Goals & Objectives	Keystone and PSSA Report for Previous Years (chart provided) ** Table 1	Y	
Student Achievement/ Progress Toward Initial Goals & Objectives	List of Formative and Summative Assessments	Y	
Student Achievement/ Progress Toward Initial Goals & Objectives	Assessment Calendar	Y	
Student Achievement/ Educational Programs	Hours of Instruction, Teacher Availability for Assistance, and Method of Instructional Delivery	Y	

Student Achievement/ Educational Programs	School Calendar	Y	
Student Achievement/ Educational Programs	School Improvement Plan (if applicable)	Y	
Student Achievement/ Educational Programs	Curriculum Framework/Maps and/or Scope and Sequences	Y	
Student Achievement/ Educational Programs	Course Offerings, Course Descriptions and Objectives	Y	

Section	Attachment	Attached (Y/N)	If Not attached, Explain*
Student Achievement/Future Goals and Objectives	Measurable Outcomes and Goals Chart (chart provided) Table 2	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Teacher Induction Plan	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Professional Staff Retention and Turnover Chart (chart provided) Table 3	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Teacher Evaluation Protocol	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Act 48 Plan	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Certification Level Chart Addendum A PDE 414	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Professional Development Calendar	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Union Contracts with Professional Employees, if applicable	N/A	
School Operations and Management/Financial Solvency	Annual Audits for Each Year of the Charter – Addendum B	Y	

School Operations and Management/Financial Solvency	Most Recent Financial Statements	Y	
School Operations and Management/Financial Solvency	Current insurance policies	Y	

Section	Attachment	Attached (Y/N)	If Not attached, Explain*
School Operations and Management/Financial Solvency	Management contract(s) and benefits packages	N/A	
School Operations and Management/Financial Solvency	Leases, Deeds or Real Estate Agreements not previously submitted to the Department	Y	
School Operations and Management/Financial Solvency	Lease agreements and invoices/statements for equipment and services.	Y	
School Operations and Management/Financial Solvency	Investments Chart (chart provided) Table 5 Resource Expenditures	N/A	
School Operations and Management/Student Services	Student Services Table Addendum C	Y	
School Operations and Management/Student Services	Policy and procedure manuals regarding instruction provided to students with IEPs	Y	
School Operations and Management/Student Services	Most recent program evaluation	Y	
School Operations and Management/Student Services	Agendas & records of staff & parent special education trainings	Y	
School Operations and Management/Student Services	Special education teacher certifications	Y	
School Operations and Management/Student Services	Special education caseloads	Y	
School Operations and Management/Student Services	Total numbers of students receiving special services & services received	Y	
School Operations and Management/Student Services	Federal child counting sample	Y	

School Operations and Management/Student Services	Existing statewide service providers under contract	Y	
School Operations and Management/Student Services	Anticipated or tentative service providers to support enrollment increases	N/A	
School Operations and Management/Student Services	Policy and procedure manuals regarding English Language Learners (ELL) instruction/programming	N/A	Contracted Through IU3

Section	Attachment	Attached (Y/N)	If Not attached, Explain*
School Operations and Management/Student Services	Most recent English Language Learners program evaluation	N/A	Contracted Though IU3
School Operations and Management/Student Services	Most recent English Language Learners Program Evaluation	N/A	Contracted Though IU3
School Operations and Management/School Governance	List of Board members who have served since the last renewal, the dates they served and in what capacity	Y	
School Operations and Management/School Governance	Board meeting calendar, agenda, and board minutes for all board meetings held within the last school year; Board policies and procedures.	Y	
School Operations and Management/School Governance	Staff Organizational chart	Y	
School Operations and Management/School Governance	Signed Ethics Forms (as required by the State Ethics Commission) for each Board member currently serving	Y	
School Operations and Management/School Governance	Evaluations of the External Management Organization (EMO), if applicable	N/A	
School Operations and Management/School Governance	Explanations and evidence that the Board of Trustees complied with regulations of a governing entity.	Y	
School Operations and Management/School Governance	Sample Sunshine Notice for public meeting(s)	Y	
Overall School Design/ Communications to Parents & Community	Examples of Communication, Outreach and Marketing to the Community and Parents	Y	

Overall School Design/ Communications to Parents & Community	Board Meeting Minutes	Y	
Overall School Design/ Communications to Parents & Community	Satisfaction surveys from stakeholders	Y	
Overall School Design/ Communications to Parents & Community	Dates, times, and agendas for parent meetings and sign-in sheets.		

Section	Attachment	Attached (Y/N)	If Not attached, Explain*
Overall School Design/Communications to Parents & Community	Examples of formal parental and/or community complaints and resolutions	Y	
Overall School Design/ Student Enrollment	Enrollment Chart (chart provided) Table 6	Y	
Overall School Design/ Student Enrollment	Waiting list data for each year	Y	
Overall School Design/Policies and Procedures/Technology and Support	Technology plan	Y	
Overall School Design/Policies and Procedures/Technology and Support	Children Internet Protection Act (CIPA) policy	Y	
Overall School Design/Policies and Procedures/Technology and Support	Policies and procedures concerning appropriate use curriculum and training materials.	Y	
Overall School Design/ Policies & Procedures/ Technology and Support	Three months of help desk reports	Y	
Overall School Design/ Policies & Procedures/ Technology and Support	Cyber Bullying Policy	Y	
Overall School Design/ Policies & Procedures/ Truancy Policies	Attendance, Truancy and Withdrawal Policy	Y	
Overall School Design/ Policies & Procedures/ Truancy Policies	All forms used for Truancy Communications to parents, resident school district, etc.	Y	
Overall School Design/ Policies & Procedures/ School Safety	School Safety Plan	Y	

Overall School Design/ Policies & Procedures/ School Safety	Student Handbook	Y	
Overall School Design/ Policies & Procedures/ School Safety	Staff clearance protocols, Act 4, Act 126, Act 168, Act 82 and Act 24	Y	
Overall School Design/ Policies & Procedures/ School Safety	Suicide Awareness and Prevention Policy and Act 71.	Y	

Section	Attachment	Attached (Y/N)	If Not attached, Explain*
Overall School Design/ Policies & Procedures/ School Safety	Annual Safe Schools Report	Y	
	Signature Page	Y	
Addendum A	PDE 414	Y	
Addendum B	Finance & Facilities, Budget	Y	
Addendum C	Student Services Table	Y	

**Charts for certain specific information are included in the application. Copy and paste these charts into the response document or recreate them for submission with the remainder of the Renewal Application.

Application Fact Sheet

The Application Fact Sheet is intended for administrative processing of the Cyber Charter Renewal Application. Information furnished below must be an accurate representation of the complete Renewal Application.

Cyber Charter School Name: SusQ-Cyber Charter School

School Address(es): 240 Market Street Box 1A, Bloomsburg, PA 17815

(The cyber charter school must identify the administrative office where all student records are maintained pursuant to section 1743-A (h).)

County: **Columbia**

Intermediate Unit: **16**

Charter Start Date: **March 1998** Date Current Charter Expires: **June 30, 2020**

Federal Employer Identification Number: **23-9658446**

AUN #: **116493130**

Vendor Identification Number:

Chief Executive Officer (CEO):

First: **Patricia** Middle: **A.** Last: **Leighow**

Address: **240 Market Street Box 1A, Bloomsburg, PA 17815**

Telephone: **570-245-0252 extension 1003**

Email: **pleighow@susqcyber.org**

Grades and Age Ranges

Group	Grade/Age Range
Elementary	
Middle	
Secondary	
Grades Educated	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12

Current and Projected Student Enrollment:

Year	Enrollment
2019-2020	72
2020-2021	80
2021-2022	87
2022-2023	96

2023- 2024	105
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Current and Projected Professional Staffing Levels:

Year	Number of Professional Staff
2019-2020	8
2020-2021	8
2021-2022	8
2022-2023	8
2023-2024	8

If there is an increase from one year to another, is the increase due to addition of grade levels?

- Yes No

What retirement system does the cyber charter school provide for employees? PSERS and PennServe which is up to 5% match by school

Provide, in Excel format, a list of all staff by title; detail professional certification(s) (if any) for each employee listed.

Title	Name	Certification		
Teacher	Caleb Petrin	P/E, Health, Instruction Technology		
Teacher	Steven Trevino	Special Education, English		
Teacher	Patrick Ritter	Social Studies		
Teacher	Christine Smith	English		
Teacher	Christian Werkeiser	Math, Business Education		
Transition Coordinator	Lindsey Shultz	Elementary Education		
Student Services Coordinator	Kritsen Trenholm	Guidance Counselor		
CEO/Principal	Patricia Leighow	Business Education, Principal k-12. Curriculum and Instruction		
Student Services Support	Amanda McGinley			
Accounting Support Staff	Kimberly Briener			
Assistant to the CEO	Terri Lazar			
	Ryan Craig	Apple		

I. Student Achievement and Other Outcomes

A. Progress toward Initial Goals

- Describe how the cyber charter school has met or made reasonable progress toward initially established goals defined in the current charter application. If goals were revised, discuss why and how the new goals provide a better fit with the overall mission of the cyber charter school. Responses must include both

school and student group data from state assessments, formative assessments, measurements of academic growth (PVAAS), adjusted cohort graduation rate (if applicable), regular attendance, and other measures, along with interventions deployed in support of these measures.

Response: SusQ-Cyber Charter (SusQ) has been designated as a Comprehensive Support and Improvement (CSI). During the process of writing the School Improvement Plan (SIP), a new mission and vision statement were adopted. These new statements were developed after data was reviewed from the following sources: administrative interview, educator surveys, parent surveys, student surveys, classroom observations, teacher interviews and student interviews. Essential practices were rated using a scale of not yet evident, emerging, operational and exemplary. The essential practices were then prioritized, and measurable goals were developed. The measurable goals will be expanded upon in the next bullet point. Prior to the SIP, the goals of the current charter included a personalized education plan for each student, varied course offerings for all students and provide remediation for students that do not achieve proficiency on standardized tests. SusQ has expanded its course offerings through Ed Options Academy and has changed the master schedule to allow for time for live remediation classes with a locally designed assessment to determine proficiency, should a student not achieve that level when taking the Keystone, a second time. The personalized education plan has also been developed. Students are monitored by the student services coordinator as well as their mentor. Information is shared on a weekly basis through the Project Safeguard Report. Based on the findings in this report, individual student meetings are scheduled so that the staff can meet with the student and their parent/guardian. The plan is then developed and monitored moving forward.

- If the school has been designated for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (A-TSI), discuss what steps are in place to resolve the designation. Reference information from the school's School Improvement Plan, where applicable.

Response: Our SIP contains two priority statements: 1) Use systematic, collaborative planning time to ensure that lesson and unit plans, assessments, curriculum guides and maps for all teachers, grade levels, and subjects are aligned with the PA Standards. A formal process to review and progressively completes this task is implemented yearly and 2) Monitor and use evidence-based strategies to improve family engagement by evaluating student and parent needs to cultivate the value of education in their lives. The school's action plan has four measurable goals in place to facilitate the previous priority statement: 100% of the staff will be able to demonstrate proficiency in implementing collaborative decision making, align six instructional units to the PA Standards in ELA, Algebra and biology, hold at least 7 family partnership meetings and maintain two-way communication with families at least twice a month.

- Describe the strategies in place to ensure that historically underserved students (students with special needs, those at risk of failure, and those not making reasonable progress) are meeting – or are being given the opportunities and reasonable accommodations to meet – the

academic goals. Use data and other evidence to document how those strategies are proving effective.

Response: The following evidence-based strategies will be used to achieve the measurable goal of the SIP: Social-Emotional Learning, Check and Connect, mailings home, teacher study groups to develop curriculum, supplemental literacy programs, and standard-aligned content programs. Quarterly newsletter will be sent home and a Town Hall meeting with the CEO will be available to parent/guardians through a video format.

- Using the chart on the following page, report the school's scores for each of the state assessments for the preceding years. Report out for each applicable student group, including, at a minimum, students with IEPs, English learners, economically disadvantaged, and each major racial/ethnic student group. Explain how the scores correspond to the goals identified in the current charter. Discuss how the scores correspond to academic growth as established in the Pennsylvania Accountability System.

Response: Because a large percentage of our students fall into both the IEP and ED sub categories, the disaggregate numbers tend to mirror the performance as a whole. There are outliers, but with such a small number of students, one student can sway the percentage more significantly than if a larger pool of student were taking the Keystones. Although the scores may not comply with PAS in terms of student achievement, the scores do reflect a shift in student improvement within each of the score categories. We believe that moving students along the continuum will continue under our SIP as we revamp our curriculum, assessment and instruction in the tested subjects.

- List formative and summative assessments.

Response: The following assessments are utilized:

- In-class formative assessments (quizzes, ticket-out-the-door, polling, small group discussion)
- Study Island Benchmarks
- Edmentum Accuess
- Edmentum Test Packs
- Achieve 3000
- Study.com
- AIMSWeb+
- Teacher created tests

- Attach Assessment Calendar. **Attachment 1**

- Describe systems for collecting and analyzing data and how the data is used to inform instruction and planning.
- **Response:** Our data team analyzes information provided and the emetric system as well as PVAAS site. Due to the fact that we have several students that must be remediated, we drill down to the individual student performance base on each standard. An individual curriculum is designed for these students based on

our findings in emetric. For students who will be first-time test takers we use the PVAAS data as a predictor on how they will do on the Keystone and search for commonalities and focus on those area of the curriculum.

- Provide a high-level summary of achievement and other outcomes to include trend information and results by student group.

Response: Upon conducting our data analysis for our SIP, aligning the curriculum, instruction and assessments emerged as one of our data-supported challenges. This is further supported by the lack of an upward trend indicated by the following tables of student performance in each student sub category.

- What do these data suggest in terms of the school's short- and long-term goals?

Response: Educator feedback suggests a need for established curriculum planning time, training for curriculum development, assessment, and instructional strategies. According to question 15e of the educator survey 29% of the staff believe there is a deficiency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

- How do these goals relate to school improvement plan, if any?

Response: Primary root cause #1 was identified as the educators' responsibility for delivering high quality instruction and assignments, as well as grading and planning for a large number of courses has resulted in difficulty aligning curriculum to established Pennsylvania state standards. This difficulty is primarily the result of a lack of established collaborative planning and development time, uncertainty of best-practice for curriculum development, high volume of courses, and increasing demand for new courses to meet evolving student needs.

B. Educational Programs

- Provide a detailed description of the curriculum offered by the cyber charter school, and how it meets the requirements of 22 Pa. Code Ch. 4 (relating to academic standards and assessment).

Response: SusQ offers curricular options from two different sources. To comply with the CTE standards, SusQ utilizes electives through Edmentum's Ed Options Academy, however the majority of the courses are designed and taught by SusQ staff. We review both sources of courses to ensure that we are compliant with the requirements of 22 Pa Code Chapter 4. Education equity is offered to all students regardless of race, sex, religion, disability or origin. Course offerings are mapped to eliminate the possibilities for gaps between content and grade level. SusQ strives to improve student achievement and to prepare our students to become self-directed, lifelong learners.

- Describe the curriculum delivery method. Provide specific information pertaining to the hours of instruction, availability of teachers for direct assistance, method of instructional delivery, etc.

Response: SusQ utilizes ZOOM as the curriculum delivery method. This product features a live video and audio connection between the student and the teacher. Teacher can work with students individually in breakout rooms or conduct a full class

discussion. Teachers are also available during evening office hours from Monday through Thursday from 6pm to 8pm to assist students. SusQ has a 7-period day starting at 9am and concluding at 3:30. Study hall periods are offered period one through three for students that need a structured environment to complete their out of class assignments. Student assignments are housed in CANVAS where the students can access their work 24/7. Lessons are also recorded so that a student can review them at their convenience for clarification. Instructional delivery methods are consistent with what you would find in a more traditional setting, such as, direct instruction, group work, large and small group discussion, brainstorming, video/audio clips, polling, and critical thinking activities.

- Describe how students are assessed and how this information is used to improve student achievement and attain learning objectives.

Response: Formative assessments help drive the lessons, whereas summative assessments are the indicator if learning objectives have been met. Formative assessments happen both in-class in the form of quizzes, polling and exit questions and out-side of class in the form of homework assignments. Summative assessments are conducted through chapter and unit test, written assignments and interviews.

- Describe instructional strategies used to support student learning.

Response: SusQ's teaching methods are aimed to foster student engagement. A variety of strategies are employed including statement of learning objectives, expectations, questioning and discussion techniques, "hook" to lesson, demonstration, direct instruction and a variety of student grouping.

Provide specific examples of staff professional development opportunities provided by the school and how these opportunities support and enhance the delivery of instruction.

Response: SusQ has offered professional development to teachers that has focused on planned questions strategies. The strategies have included big idea questions, visual thinking strategies and hinge questions. Professional development has also focused on asking better questions, asking questions, better, dealing with answers productively and encouraging student questions. These techniques have become a part of our formative assessment cycle which is a key component in driving instruction.

- Attach school calendars for both the current school year and the upcoming school year. **Attachment 2**
- Attach the latest version of the School Improvement Plan if the school has been designated for CSI or A-TSI. **Attachment 3**
- Provide clear explanation and evidence of how the school has complied with requirements and regulations in the administration of the PSSA, PASA, and/or Keystone Exams. Address any complaints and corrections regarding compliance in this area.

Response: Students who are enrolled in SusQ’s Algebra I, Biology and English 2 courses are required to take the Keystone exam. Should the student not score Proficient or Advanced on the Keystone they are remediated the following year and re-administered the test. Keystones are administered during the Spring testing wave for first time test takers and students retaking the tests in Algebra and English. The biology test for student re-taking the exam is administered during the second winter wave. Geographic testing centers are set up throughout the State and students are notified of the closest testing center to their residence. Make up exams are offered at SusQ’s Bloomsburg’s location. Students are first notified in writing as to the testing date, time and location. Follow-up calls are made two days prior to the administration of the test.

- Attach the curriculum framework, maps, or scope and sequence for English Language Arts, mathematics, science, and social studies.

Attachment 4

- Attach descriptions and objectives for all courses. **Attachment 5**

Table 1: State Assessment (PSSA, Keystone, PASA) Report for Previous Years

Copy the following table and make copies for each tested grade level and for each tested subject (mathematics, English Language Arts, and science).

In the blank student group cells, insert any measurable student group (e.g., white, black, Hispanic, etc.). A student group is considered measurable when there are 20 or more students.

Grade: 9th

Subject: Algebra

Student Group	Proficiency	Year 1	Year 2	Year 3	Year 4	Year 5	Results indicated for CSI/A-TSI designation: Yes or No
All Students	% Below Basic	16.7	37.5	26.3	10.4	29.3	
	% Basic	77.8	62.5	68.4	70.8	56.9	
	% Proficient	5.6		5.3	16.7	13.8	
	% Advanced						
IEP	% Below Basic	40	60	60	16.7	46.2	
	% Basic	60	40	40	83.3	53.8	
	% Proficient						
	% Advanced						
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

Economically Disadvantaged	% Below Basic	20	36.4	28.6	15.4	35.3	
	% Basic	73.3	63.6	64.3	69.2	52.9	
	% Proficient	6.7	0	7.1	11.5	11.8	
	% Advanced						
(Insert)	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
(Insert)	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						

Grade: 10th

Subject: ELA

Student Group	Proficiency	Year 1	Year 2	Year 3	Year 4	Year 5	Results indicated for CSI/A-TSI designation: Yes or No
	% Below Basic	33.3	31.6	22.2	11.8	13.2	

All Students	% Basic	57.1	31.6	27.8	76.5	42.1
	% Proficient	9.5	36.8	50	11.8	44.7
	% Advanced					
IEP	% Below Basic	75	100	75	33.3	40
	% Basic	25		25	66.7	40
	% Proficient					20
	% Advanced					
LEP	% Below Basic					
	% Basic					
	% Proficient					
	% Advanced					
Economically Disadvantaged	% Below Basic	75	21.4	20	20	11.1
	% Basic	25	35.7	33.3	70	50
	% Proficient		42.9	46.7	10	38.9
	% Advanced					

Grade: 9th

Subject: Biology

Student Group	Proficiency	Year 1	Year 2	Year 3	Year 4	Year 5	Results indicated for CSI/A-TSI designation: Yes or No
All Students	% Below Basic	42.9	61.5	57.9	59.3	21.2	
	% Basic	50	26.9	26.3	37	67.3	
	% Proficient	7.1	7.7	15.8	3.7	11.5	
	% Advanced		3.8				
IEP	% Below Basic	50	88.9	100	77.8	71.4	
	% Basic	50	11.1		22.2	28.6	
	% Proficient						
	% Advanced						
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Economically Disadvantaged	% Below Basic	42.9	66.7	66.7	61.1	20.7	
	% Basic	57.1	23.8	20	33.3	65.5	
	% Proficient		4.8	13.3	5.6	13.8	
	% Advanced		4.8				

C. Future Goals and Objectives

What goals and measurable outcomes will the cyber charter school set to achieve over the next five years?

Response: Our School Improvement Plan's outcomes are an increase in graduation rate and attendance rate, as well as increasing communication with our families. Aligning our curriculum, assessments and instruction with the PA Standards will help increase academic performance, positively impacting graduation rate and attendance.

Use the table below to detail academic goals as measured by the Future Ready PA Index and the blank rows to insert other, school-selected academic and non-academic goals. Be sure to include goals for any new grades being proposed. If CSI or A-TSI designated, use goals and objectives listed in school improvement plan.

Table 2: Goals for Future Planning

Goal	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
PSSA/Keystone Exam goals for all grades tested						
-English Language Arts	9.5% Pro	Show a minimum of 1 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.1 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year
-Mathematics	0 Prof	Show a minimum of 1 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.1 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year

-Science	7% Prof	Show a minimum of 1 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.1 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year	Show a minimum of 1.2 year's growth as reported through PVAAS for students who have been enrolled for at least one year
Regular Attendance	52%	Show an increase in 5% attendance rate	Show an increase in 5% attendance rate	Show an increase in 5% attendance rate	Show an increase in 5% attendance rate	Show an increase in 5% attendance rate
Graduation Rate	37.4% 4 yr cohort 57.1% 5 yr cohort	Show a 3% increase in graduation rate	Show a 3% increase in graduation rate	Show a 3% increase in graduation rate	Show a 3% increase in graduation rate	Show a 3% increase in graduation rate
Career Readiness Skills	100%	Continue to require CTR compliance as a condition of graduation	Continue to require CTR compliance as a condition of graduation	Continue to require CTR compliance as a condition of graduation	Continue to require CTR compliance as a condition of graduation	Continue to require CTR compliance as a condition of graduation

II. School Operations and Management

A. Staff Evaluation and Professional Development

- What protocol is used to evaluate teachers and administrators? Describe the standards and frequency of observation and evaluation for professional staff and administrators? Discuss the specific activities and trainings employed to support professional staff in a cyber environment.

Response: Teachers that have more than three years of experience are observed twice during the school year using PDE's Rubric Assessment for Online Educators. All four domains of the Danielson model are rated by both the principal and the teacher. Once the rating is done independently of one another, the two have a collaborative discussion to see how close their rating were. Gaps are discussed and suggestions for improvement are given. At the completion of the school year the teachers are evaluated based on the PDE 82-1.

- What protocol is used to evaluate non-professional staff? Describe the standards and frequency of observation and evaluation for non-professional staff.

Response: An evaluation report is used where the employee sets three goals stating the measurement and competencies that will be used and achieve once the goal is met. A summary of performance is then conducted at the end of the year with the employees' supervisor. Strengths and ways to be more effective are identified and a new goal is established for the upcoming year.

- Analyze the quality of teaching at the cyber charter school; provide supporting evidence by including outcomes of teacher evaluations and teacher surveys in the discussion.

Response: Planning is a key component at SusQ when considering the quality of teaching. Lesson planning includes components such as criteria for success, data driven instruction, content-oriented question, STEM skills, and making connections to insure transfer of learning. Questioning technique is also reviewed during a pre-conference observation. Formative assessment question strategies such as big ideas, visual thinking strategies and hinge questions are also evident factors in a quality lesson. Quality teaching manifests itself in quality learning. Reflection on the lesson and student performance are two-post lesson activities that each teach must complete. Students are expected to use evidence when responding in class, so teachers are assured that the student has understood the concept. Student data is analyzed to verify that transfer of knowledge has occurred and is used in the planning of subsequent lessons.

Table 3: Professional Staff Retention and Turnover

Professional Staff	Year 1	Year 2	Year 3	Most Current Year
Total number of professional staff	8	8	8	8
Number of professional staff employed in September returning from end of previous year	8	8	8	8
Number of professional staff employed in June who completed a full school year of employment	8	8	8	8

- Complete Addendum A: PDE 414 **Attachment 6**
- Discuss how the cyber charter school meets the requirements for ESSA’s “Effective Educators.” Include data for: (1) effectiveness, (2) experience level, and (3) mapping of credential to teaching assignment for the most recent completed school year.

Response: All of SusQ’s teachers are highly qualified. They are evaluated using the Danielson Framework matrix when they are observed. The year-end evaluation that is used is the electronic model based on Act 82. Teacher specific data based on PVAAS growth, performance on standardized test and progress toward IEP goals is one factor that is used to calculate their overall rating. School performance data, such as closing the achievement gap, is also considered in their overall rating. Setting and obtaining annual SMART goal and completing at least one form of self-directed professional development are forms of elective data that are used in the compilation of their overall performance rating. The experience level of our teaching staff is split with 50% of the teachers having more than 10 years in the classroom and the other 50% have between 3 and five years in the classroom. During the past school year all classroom teachers were teaching in their certified content area. Out transition coordinator, who has an elementary certification, taught special education students in technical level courses.

- Submit documentation and discuss evidence that teachers and other staff have the training and resources they need to perform effectively.
 - Attach a copy of teacher induction plans; include records of inductees’ mentoring experiences, records of entering/uploading Act 48 credits, and a list of current mentors.
- Response:** Because of there is only one content teacher in each area, inductees meet with the CEO on a monthly to review the following topics: professional coed and conduct, assessments, best practices, supportive

schools, standards, curriculum, instruction, special education practices, data driven instruction and materials selection. **Attachment 7**

- Describe the professional development in place to support teachers in providing a standards-based education for all students. Include a copy of professional development calendar.

Response: Our SIP will be driving the professional development that the teachers will be receiving in the upcoming years. This year we will be focusing on creating a PLC and the protocol for operating in a collaborative environment. Another area of focus for professional development will be aligning the curriculum, instructions and assessments to the standards.

Prior to the SIP, professional development focused on STEM topics, questioning techniques, school safety issues, CTE initiatives, mental health issues, personalized learning and mindset training.

- Describe the rationale for the professional development and how it relates to the overall cyber charter school mission and student outcomes.

Response: When conducting the needs assessment for our SIP, we collaboratively rewrote the mission and vision statements for the school. These new statements led to the priority statements involving the rewriting of curriculum, recreating assessment, analyzing instructional strategies and creating family partnerships. To properly accomplish these goals it was apparent that we need professional development in these areas.

- Does the cyber charter school have any collective bargaining agreements with professional employees? If so, please attach.

Response: No

B. Financial Solvency: Complete Addendum B

- How frequently are the school budget and financial records reviewed by the Board of Trustees? Please describe the review process.

Response: The school budget is reviewed and approved by the Board of Trustees annually. Monthly financial statements are shared with the Board at the Board meetings. The review of the monthly statements is included in the Treasurers' Report and reported on to the remaining Trustees during the Treasurers' review.

- Who is responsible for review of contracts, invoices, and receivables? Who has signature authority?

Response: Attachments are provided with the Board Agenda, that dealt any contracts and all invoices and receivables. A motion is made and seconded to approve. Approval is determined by a roll call vote. Checks are signed by the Treasurer, Secretary and CEO.

- Describe the school's financial controls and procedures for the management of financial resources.

Response: SusQ has a system of checks and balances where three individuals take part in the depositing of funds and the writing of checks. There is a preliminary review conducted by one individual, the actual

creation of the deposit or check by a second individual and then a final review process by the CEO. SusQ has a third-party auditing firm review all financial activity on a yearly basis.

- Attach copies of annual audits for each year of the current charter renewal period.
Attachment 8
- Attach a copy of the most recent financial statement. **Attachment 9**
- Attach copies of all current insurance policies. **Attachment 10**
- Attach copies of management contract(s) and benefits packages.
Response: N/A
- How many bank accounts exist for the cyber charter school? Provide bank locations, type of accounts, and account numbers.
Response: SusQ has two bank accounts, one checking and one savings. The accounts are held at M&T and the account numbers are 3740240928 and 9863083714 respectively.
- Detail all fund balance reserves (dedicated and unrestricted) as of the date of renewal application.
Response: Because of our size, SusQ does not carry a large fund balance. Any fund balance that we may carry from year to year is unrestricted and goes to meeting the individual needs of the students that arise during the school year.
- If applicable, discuss and provide documentation regarding how any findings from any Department of Auditor General report were resolved.
Response: N/A
- Attach copies of leases, deeds, or real estate agreements. Attachment 11
- Attach lease agreements and invoices/statements for equipment and services.
Attachment 12
- Explain how the cyber charter school commits resources to ensure it achieves its mission. Describe the intersection between the school's purchasing philosophy and educational goals.
Response: Almost 100% of our budget directly impacts the instruction that the students receive. When developing the budget from year to year, student needs in terms of technology, learning materials, and new course offerings are placed in the forefront. We are fortunate in that we can make decision administratively which affords us the ability to quickly respond to student needs as they arise. Our purchasing philosophy is if it will benefit the student and the resources are available, the resources will go to enhancing the students' education. Often times the need involves a student that needs a curriculum adaption that will increase their likelihood of academic achievement. This achievement does not necessarily equate

to proficiency on standardized test, but more often means the student is able to close the achievement gap in terms of passing courses and maintain their grade level.

- Cut and paste (or recreate) the table below into your report in order to reflect expenditures the charter school has made over the last five years in staff and professional development, technology, materials, and other supplies. Indicate how each investment supports the cyber charter school's priorities as stated in the current charter agreement.

Table 5: Resource Expenditures

Investment Area:	Year 1	Year 2	Year 3	Year 4	This year
Professional Development	\$7,345	\$13,849	\$3,999	\$800	\$6,000
Technology	\$72,827	\$86,588	\$113,590	\$97,244	\$101,050
Materials and Other Supplies	\$2,682	\$3,696	\$4,146	\$3,945	\$11,550

- Provide any other information or data that describes how resources have been used and/or leveraged to further the school's mission and support the school's unique design.
- Provide information on School Facilities:
 - Provide addresses of all facilities, the ownership of each facility, and the purpose of each facility.
Response: 240 Market Street, Bloomsburg, PA. This is our only facility. Administration, staff and teachers report here on a daily basis. Live classes are conducted at this location and if the students' proximity allows for it, students are encouraged to come to this facility to receive one-on-one help.
 - Are there any plans to ask for an amendment to move or expand any facilities in the next five (5) years?
Response: There are no plans to move or expand the facilities at this time.

C. Student Services

- Complete Addendum C and provide copies of policies and procedure manuals regarding instruction of students receiving special education services: **Attachment 29**
 - Most recent program evaluation **Attachment 28**
 - Redacted samples of agendas and records of staff and parent special education trainings **Attachment 27**

o Copies of special education teacher certifications for current employees
Attachment 26

o Special education teacher caseloads for each year of the charter term

Response: The caseloads per year were:

- 18-19 – 16 ST 17 PL
- 17-18 – 15 ST 15 PL
- 16-17 – 28 RH
- 15-16 – 29 RH
- 14-15 – 33 RH

o For each year of the charter term:

- 1) Total number of students receiving services
- 2) Services received by disability type

o Copy of federal child count sample

Response: The federal child count for the previous five years is:

- 18-19 – 33
- 17-18 – 30
- 16-17 – 28 (Rachel)
- 15-16 – 29 (Rachel)
- 14-15 – 33 (Rachel)

o List of all existing statewide service providers currently under contract

Response: Kaleidoscope Family Solutions, 950 Haverford Road, Suite 100A, Bryn Mawr, PA 19010

o List and description of current, anticipated or tentative service providers that may be needed

Response: There are no anticipated changes in the services providers that will be needed.

• Provide copies of policies and procedure manuals regarding instruction of English language learners:

Response: All ELL services are handled through the Allegheny Intermediate Unit. **Attachment 31**

o Document translation policy

o Most recent program evaluation

o A description of the Language Instruction Educational Program (LIEP), including:

- supports and accommodations provided for ELs to learn content
- targeted language instruction to promote academic English development
- involvement of parents in their child's education and in important programmatic decision-making at the school
- how they resource their program appropriately with certified EL teachers
- training for content area staff in working with ELs

- instructional resources provided for accommodating ELs in content classes and delivering targeted English language development instruction
- how they conduct on-going and annual evaluation of their program and make necessary changes to ensure that it is effective.

D. School Governance

- Attach organizational chart for the cyber school. **Attachment 13**
- Attach list of board members who have served since the last renewal, the dates they served, and in what capacity. Attach copies of the executed ethics form for each board member. **Attachment 14 Attachment 15**
- Discuss leadership changes on the board and within school administration and reasons for these changes.
Response: The changes that have occurred in the Board of Trustees over the last few years have been a result of Trustees not opting to run for an additional term due to personal obligations. There have been no changes in administration since the last renewal.
- Provide policies governing the election or appointment of board members. How do election or appointment policies ensure adequate representation from key school stakeholders? **Attachment 16, Page**
- Attach board meeting calendar, board agendas, meeting minutes from last three complete school years. **Attachment 17-1(a,b,c), Attachment 17-2(a,b,c), Attachment 17-3(a,b,c)**
- Include copies of all current board policies and procedures. **Attachment 16**
- Include a sample of the public notice of a public board meeting. Describe how Sunshine notices are provided for all public meetings and how key stakeholders, including parents and families, are involved in board meetings. Attachment 18
- If the cyber charter school utilizes an external management organization, describe how that relationship has functioned over the course of the charter; note any changes to the management agreement not previously provided to the Department.
Response: N/A
 - Describe how the board has held the external management organization accountable for measurable results.

- Discuss evaluations of the management organization conducted by the board and any relevant reports from the management organization to the board. (include as appendices)
- Provide evidence that the Board of Trustees has been responsive and effective as a governing entity. Provide specific examples of governance challenges and how these challenges have been resolved.
Response: The only challenge that was faced under the current charter was an age-discrimination suit brought forth by a disgruntled employee. The Board followed the recommendation of the insurance company to settle the case rather than to incur the fiscal ramifications of taking the case to trial.

III. Overall School Design

A. Communications to Parents and Community

- Generally, discuss how formal parental and/or community complaints have been investigated and resolved.
Response: Fortunately concerns are typically address at the teacher level. In the rare occasion that they cannot be resolved the CEO will meet with the parent and teacher were a resolution has been reached. Under the current Charter there has not been a complaint that has been taken to the Board.
- Provide examples of communications between school leadership and key stakeholders. Include dates, times, and agendas of important parent meetings or events; include copies of sign-in sheets for the session.
Response: As mentioned earlier, on of the priority statements of our SIP is to increase communications with families. This year we have started a quarterly newsletter, CEO Town Hall via ZOOM, texting parents twice a month and a monthly in person Check and Connect with our students. The implementation of these forms of communication are in addition to our weekly Project Safeguard that we have done in the past. This is a report that is completed by the homeroom mentors and contact home was made based on individual student concern.
- Describe the mechanisms in place to measure stakeholder satisfaction and solicit input. Include copies of most current surveys and include a summary of responses. Describe the role of parents in school improvement planning, if any.
Response: Parent survey response is **Attachment19**

B. Student Enrollment

- Is the enrollment stable with no greater than 10% decline in any given year and/or near capacity? What is the average “churn rate” for the last five years?¹ Discuss trends in student turnover and retention data.
Response: The churn rate has ranged from 42% to 50%. The vast majority of drop outs that we have throughout the year can be attributed to students ages 17 or older that have been dropped because of chronic absenteeism. The average churn rate is 47.4%. This number is high due to the fact of the percentage of at-risk students that

we enroll. We realize that when we take in a student who is a certain age and in a certain grade, or a re-enrolling drop-out, that the likelihood that they will not complete high school is high. However, it is our philosophy that we will not counsel a student toward another educational option simply because they will hurt our numbers. We believe that every student has the right to earn a high school diploma and for most of these students we are their best, last, shot at obtaining one.

- Populate the following table to provide the history of student enrollment for each year

Table 6: Student Enrollment

Student Enrollment	Year 1	Year 2	Year 3	Year 4	This Year
Total student enrollment at the end of the school year	110	116	89	79	67
Number of students enrolled in June who were enrolled for the full school year (September)	54	61	51	41	34
Number of current students, excluding graduates, who were enrolled at the end of last school year	N/A	65	69	39	50

¹ Churn Rate is the Number of Enrollments divided by the Number of Withdrawals (# of Enrollments/# of Withdrawals).

- Describe the system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification.

Response: All student data, including enrollment and withdrawal, is maintained within our student information system. We utilize PowerSchool SIS. Once a student and/or parent or guardian has completed all necessary forms for enrollment and supplied supporting documentation, a start date is assigned to them within one calendar week of receipt of forms. The student information is put into PowerSchool, a records request is sent to the last school of record and a copy of the Enrollment Notification Form is sent to the district of residence to the attention of the superintendent.

Upon receipt of a records request, the start date for the new school is verified and the student is withdrawn effective the school day before. A withdrawal notice is sent to the district of residence, to the attention of the superintendent. If a student over the age of compulsory attendance requests to drop out or has reached 10 consecutive days of nonattendance, the student is withdrawn and a withdrawal notice is sent to the district of residence, to the attention of the superintendent.

- Describe efforts by the cyber charter school to ensure equitable deployment of resources.

Response: Due to SusQ's size, decisions regarding the deployment of resources are made by administration. Decisions are based on teacher input and a review of student data. SusQ strives to level the playing field for all students so that academic achievement is possible for all students.

- For each year, provide waiting list data, detailing how many students were on the waiting list at the beginning of the year, how many were extended opportunities to enroll, and how many enrolled during the year.

Response: SusQ does not have a waiting list and has not had one in the past.

- If the school has been under- or over-enrolled in any given year, provide an explanation for the variance.

Response: N/A

- Drawing upon exit interviews and other sources, discuss factors influencing student transfer and any corrective policies implemented by the school. How are these policies evaluated?

Response: If a SusQ student exits prior to graduation, it is typically because the either wish to return to their sending district so that they can graduate with their friends or they want to enroll in their district's cyber program because they have heard from their peers that it is not as academically as challenging as our school. We do not have any corrective policies that address student transfer.

C. Policies and Procedures

a. Technology and Support

- How is technology used to deliver and support curriculum and instruction? Include copy of the technology plan.

Response: The technology applications that support the curriculum are rigorous and relevant to the content that is covered. They are renewed every year and the information is current. There are different applications that provided an adapted curriculum for the students to determine the level set of each student. Specific applications were purchased to increase student achievement in math and English.

- How is the cyber charter school improving student learning through the effective use of technology? What enhancements are planned to improve technology in the next charter?
Response: There are only two years remaining for the current hardware lease. When the lease term is exhausted, SusQ will be adding new hardware to meet the needs of the student. It has always been a practice to provide the students with the latest technology.
- Attach a copy of the Children's Internet Protection Act policy.
Attachment 33
- Attach copies of policies and procedures concerning appropriate use of curriculum and training materials.
Attachment 16, Page
- Provide most recent three (3) months of help desk reports showing the number of tickets and average time to close ticket. What are the most common help desk questions? **Attachment 30**
- How is technical support provided to students and parents?
Response: Technical support is provided via phone, email, and remote-control software.
- Describe the hardware, software, and Internet connections provided to students.
Response: Students are provided with Apple MacBook Air 13inch laptops, loaded with the current version of Microsoft office as well as current web browsers and web conferencing clients (for live class sessions), HP multi-function printers, and cellular jetpacks (when the student does not have their own Internet connection).
- If spyware is installed on student computers, describe the type of spyware used and explain its purpose.
Response: Spyware is not installed.

- How does the cyber charter school verify the authenticity of student work? How are exams administered and proctored?
Response: If academic dishonesty is suspected, the students work is wrong through a program that checks for plagiarism. Test are administered during the live class and answer are compared for common wording
- Describe the system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).

Response: SusQ's policy pertaining to FERPA is as follows: Student Records are very broadly defined at 34 CFR §99.3 to include, with enumerated exceptions, records directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. The Charter School maintains records on all students, which include:

Ø Directory information,

Ø Medical history and immunization records

Ø Academic records

o Grade transcripts

o Course information and progress reports

o Letters regarding academic progress

o Standardized test results including IQ tests, achievement tests and PSSA tests results

o Placement records

o Attendance records

- Ø Discipline records

- Ø Court orders and custody memoranda

- Ø Records related to special education services including: requests to evaluate,

psychological evaluations, CER's, IEP's, reevaluations, records of meetings and hearings, and NOREP's

Record Use:

- Ø Directory information is used to identify students and to provide identifying information as to name, address, telephone number, date and place of birth, sex, major field of study, activities, dates of attendance, degrees and awards and past schooling.

- Ø Medical records are maintained by the school nurse and are used to ensure that students are properly immunized, maintain height, weight, vision and hearing screenings as part of the student's health records which may help detect health problems as they develop, and to provide awareness of medical conditions.

- Ø Academic records are maintained to track the student's educational progress and to prepare the records for graduation and post graduation transcripts.

- Ø Attendance records are maintained to permit the Charter School to prepare state reports for attendance and district tuition reimbursement.
- Ø Discipline records are maintained as a record of discipline incidence that also are used to prepare state reports regarding incidence of violence, smoking, drug use as non- personally identifiable data. They also are used for background supporting information for future discipline hearings, which may be held if required by future discipline problems.

Ø Court orders and custody memoranda are maintained to direct the Charter School regarding parent of record and custody issues.

- Ø Special Education Records are maintained and used to record that all proper procedural safeguards have been employed in the assessment and placement of students and include assessments and evaluations relative to the student.

Storage:

Educational Record Storage is to be maintained as follows:

- Ø Directory Information – not generally considered harmful or an invasion of privacy if

released. Will be available as part of public record – stored in general files

- Ø Locked nurse’s file – Medical records
- Ø Locked student file – Academic records, grade transcripts, course information and progress

reports, letters regarding academic progress, standardized test results including IQ tests achievement tests and PSSA test results, academic placement records, attendance records, discipline records, court orders and custody memoranda

- Ø Locked Special Education Files – Records related to special education services including requests to evaluate, psychological evaluations, CER’s, IEP’s reevaluations, records of meetings and hearings, and NOREP’s.

Disclosure:

- Ø Disclosure to Third Parties – A parent or eligible student must provide signed and dated written consent before the cyber school may disclose personally identifiable information from the students educational records
 - Ø Exceptions to the prior consent rule are set forth at 34 CFR §99.31 and should be consulted each time a disclosure question arises.
 - Ø Directory information will be exchanged between districts and may be released as requested by military recruiters, the media, etc.
 - Ø Parents and students will be informed that release of directory information is possible.

Access :

- Ø Access to records – Access to identifiable, confidential, educational records will be

restricted to the staff who need access to such records in order to perform education services for the student.

- ∅ Parents or eligible students may review these logs.

Parent :

The Charter School shall permit parents to access inspect and review any education records relating to their child that is collected, maintained, or used by the Charter School under 34 CFR part 300. The Charter School will comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to §§ 300.507 and 300.521-300.528, and in no case more than 45 days after the request has been made.

- Include a copy of the school’s policy on cyber bullying. Explain how the policy is shared with students and families.

Response: This policy is listed in our Student/Parent. The students and the parents are required to sign off that they have read the handbook and understand its contents. **Attachment 34**

b. Truancy Policies

- How is the “school day” defined? How is student attendance for the day monitored and audited? How are students held accountable for attendance? How are parents held accountable for student attendance?

Response: Students must submit work to be considered present for the day. Attendance is monitored on a daily basis. If a student misses a class a text message is sent to the parent. If the student misses more than three days in a row, a call is made to the parent or guardian. On the sixth day of absenteeism the SAIP process is started. Both parent and student are met with and they must supply input on the SAIP process and sign the SAIP form. If the absenteeism continues Children and Youth become involved and the local magistrate’s office is contacted and charges are filed. These measures occur in extreme cases. SusQ prefers to work collaboratively with the student and parent by developing a success plan that helps to put the student back on track as quickly as possible so that the student realizes that success is still obtainable.

- Provide copies of the cyber charter school’s policies and procedures regarding attendance, truancy, and withdrawal. Attach copies of all forms used to implement these policies. **Attachment 20**

- Describe the school’s policy on truancy. Attach copies of all forms used.

- **Response:** When a student under compulsory age of attendance reaches 3 days of truancy, a truancy letter is generated, sent to the family and a SAIP meeting is scheduled by SusQ-Cyber. Once a student under compulsory exceeds 6 days of truancy, a truancy letter is generated, sent to the family and to the attendance point of contact at the district of residence. The district of residence’s process for prosecution of truancy is then followed. The district of residence and SusQ-Cyber determine if participation in additional meetings, enrollment with a truancy elimination agency or a phone call to Children and Youth to report truancy are required. The district of residence and SusQ-Cyber work collaboratively on these steps. If a student continues to remain truant, the determination is made whether the district of residence or SusQ-Cyber will file a citation with the student’s local magistrate, and the citation is

filed. If the district of residence files the citation, SusQ-Cyber will provide a representative for the hearing. If Sus-Q Cyber files the citation, SusQ's attendance officer will represent the school at the hearing. **Attachment 20**

- Explain in detail the processes and procedures the cyber charter school uses to notify a student's school district of residence of a student's truancy. How often has the cyber charter school provided such notification to resident school districts in the previous school year? Attach copies of all forms used.

Response: During the 2018-2019 school year, SusQ-Cyber notified the district of residence for 7 students with the following results:

The district of residence cited RD after the student participated in a truancy elimination meeting

The district of residence cited JD

SusQ-Cyber cited GG after the student participated in the required truancy elimination meeting

SusQ-Cyber cited JB after the student did not participate in the required

SusQ-Cyber cited TW

SusQ-Cyber did not cite JL because the student was already paying fines for truancy from the district of residence and turned 17

SusQ-Cyber attempted to cite AR, but the magistrate within AR's district of residence refused to accept the citation

Attachment 20

c. Extracurricular Activities

- Does the cyber charter school maintain any agreements with local school districts regarding participation of cyber charter school students in district extracurricular activities? If so, please describe the agreement(s).

Response: No we do not have any agreements with the home district concerning extracurricular activities. However, there have been times when we have had to educate the home district regarding sports participation.

- Does the cyber charter school host any social events for enrolled students? If so, explain. Are they available to all students?

Response: Twice a year the school will host a Family Fun Night. One is held in the fall and the other at the end of the school year. Students are encouraged to bring their relatives, as well as their friends. The fall event is a night of bowling and pizza and the end-of-year event is a cookout. In April, SusQ organizes a field trip for the students. In the past these trips have been to New York City,

Baltimore and Washington, DC. All of these events are open to all students.

d. School Safety

- Attach a copy of your School Safety Plan.
Response: Policy #249 outlines the protocol to be followed in the event of an unsafe incident. **Attachment 34**
- Describe the cyber charter school's Student Assistance Programs (SAP). Include information about agreements with county agencies to provide mental health and drug abuse counseling, when necessary.
Response: At the SAP team's inception, initial contacts were made with Northumberland County Human Services and CMSU. As the need for student referrals has arisen, SAP team members have contacted the county in which the student resides for information. That information is then passed to the student and parent. The SAP team continues to monitor the student for concerns. In the following ways: (1) the SAP team meets at least weekly to review student referrals and concerns, (2) referrals to the SAP team can be made by Charter School staff, Charter School students or parents, or other interested parties and (3) the SAP team will review referrals and other student concerns and follow procedures outlined by the team.
- Describe the cyber charter school's expectations for student behavior and discipline. Explain how the cyber charter school's discipline policy complies with Chapter 12 of the Pennsylvania Education Regulations, Title 22, particularly with respect to due process for students.
RESPONSE: SusQ will not tolerate any actions from students, parents, staff, or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself. Exclusion from School may take the form of suspension or expulsion. Suspension is exclusion from school for a period of one (1) to ten (10) consecutive school days. Suspensions may be given by the CEO. A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened. The parents or guardians shall be notified immediately in writing when the student is suspended. When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code. Suspensions may not be made to run consecutively beyond the 10-school day period. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board of Trustees. Expulsion is exclusion from school by the Board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the

Pennsylvania Code. During the period prior to the hearing and decision of the Board in an expulsion case, the student shall be placed in his/her normal class except as set forth in subsection (E). If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety, or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study. Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education. The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the CEO of SusQ. Within 30 days of action by the Board, the parents or guardians shall submit to SusQ written evidence that the required education is being provided. If the parents or guardians are unable to provide the required education, SusQ, within 10 days of receipt of the notification, shall make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act 2004 ("IDEA").

If the approved educational program is not complied with, SusQ may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See Pennsylvania Code § 12.1(b) (relating to free education and attendance).

A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective. Communication to the parents or guardian shall follow the suspension action taken by SusQ. When the in-school suspension exceeds 10 consecutive school days, an informal hearing with the CEO shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in the Pennsylvania Code. SusQ has the responsibility to make provision for the student's education during the period of the in-school suspension.

Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

A formal hearing is required in all expulsion actions. The hearing may be held before the Board or an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. When a committee of the Board or a hearing examiner conducts the hearing, a majority vote of the entire Board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing: Notification of the charges shall be sent to the student's parents or guardians by certified mail. At least three (3) days notice of the time and place of the hearing shall be given. A copy of the expulsion policy notice that legal counsel may represent the student, and hearing procedures shall be

included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension. The hearing shall be held in private unless the student or parent requests a public hearing. The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined. The student has the right to testify and present witnesses on his/her own behalf. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties.

A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible: Laboratory reports are needed from law enforcement agencies. Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the IDEA. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians, and school officials to discuss ways by which future offenses might be avoided. The following due process requirements shall be observed in regard to the informal hearing: Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student. Sufficient notice of the time and place of the informal hearing shall be given. A student has the right to question any witnesses present at the hearing. A student has the right to speak and produce witnesses on his/her own behalf. SusQ shall offer to hold the informal hearing within the first five (5) days of the suspension.

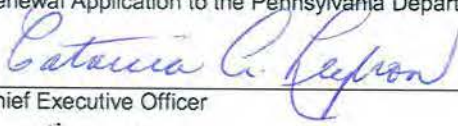
SusQ shall comply with the IDEA and any applicable federal and state statutes or regulations when disciplining students with disabilities. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or conduct injurious to themselves or others shall be disciplined in accordance with their Individualized Education Programs (IEP), behavioral intervention plan, Title 22 Chapter 711, and relevant portions of Chapter 12 of the State Board of Education Regulations, IDEA, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any other applicable federal or state law. SusQ shall not discriminate in its discipline policies or practices on the basis of intellectual ability, status as a person with a disability, proficiency in the English language or any other basis that would be illegal under applicable state and/or federal laws.

- Provide a copy of the Student Handbook and/or other materials detailing behavior and consequences for students. **Attachment 22**
- List and discuss the cyber charter school's suspension/expulsion history for the past 3 years. Describe the interventions/processes in place to reduce the number of suspensions and expulsions. If there are concerns regarding suspensions/expulsions, describe the steps/adjustments to address these concerns.
Response: There have not been any suspensions or expulsions in the last three years.

- Attach copies of the staff clearance protocols for Act 4 Background Checks, Act 126 Child Abuse, Act 168 Employment History, Act 82 Lifetime Bans, and Act 24 Reporting Arrests. **Attachment 23**
- Attach a copy of the Suicide Awareness and Prevention policy and Act 71 Youth Suicide Awareness and Prevention plan. **Attachment 16 Page**
- Attach a copy of the most recent Annual Safe Schools Report **Attachment 24**
- Provide a copy of the school's board-approved Health and Safety Requirements policy. **Attachment 25**

Cyber Charter School Charter Renewal Application Signature Page

We, the undersigned, have reviewed and approve the submission of this Cyber Charter School Renewal Application to the Pennsylvania Department of Education.



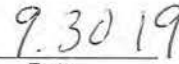
Chief Executive Officer



Date



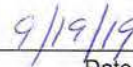
President, Board of Trustees



Date



Secretary, Board of Trustees



Date

Assessment	Administration Dates		
<u>aimswebPLUS</u> Grades 9-12: Special Education	October 1 – October 25, 2019 January 2 – January 31, 2020 May 4 – May 29, 2020		
Edmentum Test Packs- Administered in Keystone tested subjects	Prior to September 30, 2019 Baseline Week of January 13th, 2020 Benchmark Week of April 20th, 2020 Benchmark		
<u>PSAT</u> Grade 10 - 11 <u>SAT</u> Grade 12	October 16, 2019		
<u>Keystone –Biology Retakes</u>	January 6 – January 17, 2020		
<u>Mid-term Exams- Local Assessment</u>	January 20 th & 21 st		
<u>Advanced Placement Exam (AP)</u>	Limited scope: May 4 – May 15, 2020		
<u>Keystone – Alg. 1, Biology & Literature</u> Retakes Alg & Lit, First-time test takers all three	May 11 – May 22, 2020		
<u>Final Exams Local Assessment</u>	Week of May 26 th , 2020		
<u>SAT</u> (on Saturdays)	Oct. 5, 2019 Mar. 14, 2020	Nov. 2, 2019 May 2, 2020	Dec. 7, 2019 June 6, 2020



2020-2021 School Calendar

Month	Student Days
September	20
October	22
November	19
December	17
January	19
February	19
March	23
April	21
May	20

July 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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August 2020

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September 2020

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October 2020

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November 2020

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December 2020

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January 2021

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February 2021

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March 2021

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April 2021

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May 2021

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KEY:

- In-Service
- Vacation
- Open House/ Family Fun Night
- Conferences
- End of Marking Period
- First & Last Student Day/End of 4th Marking Period/Graduation



2019-2020 School Calendar Final

Month	Student Days
September	20
October	22
November	19
December	17
January	20
February	19
March	22
April	21
May	20

July 2019

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August 2019

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September 2019

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October 2019

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November 2019

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December 2019

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Flex Days-

- Dec 2nd
- January 2nd & 3rd
- February 14th
- April 20th

January 2020

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February 2020

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March 2020

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April 2020

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May 2020

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June 2020

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28	29	30	31			

Summer Fridays

- July 5th through August 16th
- June 5th through June 26th

KEY:

- In-Service
- Vacation
- Open House/ Family Fun Night
- Conferences
- End of Marking Period
- First & Last Student Day/End of 4th Marking Period/Graduation

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

SusQ-Cyber Charter School

School Building Name

SusQ-Cyber Charter School

4-Digit School Building Code

7567

School Street Address

240 Market Street; Suite 15, Box 1A, Bloomsburg, PA 17815

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Dr. Stanley K. Landis	SIF	PDE/CCIU
Christian Werkeiser	Teacher	SusQ Cyber Charter School
Patrick Ritter	Teacher	SusQ Cyber Charter School
Caleb Petrin	Teacher	SusQ Cyber Charter School
Stephen Trevino	Teacher	SusQ Cyber Charter School
Amber Mausteller	Teacher	SusQ Cyber Charter School
Christine Smith	Teacher	SusQ Cyber Charter School
Lindsey Shultz	Transition Coordinator	SusQ Cyber Charter School
Patricia Leighow	CEO	SusQ Cyber Charter School

Charity Shoemaker	Parent and Alum	Community
Jennifer Lehman	Parent	Community
Amy O'Kane	Alumn	Community
Dr. Bethann McCain	Director of Curriculum	CSIU 16
Kristin Trenholm	Director of Student Services	SusQ-Cyber Charter School

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

Various members of the school community, including board members, teachers, staff, alumni and parents were solicited to participate in the Steering Committee. Additionally, the Director of Curriculum and Innovation from Central Susquehanna Intermediate Unit (CSIU) was invited to participate as a Steering Committee member.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

Under the guidance of the School Improvement Facilitator, the Steering Committee members followed the School Improvement protocol established by PDE. The group will continue to meet on an ongoing basis to secure the execution of the plan with fidelity.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

<p>Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p>Measures of Success <i>How will you know you are on track to achieving your vision or students?</i></p>
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<p>The Susq-Cyber Charter School, in collaboration with the parents and community, will provide a quality education to assist students in developing and achieving their post-secondary goals, empowering life-long learning, and making contributors to a global society.</p>	<p>Increase in graduation cohort rate and a decrease in absenteeism.</p>

II. School Level Needs Assessment

A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

The SusQ-Cyber Steering Committee (SCSC) engaged in timely and meaningful consultation with a broad range of stakeholders and examined the following evidence: student performance data, parent, student, and educator surveys, lesson plans, course curricula, building schedules, three student focus groups, two teacher focus groups, and classroom visits. Upon completing our facilitated self-assessment the SCSC completed a root cause analysis of our essential practice priorities to facilitate the completion of our school improvement plan.

B. Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
4. Identify and address individual student learning needs	<p>Based on the parent survey question 6b, 100% of parents agreed or strongly agreed “my child’s school meets the specific non-academic needs of my child (for example behavioral and social-emotional needs)”</p> <p>Based on teacher survey question 5d, 86% of educators and staff at SusQ felt responsible that students learn.</p> <p>Based on student survey question 2d, 91% of students responded “teachers pay attention to all students, not just the top students.</p>
8. Build leadership capacity and empower staff in the development of successful implementation of initiatives that better serve students, staff, and the school	<p>Based on educator focus group feedback, there is evidence that SusQ-Cyber CS School leadership is hands-on, approachable, and open to teacher feedback. We have a stake in school professional development, as well as the option to choose an individual professional development opportunity during the school year. Collaborative decision making occurs during periodic staff meetings with the school principal. Feedback from students’ families drive school decision-making.</p>
9. Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and the needs of the school community	<p>Throughout the school year, resources were allocated to fund needed educational programs in order to better facilitate students’ success. Examples of this include the purchasing of a license for BrainPop to develop an alternative course based on student ability levels.</p>
11. Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	<p>Based on feedback from the educator focus group, homeroom mentors are the primary conduit for communication with students’ families. The student focus group suggested that students believe that teachers push them to perform at their best levels, submit work on time, and take advantage of after-school resources such as evening office hours. Most also agreed that the student body possessed a level of mutual respect for fellow students. They also stated that teachers generally were interested in students’ everyday lives. Parent survey question 3a demonstrated “adults at my child’s school treat my child with respect.” Likewise, survey question 3b showed virtually no evidence of bullying in our school community.</p>

12. Implement an evidence-based system of school-wide positive behavior interventions and supports.	SusQ-Cyber CS employs a positive behavior support program entitled “Crusader Cash,” which rewards desirable student behaviors. The student focus group responses suggest a broad understanding of school rules, as well as being respectful of others’ ideas and opinions.
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C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
1. Align curriculum, assessments, and instruction to the PA standards.	Educator feedback suggests a need for established curriculum planning time, training for curriculum development, assessment, and instructional strategies. According to question 15e of the educator survey 29% of the staff believe there is a deficiency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	Yes	Primary root cause #1 Educators' responsibility for delivering high quality instruction and assignments, as well as grading and planning for a large amount of courses has resulted in difficulty aligning curriculum to established Pennsylvania state standards. This difficulty is primarily the result of a lack of established collaborative planning and development time, uncertainty of best-practice for curriculum development, high volume of courses, and increasing demand for new courses to meet evolving student needs.

14. Implement evidence-based strategies to engage families to support learning.	Only 25% of parents completed the requested parent survey form. Parent survey question 5c shows 60% of students' families feel they receive emails, newsletters, or notes home telling what their child is learning in school fewer than five times per year.	Yes	Primary root cause #14: Families are disconnected or do not see the authentic relevance of education, often misunderstanding the role they play in their child's success, which may stem from prior negative school experiences, difficulty with utilizing technology, and preoccupation with meeting basic needs. The aforementioned all contribute to an overall lack of engagement with their child's education.
		Choose an item.	
		Choose an item.	
		Choose an item.	

D. Established Priorities and Aligned Outcome Categories

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

Priority Statements	Rationale	Outcome Category
1. Priority statement for EP #1: Use systematic, collaborative planning time to ensure that lesson and unit plans, assessments, curriculum guides and maps for all teachers, grade levels, and subjects are aligned with the PA Standards. A formal process to review and progressively complete this task is implemented yearly.	If we collaboratively plan and implement a curriculum aligned to the PA Standards, then teachers will plan and deliver a standards-based curriculum in their content areas and students will achieve growth targets.	Essential Practices: Condition One— Focus on continuous improvement of instruction.

<p>2. Priority for #14 Monitor and use evidence-based strategies to improve family engagement by evaluating student and parent needs to cultivate the value of education in their lives.</p>	<p>If we monitor and use evidence-based strategies to address parent and student needs to engage them, then we will see an increase in parent engagement with the school, resulting in an increase in daily attendance and the graduation rate.</p>	<p>Essential Practices: Condition Three— Provide student-centered support systems.</p>
<p>3.</p>		<p>Choose an item.</p>

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: Use systematic, collaborative planning time to ensure that lesson and unit plans, assessments, curriculum guides and maps for all teachers, grade levels, and subjects are aligned with the PA Standards. A formal process to review and progressively complete this task is implemented yearly.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 2020, 100% of staff will be able to demonstrate proficiency in implementing collaborative decision-making skills.	By September 30, 2019, 10% of staff will demonstrate proficiency in implementing collaborative decision-making skills.	By December 31, 2019, 50% of staff will demonstrate proficiency in implementing collaborative decision-making skills.	By March 30, 2020, 80% of staff will demonstrate proficiency in implementing collaborative decision-making skills.
By June 30, 2020, six instructional units will be aligned to the PA Standards in the areas of ELA2, Biology, and Algebra I.	By September 30, 2019, the staff has reviewed 100% of the Keystone Exam results and has developed 100% of the learning goals for ELA2, Biology, and Algebra I using UbD.	By December 31, 2019, the staff teaching the Keystone Exam courses will have created 2 instructional units to add to the UbD learning goals.	By March 30, 2020, the staff teaching the Keystone Exam courses will have created 2 additional instructional units to add to the UbD learning goals.

Priority Statement #2: Monitor and use evidence-based strategies to improve family engagement by evaluating student and parent needs to cultivate the value of education in their lives.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 30, 2020, there will be at least 7 family partnership team meetings leading to a 20% increase in the number of students attending school 90% of the days or better.	By September 30, 2019, a family partnership team of staff, students, and parents has been formed and has held at least one meeting. Baseline rates for attendance have been determined.	By December 31, 2019, the family partnership team will have had 3 additional meetings. There will be an increase in student attendance by 10%.	By March 30, 2020, the family partnership team will have had 2 additional meetings. There will be an additional increase in student attendance by 5%.
By June 30, 2020, 100% of staff will have at least bi-monthly, two-way communication with families leading to an increase in attendance and graduation rates by 20%.	By September 30, 2019, 50% of staff will have at least bi-monthly, two-way communication with families leading to an increase in attendance and graduation rates. Baseline rates for attendance and graduation have been determined.	By December 31, 2019, an additional 20% of staff will have at least bi-monthly, two-way communication with families leading to an increase in attendance by 10%.	By March 30, 2020, an additional 20% of staff will have at least bi-monthly, two-way communication with families leading to an additional increase in attendance by 5% and an expected increase in the graduation rate of 20%.

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IV. Action Plans

A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: Use systematic, collaborative planning time to ensure that lesson and unit plans, assessments, curriculum guides and maps for all teachers, grade levels, and subjects are aligned with the PA Standards. A formal process to review and progressively complete this task is implemented yearly.

Measurable Goals	Evidence-Based Strategy
By June 2020, 100% of staff will be able to demonstrate proficiency in implementing collaborative decision-making skills.	Teacher Study Groups – Tier 3 - Utilize I.U. for professional teacher and curriculum development

<p>By June 30, 2020, six instructional units will be aligned to the PA Standards in the areas of ELA2, Biology, and Algebra I.</p>	<p>Teacher Study Groups – Tier 3</p> <ul style="list-style-type: none"> - Utilize I.U. for professional teacher and curriculum development <p>Achieve 3000 Supplemental Literacy Program – Tier 2</p> <p>Standards-Aligned Content Programs: Study Island, Edmentum, IXL</p> <p>SAT Test Preparation and Coaching Programs</p>
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Priority Statement #2: Monitor and use evidence-based strategies to improve family engagement by evaluating student and parent needs to cultivate the value of education in their lives.

Measurable Goals	Evidence-Based Strategy
<p>By June 30, 2020, there will be at least 7 family partnership team meetings leading to a 20% increase in the number of students attending school 90% of the days or better.</p>	<p>S.E.L. (Social-Emotional Learning)</p> <p>Check and Connect - Tier 3</p> <ul style="list-style-type: none"> - Face-to-face area/regional meetings between school staff and parents/students <p>Financial Incentives for Teen Parents to Stay in School</p>
<p>By June 30, 2020, 100% of staff will have at least bi-monthly, two-way communication with families leading to an increase in attendance and graduation rates by 20%.</p>	<p>Mailings Home – Tier 1 (postcard; call from the school – positive reports on student)</p> <p>Texting with Parents – Tier 1</p>

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B. Action Plan Steps

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation

- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

School Level Action Plans

Priority #1 – Measurable Goal #1: By June 2020, 100% of staff will be able to demonstrate proficiency in implementing collaborative decision-making skills.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Plan meeting times with IU Consultant for establishment of PLC's and curriculum revisions to ensure standards-alignment.	I.U. 16 Online Calendar/Agenda	Principal/CEO	By Sept. 30, 2019
Staff to complete survey and reflection tool to determine baseline understanding of collaborative decision making.	Survey and Reflection toll	Principal/CEO	By Sept. 30, 2019
Master schedule created which allows for PD time for PLC through the year.	Master schedule	Principal/CEO	By Sept. 30, 2019
Staff attends a series of workshops and teacher study groups and complete reading related to collaborative decision-making,	Consultant	Principal/CEO	By December 31, 2019
Staff to complete another survey and reflection tool to demonstrate an increased understanding of collaborative decision making.	Survey and Reflection tool	Principal/CEO	By December 31, 2019

Meet according to PLC plan. I.U. Consultant provides ongoing professional development.	Consultant	Principal/CEO Instructional Staff	By March 30, 2020
Planning time for writing curriculum has been established and maintained.	Online Calendar/Agenda	Principal/CEO Instructional Staff	By March 30, 2020
Staff to complete another survey and reflection tool to demonstrate a mastery level understanding of collaborative decision making.	Survey and Reflection tool	Principal/CEO	By March 30, 2020
Anticipated Outputs:			
Established school-year calendar for PLC collaboration			
Established ongoing curriculum development time			
100% proficiency in demonstrating collaborative decision making skills through teacher study groups			
Monitoring/Evaluation Plan:			
Quarterly benchmark evaluation according to benchmark dates			
Principal observation			

Expenditures: Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Consultant will work with the teaching staff to develop their skills in how to work effectively in a PLC.	C.S.I. Grant	\$8,100
Supplemental Teacher Reimbursement for Curriculum Development. There will be 40 hours allocated for five teachers at the non-instructional rate of \$20 per hour for curriculum writing.	C.S.I. Grant	\$4,000
Project Materials	SCCS General Fund	\$1,000

Professional Learning - Describe the Professional Development Plan to achieve this goal.

Professional Learning Goal: Staff will be able to Demonstrate proficiency in collaborative decision making skills.

Audience	Faculty and Administration
Topics to be Included	Teacher study group development
Evidence of Learning	Survey and reflection tool results
Anticipated Timeframe	Enter Start Date: July 1, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Principal/CEO and Consultant

Priority #1- Measurable Goal #2: _ By June 30, 2020, six instructional units will be aligned to the PA Standards in the areas of ELA2, Biology, and Algebra I.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Implement SAT Prep. Program	Study.com	Instructional Staff	By Sept. 30, 2019
Administer benchmark test through Study Island, Edmentum, Achieve 3000	Study Island, Edmentum, Achieve 3000	Instructional Staff	By Sept. 30, 2019
Meet with consultant to review and assess curriculum-alignment needs of Keystone tested subjects	Consultant Copies of Keystone Results PVAAS Scores Benchmark Results	Principal/CEO Content-Area Teachers	By Sept. 30, 2019
With the assistance of the consultant instruction staff will develop a series of learning goals for Keystone-tested subject areas.	Consultant SAS Framework Standards UbD Learning Progression Maps	Principal/CEO Instructional Staff	By Sept. 30, 2019
Administer second benchmark test through Study Island, Edmentum, Achieve 3000	Study Island, Edmentum, Achieve 3000	Principal/CEO Instructional Staff	By Dec. 31, 2019
With the assistance of the consultant, staff will work on standards- aligned instructional units utilizing the SAS Framework to create at least two	Consultant SAS Framework Standards UbD	Principal/CEO Instructional Staff	By Dec. 31, 2019

instruction units.	Learning Progression Maps Curriculum Warehousing Tool for Information		
Administer final benchmark test through Study Island, Edmentum, Achieve 3000	Study Island, Edmentum, Achieve 3000	Instructional Staff	By March 30, 2020
Finalize course development. With the assistance of the consultant, staff will work on standards- aligned instructional units utilizing the SAS Framework to create at least two more instruction units.	Consultant SAS Framework Standards UbD Learning Progression Maps	Principal/CEO Instructional Staff	By March 30, 2020
Anticipated Outputs:			
Keystone courses aligned to state standards at completion			
Improved performance on high-stakes tests			
Monitoring/Evaluation Plan:			
Reviewing curriculum alignment for Keystone tested areas			
Evaluating student performance on quarterly benchmark tests			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Consultant will work with teachers to guide them in writing standards align lessons and subsequent assessments	C.S.I. Grant	\$5,000

Achieve 3000	C.S.I. Grant	\$6,895
IXL	S.C.C.S. General Fund	\$400
Study Island/Edmentum	S.C.C.S. General Fund	\$6,000
Study.com will be used to offer PSAT and SAT prep courses to properly prepare students who will attending college upon graduation from high school.	C.S.I. Grant	\$1,200

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: To create a standards-aligned curriculum to ensure an increase in high-stakes testing performance.

Audience	Instructional staff in Keystone tested courses
Topics to be Included	Standards-Aligned Curriculum Development SAS Framework UbD Learning Progression Maps
Evidence of Learning	Improvements demonstrated on quarterly benchmark tests as a result of standards-aligned curriculum
Anticipated Timeframe	Enter Start Date: July 1, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Principal/CEO and Instructional Staff

Priority #2 – Measurable Goal #1: By June 30, 2020, there will be at least 7 family partnership team meetings leading to a 20% increase in the number of students attending school 90% of the days or better.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Form a Family Partnership Team including existing homeroom mentors	Online Meeting Space	Principal/CEO Family Partnership Team	By Sept. 30, 2019
Determine the number of students present 90% or more of school days using previous school year's data	Power School	PIMS Personnel	By Sept. 30, 2019
Develop and schedule at least two family engagement initiatives	Family Fun Night resources Check and Connect Information	Family Fun Night Committee	By Sept. 30, 2019
Send survey to families and students soliciting input on how to improve attendance and graduation rate.	Survey	Principal/CEO Family Partnership Team	By Sept. 30, 2019
Plan for implementation of Financial Incentives for Teen Parents to Stay in School is outlined	PA Stock Market Game (curriculum) External Community/State Agencies Financial Incentives for Teen Parents to Stay in School https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/177	Principal/CEO Parenting Mentor Math Department Faculty Transition Coordinator	By Sept. 30, 2019

Three additional Family Partnership meetings will take place to review survey results and to implement plan to increase attendance and graduation rate.	Survey Results	Principal Family Partnership Team	By Dec. 31, 2019
Teachers will utilize SEL content to inform their curriculum and instructional methods, as well as to deliver specific SEL direct instruction through mentorship and online assembly lessons	SEL Curriculum/NearPod Lessons CASEL.org	Student Services Coordinator Faculty	By Dec. 31, 2019
Mentors meet with designated students at least twice per month in online and local meeting spaces	Changes to Master Schedule to allow for in-person meeting Online Meeting Space Local Meeting Spaces Travel Expense Budget	Principal/CEO Homeroom Mentors	By Dec. 31, 2019
Research on Financial Incentives... completed and partnerships with external community/state agencies have been formed	PA Stock Market Game (curriculum) External Community/State Agencies Financial Incentives ... Budget	Principal/CEO Homeroom Mentor for Parenting Teens Math Department Faculty Transition Coordinator	By Dec. 31, 2019
Measure and monitor Average Daily Attendance to determine growth. Daily growth is used rather than percentage due to rolling school enrollment and population size. There are less than 100 students; therefore, growth patterns are a better measure than percentages.	Power School	PIMS Personnel	By Dec. 31, 2019

Develop a list of potential graduates and review current status and determine likelihood of graduation	Power School	Student Services Coordinator	By Dec. 31, 2019
Continue with SEL content and evaluate NearPod report data for engagement and effectiveness	SEL Curriculum/NearPod Lessons	Student Services Coordinator Faculty	By March 30, 2020
Consistent mentorship meetings are evaluated for effectiveness based on impact upon attendance data and parent and student survey feedback	Changes to Master Schedule to allow for in-person meeting Online Meeting Space Local Meeting Spaces Travel Expense Budget Power School Microsoft 365 Suite for Survey	Principal/CEO Faculty/Mentors PIMS Personnel	By March 30, 2020
Measure and monitor attendance to measure growth	Power School	PIMS Personnel	By March 30, 2020
Financial Incentives program has been implemented and assessed for successful engagement	PA Stock Market Game (curriculum) External Community/State Agencies Financial Incentives ... Budget	Principal/CEO Parenting Mentor Math Department Faculty Transition Coordinator	By March 30, 2020
A meeting has been held with each graduate to review graduation criteria.	Power School	Student Services Coordinator	By March 30, 2020

Anticipated Outputs:

Family Partnership Team has been formed.
 At least two family-engagement initiatives have been implemented: Family Fun Night (20% student and family participation) and Check and Connect (80% student participation) .
 Financial Incentives for Teen Parents... program has been implemented with 10% participation.

Monitoring/Evaluation Plan

Attendance and survey data demonstrate successful implementation of Check and Connect and SEL.
 Sign-in Sheet at Family Fun Night
 Students engaged in the Financial Incentives for Teen Parents program have remained enrolled and show an increase in GPA by the end of the school year.

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

8 MacBook Pro computers (for off-site teacher-student meetings) with Docking Stations. This equipment will allow are teachers to meet face-to-face with student at facilities conveniently located to the students. Because we are a statewide program, in a cyber setting, regularly scheduled meetings with direct contact with the students will help develop relationships with the students while teachers work with them to improve their academic achievement.	C.S.I. Grant	\$15,934
Student Services Support Staff	C.S.I. Grant	\$20,000
Family Fun Night Resources	S.C.C.S. General Fund	\$2,000
Travel Expense Budget will allow teachers to travel to centrally located facilities to work one-on-one with the students. This will allow each teacher an average of 200 miles/month, at the current IRS mileage rate of .58 to meet with students.	C.S.I. Grant	\$6,370
Rental for Local Meeting Spaces will provide conveniently located sites for our state-wide student base to meet with their	C.S.I. Grant	\$1,000

teachers.		
NearPod (SEL Software)	S.C.C.S. General Fund	\$2,800
Financial Literacy Program for Parenting Teens	S.C.C.S. General Fund	\$7,100

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Teachers will effectively use the knowledge and tools acquired through NearPod and Zoom professional development to support SEL (Social Emotional Learning) and increase student and family engagement.

Audience	SCCS Faculty
Topics to be Included	SEL, Family Partnership, Technology
Evidence of Learning	Act 48 Evaluations and increase family engagement
Anticipated Timeframe	Enter Start Date: August 29, 2019 Anticipated Completion Date: August 30, 2019
Lead Person/Position	Principal/CEO

Priority #2 – By June 30th, 2020, 100% of staff will have at least bi-monthly, two-way communications with families leading to an increase in attendance and graduation rates by 20%.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Identify primary texting program to be used for parent contact	Research appropriate texting app and purchase (if necessary)	Technology Department	By Sept. 30, 2019
Provide professional development on new texting app and appropriate use	App accessibility Create and disseminate Parent Letter	Technology Department Student Services Coordinator	By Sept. 30, 2019
Create Family Letter to inform families of texting communication	Letter	Family Partnership Team	By Sept. 30, 2019
Begin implementing a minimum of bi-monthly texts (per homeroom teacher)	App accessibility	Homeroom Teachers	By Sept. 30, 2019
Staff begins to log messages sent from parents	Message logs	Family Partnership Team	By Sept. 30, 2019
Town Hall Video through Vimeo created for family communication.	WebCam Zoom	Principal/CEO	By Sept. 30, 2019
Develop a Newsletter Club with student participating in the creation of the quarterly newsletter identified	Student list	Family Partnership Team	By Sept. 30, 2019
Collaborate and establish newsletter layout and contents with emphasis on attendance and graduation	Design program Zoom Lessons in Journalism and Publishing	Students involved in newsletter club Homeroom Teachers (Christine will coordinate)	By Sept. 30, 2019

	Printer, Paper, Ink Postage, etc.		
Publish and disseminate first newsletter to families	Design program Zoom Lessons in Journalism and Publishing Printer, Paper, Ink Postage, etc.	Students involved in newsletter club Homeroom Teachers (Christine will coordinate)	December 31, 2019
Collaborate and establish newsletter layout and contents for second quarterly newsletter	Design program Zoom Lessons in Journalism and Publishing Printer, Paper, Ink Postage, etc.	Students involved in newsletter club Homeroom Teachers (Christine will coordinate)	December 31, 2019
Mail home first postcard regarding the importance of attendance and graduation	PowerSchool Records Postcard Printing and Service Postage	SCCS Central Office Staff	December 31, 2019
Staff will have sent 8 text message to families	App accessibility	Homeroom Teachers	December 31, 2019
Staff text logs are reviewed and compared to baseline	Message logs	Family Partnership Team	December 31, 2019
Publish and disseminate second newsletter to families	Design program Zoom Lessons in Journalism and Publishing Printer, Paper, Ink Postage, etc.	Students involved in newsletter club Homeroom Teachers (Christine will coordinate)	December 31, 2019
Second Town Hall Video through Vimeo created for family communication.	WebCam Zoom	Principal/CEO	December 31, 2019

Mail home second postcard regarding the importance of attendance and graduation	PowerSchool Records Postcard Printing and Service Postage	SCCS Central Office Staff	March 30, 2020
Staff will have sent 14 text message to families.	App accessibility	Homeroom Teachers	March 30, 2020
Staff text logs are reviewed and compared to baseline and second benchmark. Common themes will be analyzed for use in future newsletters.	Message logs	Family Partnership Team	March 30, 2020
Collaborate and establish newsletter layout and contents for third quarterly newsletter	Design program Zoom Lessons in Journalism and Publishing Printer, Paper, Ink Postage, etc.	Students involved in newsletter club Homeroom Teachers (Christine will coordinate)	March 30, 2020
Publish and disseminate third newsletter to families	Design program Zoom Lessons in Journalism and Publishing Printer, Paper, Ink Postage, etc.	Students involved in newsletter club Homeroom Teachers (Christine will coordinate)	March 30, 2020
Third Town Hall Video through Vimeo created for family communication.	WebCam Zoom	Principal/CEO	March 30, 2020

Anticipated Outputs:

Quarterly Newsletters
Record of Bi-monthly Texts
Quarterly Town Hall Videos
Two Postcards regarding attendance and graduation

Monitoring/Evaluation Plan:

Increased in the number of students present 90% of the days..

Copies of newsletters and postcards

Number of hits on Town Hall Videos

Copies of the text logs

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Text App to increase communication with parents	CSI Grand Funds	\$300
Supplies and Materials	CSI Grand Funds	\$1000
Vimeo Subscription will provide a platform for "Town Hall" meetings with parents and administrators.	CSI Grand Funds	\$200
Newsletter	SCCS General Fund	\$500

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Texting App Professional Development	
Audience	SCCS Faculty and Instructional Staff
Topics to be Included	How to effectively use app to increase attendance and graduation rate
Evidence of Learning	Effective use of texting app resulting in the increase of two-way communication.
Anticipated Timeframe	Enter Start Date: September 30, 2019 Anticipated Completion Date: October 31, 2019
Lead Person/Position	Technology Department

Priority #3 – Measurable Goal #1: _____

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal

Expenditure (Brief Description)	Funding Source	Co

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #2: _

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible
Anticipated Outputs:		
Monitoring/Evaluation Plan:		

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal

Expenditure (Brief Description)	Funding Source	Co

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	

VI. Plan Submission

Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (School Name) St. Aloysius Catholic School for the 2019 - 2020 school year.

Board Approval: Date of Board Meeting: 5-30-19

Board President:

Edward C. Keller
Name (printed)

Edward C. Keller
Signature

5/30/19
Date

Superintendent of Schools/Chief Executive Officer:

PATRICIA A. LEFFMAN
Name (printed)

Patricia A. Leffman
Signature

5/30/19
Date

Building Administrator:

PATRICIA A. LEFFMAN
Name (printed)

Patricia A. Leffman
Signature

5/30/19
Date

School Improvement Facilitator:

Stanley K. Landis
Name (printed)

Stanley K. Landis
Signature

5/30/19
Date

10-01-25

21st Century Communications

Weeks	Content	Skill	Resources/Activities	Assessment	Standards
6-8 weeks (ongoing)	Grammar review Vocabulary series	Student will be able to -Identify the 8 major parts of speech -increase vocabulary acquisition and usage - Spell weekly vocabulary words correctly - Demonstrate correct grammar and sentence structure in writing.	Sadlier Grammar for Writing <ul style="list-style-type: none"> • Workbook activities finding, identifying using, writing, proofreading, revising • Group discussions, guided practice, independent assignments, review and feedback Independent activities <ul style="list-style-type: none"> • Writing prompts • Comprehension activities Sadlier Vocabulary – 9 th grade <ul style="list-style-type: none"> • Workbook activities - Reading, Talk About It, Word Meanings, More on Meanings, Word Talk, Check for Understanding, Word associations, Check Again 	Formal – <ul style="list-style-type: none"> • Graded Assignments • Quizzes Informal – <ul style="list-style-type: none"> • Group and Individual discussions • Comprehension Check • Feedback Review 	CC.1.2.9–10.F:and CC1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts CC.1.2.9–10.J andCC.1.3.9-10.J: 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 CC.1.2.9–10.K : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools CC.1.3.9-10.I:Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

21st Century Communications

					<p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
6-8 weeks (ongoing)	Reading Comprehension	<p>Reading Informational Text</p> <ul style="list-style-type: none"> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. <p>Reading Literature</p> <ul style="list-style-type: none"> Students read and respond to works of literature—with an emphasis on 	<p>Assigned reading</p> <ul style="list-style-type: none"> Animal Farm Other grade appropriate materials <p>Achieve3000</p> <ul style="list-style-type: none"> Reading, discussion and comprehension activities <p>Common Sense.org</p> <ul style="list-style-type: none"> Read, Write, Think <p>Independent writing prompts</p>	<p>Formal;</p> <ul style="list-style-type: none"> Quizzes Online resources Written assessments <p>Informal:</p> <ul style="list-style-type: none"> Discussion Comprehension checks Feedback Review 	<p>CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view</p>

21st Century Communications

		<p>comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<ul style="list-style-type: none"> • Misc writing topic, prompts, questions and activities • PA Writing Domain Assessment Scoring Guide 		<p>CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts</p> <p>CC.1.2.9–10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level</p>
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					topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
6-8 weeks (ongoing)	Writing- BREAK LAST SECTION AND OTHERS INTO THE FOUR CATEGORIES _ OPINION< NARRATIVE< ECT	Student will be able to – <ul style="list-style-type: none"> write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 	<ul style="list-style-type: none"> PA Writing Domain Assessment Scoring Guide Grammarly Thesaurus.com Graphic organizers CommonSense.org -- Read, Write, Think K12Reader.com 	<p>Formal Assessments-</p> <ul style="list-style-type: none"> Writing assignments Online Resources <p>Informal Assessments –</p> <ul style="list-style-type: none"> Discussion Comprehension Check Feedback Review 	<p>CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9–10.B</p> <p>CC.1.4.9–10.C</p> <p>CC.1.4.9–10.D</p> <p>CC.1.4.9–10.E</p> <p>CC.1.4.9–10.F</p> <p>CC.1.4.9–10.G</p> <p>CC.1.4.9–10.H</p> <p>CC.1.4.9-10.K</p> <p>CC.1.4.9-10.L</p> <p>CC.1.4.9-10.M</p> <p>CC.1.4.9-10.O</p> <p>CC.1.4.9-10.P</p> <p>CC.1.4.9-10.Q</p> <p>CC.1.4.9-10.S</p> <p>CC.1.4.9-10.T</p> <p>CC.1.4.9-10.U</p> <p>CC.1.4.9-10.V</p> <p>CC.1.4.9-10.X</p> <p>CC.1.5.9–10.A initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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3-4 weeks	MS Office	<p>Students will:</p> <ul style="list-style-type: none"> • Explore the MS Office suite of products (Word, Excel, PowerPoint) • Learn to navigate each software package to • Learn or practice utilizing features in a series of activities. 	<p>GCF Learn Free</p> <ul style="list-style-type: none"> • Lesson series, MS Word, Excel, PowerPoint <p>Support.office.com (MS Office!)</p> <ul style="list-style-type: none"> • Students will utilize MS Word for writing tasks • Students 	<p>Formal Assessment</p> <ul style="list-style-type: none"> • Completing of assigned series tasks • Quizzes • Graded assignments <p>Informal Assessment</p> <ul style="list-style-type: none"> • Discussion • Comprehension Checks • 	<p>CC.1.4.9–10.C: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
2-3 weeks	Digital Citizenship	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the 9 domains of Digital Citizenship and will explore each to determine 21st century applications 	Nearpod – Lesson Series	<p>Formal</p> <ul style="list-style-type: none"> • Nearpod based assessments <p>Informal</p> <ul style="list-style-type: none"> • Discussion • Comprehension checks 	<p>CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

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2 weeks	The Internet	<p>Student will:</p> <ul style="list-style-type: none"> • Explore history and invention of the internet • Complete lesson series, answering the question What is the Internet? • Topics include history, IP address and DNS, packets, routing and reliability, wires, cables and wifi, HTTP and HTML, how a search works and encryption. 	<p>Youtube</p> <ul style="list-style-type: none"> • What is the Internet? - series, Code.org - 8 lessons – graphic organizers 	<p>Formal</p> <ul style="list-style-type: none"> • Graphic organizers, based on code.org content <p>Informal</p> <ul style="list-style-type: none"> • Discussion • Comprehension checks 	<p>CC.1.2.9–10.J 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 CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
2 weeks	Media Literacy	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Identify strategies to use in determining media contents accuracy • Identify language used to persuade or promote a given agenda 	<p>Internet based resources including</p> <ul style="list-style-type: none"> • CommonSense.org • Edutopia.org • Study.com • 	<p>Formal</p> <ul style="list-style-type: none"> • Graded Assignments • Quizzes <p>Informal</p> <ul style="list-style-type: none"> • Discussion • Comprehension Check 	<p>CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the</p>

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					<p>audience’s knowledge level and concerns. CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>
2 weeks	Internet Safety	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify dangers on the internet Build critical thinking and decision making skills relating to computer usage 	<p>Internet based resources including –</p> <ul style="list-style-type: none"> Comonsense.org Nearpod 	<p>Formal</p> <ul style="list-style-type: none"> Graded Assignments Quizzes <p>Informal</p> <ul style="list-style-type: none"> Discussion 	<p>CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.5.9–10.A Initiate and participate effectively in a</p>

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		<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Comprehension Check 	range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
2 weeks	Social Media	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss social media, it's uses and influences on popular culture • Identify how social media may be used as a positive tool and it's negative effects 	<p>Internet based resources including –</p> <ul style="list-style-type: none"> • Commonsense.org • PBS.org • Study.com • Edutopia.org 	<p>Formal</p> <ul style="list-style-type: none"> • Graded Assignments • Quizzes <p>Informal</p> <ul style="list-style-type: none"> • Discussion • Comprehension Check 	<p>CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts</p> <p>CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9–10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
2 weeks	Gaming	<p>Students will:</p> <ul style="list-style-type: none"> • Explore the dramatic growth on online gaming worldwide and it's far ranging effects on emotional, social, and physical well being 	<p>Internet based resources including –</p> <ul style="list-style-type: none"> • Commonsense.org • Mediasmarts.ca • Study.com 	<p>Formal</p> <ul style="list-style-type: none"> • Graded Assignments • Quizzes <p>Informal</p> <ul style="list-style-type: none"> • Discussion 	<p>CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>

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				<ul style="list-style-type: none"> • Comprehension Check 	<p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
2 weeks	Modern Job Searching	<p>Students will:</p> <ul style="list-style-type: none"> • Explore possible career interests utilizing modern job searching resources • Discuss and create resume, cover letter and references documentation 	<p>Virtual Job Shadow Nearpod Indeed LinkedIn Glassdoor PA CareerLink</p>	<p>Formal</p> <ul style="list-style-type: none"> • Graded Assignments • Quizzes <p>Informal</p> <ul style="list-style-type: none"> • Discussion • Comprehension Check 	<p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9–10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

SusQ-Cyber Charter Curriculum Mapping
Course: English III

Week	Content/ Assessment Anchor	Skill/Eligible Content	Assessment	Activities	PA Core Standards
4 weeks	<p>- Use appropriate strategies to compare, analyze, and evaluate literary elements.</p> <p>- Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.</p> <p>Nonfiction Reading Selections: - Cabeza de Vaca - Benjamin Franklin - Thomas Paine</p> <p>Poetry Selections: - Anne Bradstreet - Phyllis Wheatley</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> - identify, explain, analyze, and evaluate point of view in a variety of nonfiction. - explain the impact of point of view on the meaning of the text as a whole. - identify and analyze an author's intended purpose of a text. - analyze, interpret, and evaluate how authors use techniques to effectively communicate an idea or concept. - explain the relationship between tone, style, and mood and other components of the text. - explain how an author's use of key words or phrases influences the reader. 	<p>Formal :</p> <ul style="list-style-type: none"> - Quizzes - Test - Written Assessments <p>Informal:</p> <ul style="list-style-type: none"> - Reading aloud - Discussion - Question/Answer 	<ul style="list-style-type: none"> - Completion of guided study questions as note taking activity - Writing activity: Journal entry - Identifying and interpreting aphorisms 	<p>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.4.11–12.M^[1] Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

**SusQ-Cyber Charter Curriculum Mapping
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2 weeks	Argumentative/ Opinion Essay	<p>Student will be able to:</p> <ul style="list-style-type: none"> - include a clearly stated position or argument. - include convincing, elaborated, properly cited supporting evidence. - identify persuasive techniques to anticipate reader arguments. - counter reader concerns and arguments. - provide a concluding section that supports the argument or position presented. - write with control of grammar, mechanics, spelling, usage, and sentence formation - maintain a consistent tone through control of language and a variety of sentence 	<p>Formal: Final Draft of Argumentative Essay</p> <p>Informal:</p> <ul style="list-style-type: none"> - Graphic organizer - Rough Draft 	<ul style="list-style-type: none"> - Topic Selection - Thesis Statement - Persuasive Mapping activity (ReadWriteThink) - Drafting - Proofreading - Revising 	<p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the</p>

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		structures.		<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> • Use precise language, domain- specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing</p>
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**SusQ-Cyber Charter Curriculum Mapping
Course: English III**

					what is most significant for a specific purpose and audience.
2 weeks	<ul style="list-style-type: none"> - Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. - Use appropriate strategies to compare, analyze, and evaluate literary elements <p>Short Stories: - "The Devil and Tom Walker"</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - analyze how authors use elements of fiction to effectively communicate an idea or concept. - identify archetypes and explain their role and functions within a text. 	<p>Formal:</p> <ul style="list-style-type: none"> - Written assessments - Quizzes <p>Informal:</p> <ul style="list-style-type: none"> - Read aloud - Group discussions - Question and answer 	<ul style="list-style-type: none"> - Completion of guided study questions as note taking activity - "What's Behind Door #1?" writing activity on symbolism - Group reading and discussion activity 	<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p>

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	- "The Mask of the Red Death"	- identify the characteristics of allegory. - identify symbols and the abstract concepts they represent - analyze tone, mood, and sound of language and the effect they have on other components of the text		on archetypal character	CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
2 weeks	- Use appropriate strategies to comprehend nonfiction literature during the reading process - Use appropriate strategies to make and support interpretations of literature. Essays by :	Student will be able to: - identify and explain main ideas of a text. - identify and explain relevant supporting details of a text. - make inferences and draw conclusions based on analysis of a text.	Formal : - Quizzes - Written Assessments Informal: - Reading aloud - Discussion - Question/Answer	- Completion of guided study questions as note taking activity - Writing activity (The meaning of conformity) - Identification and interpretation of colloquial speech	CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content

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	<ul style="list-style-type: none"> - Ralph Waldo Emerson - Henry David Thoreau <p>Excerpt from “My Bondage and my Freedom” by Frederick Douglas “Ain’t I a Woman” speech by Sojourner Truth</p>	<ul style="list-style-type: none"> - cite evidence from a text to support generalizations - explain how author’s use of key words or phrases in a text informs the reader. 		<ul style="list-style-type: none"> - Vocabulary study 	<p>and style of a text.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
4 weeks	<ul style="list-style-type: none"> - Use appropriate strategies to compare, analyze, and evaluate literary elements. - Use appropriate strategies to determine and clarify meaning of vocabulary in literature. <p>Short Stories:</p> <ul style="list-style-type: none"> - “A Dog’s Tale” - “The Outcasts of Poker Flat” - “A Wagner Matinee” - “The Little Regiment” 	<p>-Student will be able to:</p> <ul style="list-style-type: none"> - identify elements of the plot -explain the relationship between elements of the plot and other components of the story - identify the point of view of the narrator and explain its impact on the meaning of the story 	<p>Formal:</p> <ul style="list-style-type: none"> - Quizzes - Test - Written Assessments - Writing an anecdote <p>Informal :</p> <ul style="list-style-type: none"> - Reading aloud - Question/Answer - Discussion - Exit questions 	<ul style="list-style-type: none"> - Identification of steps in plot development - Plot diagram - Identification and analysis of characters as round, flat, dynamic and static -Character sketch -Group reading and analysis - Identification and 	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p>

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		<ul style="list-style-type: none"> - explain the relationship between the theme and other components of the story - analyze the ways in which a work of literature is related to the issues of the historical period 		<p>analysis of examples of realism, regionalism, and naturalism</p> <p>- Vocabulary study</p>	<p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
4 weeks	<ul style="list-style-type: none"> - Use appropriate strategies to compare, analyze, and evaluate literary forms. - Use appropriate strategies to identify and analyze literary devices and 	<p>Student will be able to:</p> <ul style="list-style-type: none"> - analyze how literary form relates to and/or influences meaning of a text. - explain, compare, and analyze connections between 	<p>Formal:</p> <ul style="list-style-type: none"> - Quizzes - Written assessments - Poetry recitation using Voice Thread <p>Informal:</p> <ul style="list-style-type: none"> - Reading aloud - Discussion - Exit questions 	<ul style="list-style-type: none"> -Identification and analysis of figurative language in poetry -Poetry analysis -Poet biographies 	<p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases</p>

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	<p>patterns in literary fiction.</p> <ul style="list-style-type: none"> - Use appropriate strategies to interpret and analyze the universal significance of literary fiction. <p>Short Stories:</p> <ul style="list-style-type: none"> - “In Another Country” - “The Four Fists” <p>Poetry Selections;</p> <ul style="list-style-type: none"> - E.E. Cummings - Ezra Pound - Langston Hughes - Claude McKay - Countee Cullen 	<p>texts</p> <ul style="list-style-type: none"> - compare and evaluate the characteristics that distinguish narrative and poetry - identify , explain, and analyze the structure of poems and sound devices - interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance 		<ul style="list-style-type: none"> - Vocabulary study (analogies) 	<p>shape meaning and tone in texts.</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p>

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<p>7 weeks</p>	<p>- Use appropriate strategies to compare, analyze, and evaluate literary elements. - Use appropriate strategies to comprehend literature during the reading process.</p> <p>Short Stories: - "The Chrysanthemums" - "The First Seven Years" - "The Trip Back" - "Raymond's Run" - "Journey"</p> <p>Poetry Selections: Carl Sandburg Nonfiction Readings: News reports on The Bonus Army / excerpts from biography of Hank Aaron</p>	<p>Student will be able to :</p> <ul style="list-style-type: none"> - explain the development of characters and their roles and functions with a text - analyze the relationship between setting and other elements of a text - evaluate how an author structures plot to advance the action - analyze the way in which a work of literature is related to the themes and issues of a historical period - evaluate the impact of point of view on the meaning of a text - identify and explain main ideas and relevant supporting details from a text - summarize the key events and detail of a fictional text 	<p>Formal: - Quizzes - Test - Voice Thread presentation -iMovie Trailer</p> <p>Informal: - Reading aloud - Discussion - Exit questions</p>	<p>- Writer's perspective: Compare and contrast activity</p> <p>- Identification and analysis of symbols in a short story</p> <p>- Casting for movie roles in short story</p> <p>-Vocabulary study (analogies)</p>	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently</p>
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					and proficiently
4 weeks	<p>Writing/Research</p> <ul style="list-style-type: none"> - use appropriate strategies to write a clear and focused research paper that conveys ideas, concepts, and information clearly and accurately 	<p>Student will be able to:</p> <ul style="list-style-type: none"> - conduct research to gather relevant information - analyze the topic in order to select significant and relevant facts and information - organize information so that each section of the paper combines to create a coherent whole - write with control of grammar, mechanics, spelling, usage, and sentence formation - use precise language to create clarity 	<p>Formal:</p> <ul style="list-style-type: none"> - Research Paper final draft 	<p>Pre-Writing</p> <ul style="list-style-type: none"> - Outlining - Drafting - Formatting - Proofreading - Revising 	<p>CC.1.4.11–12.A^[1]_{SEP} Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a</p>

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					<p>concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V</p> <p>Conduct short as well as</p>
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					<p>more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.W</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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7 weeks	<p>- Novel Study: <i>The Bean Trees</i> by Barbara Kingsolver</p> <p>- use appropriate strategies to analyze an author's purpose and how it is achieved in literature</p> <p>- use appropriate strategies to analyze a text and write a clear focused response to literature</p> <p>- participate in discussions about the text, listening critically and responding clearly and appropriately</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - identify and analyze the author's purpose - analyze and evaluate how authors use techniques to effectively communicate an idea or concept - analyze the relationship between the theme(s) and other components of the text - explain the reflection of traditional and contemporary issues, themes, motifs, and universal characters - analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, symbolism, dialect, and allusion in a text. 	<p>Formal :</p> <ul style="list-style-type: none"> - Quizzes - Written Assessments <p>Informal:</p> <ul style="list-style-type: none"> - Reading aloud - Discussion - Question/Answer 	<p>- Completion of guided study questions by chapter</p> <p>- Activity on identification and explanation of figurative language</p> <p>- Whiteboard presentations with LIVE class discussions</p> <p>- Free write activities in class</p>	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading</p>

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					<p>standards for literature and literary nonfiction.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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Month	Content	Skill	Assessment	Activities	Standards
4 weeks	<ul style="list-style-type: none"> - Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. - Use appropriate strategies to compare, analyze, and evaluate literary forms. - Use appropriate strategies to compare, analyze, and evaluate literary elements. <p>Literature Selection: Excerpts from <i>Beowulf</i></p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> - analyze how literary form relates to an/or influences meaning of a text - identify, explain, and analyze the structure of a poem - identify and analyze the use of sound devices in a poem - interpret and analyze a work for its literary, historical, and/or cultural significance 	<p>Formal:</p> <ul style="list-style-type: none"> - Quizzes - Test - Writing Assessments <p>Informal:</p> <ul style="list-style-type: none"> - Reading aloud - Discussion - Question/Answer 	<ul style="list-style-type: none"> - Completion of guided study questions - Map activity - Vocabulary study - Descriptive writing activity incorporating figures of speech, including kennings 	<p>C.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of</p>

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					<p>writing.</p> <ul style="list-style-type: none">- Use parallel structure - Use various types of phrases and clauses to convey specific meanings and add variety and interest - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
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<p>4 weeks</p>	<ul style="list-style-type: none"> - Use appropriate strategies to compare, analyze, and evaluate literary elements. -Use appropriate strategies to interpret and analyze the universal significance of literary fiction. <p>Literature Selections:</p> <ul style="list-style-type: none"> - ballads - excerpts from <i>Le Morte d' Arthur</i> - excerpts from <i>The Canterbury Tales</i> 	<p>Student will be able to:</p> <ul style="list-style-type: none"> - identify elements of the plot - explain the relationship between elements of the plot and other components of the story - explain, compare, and analyze connections between texts - interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance 	<p>Formal:</p> <ul style="list-style-type: none"> - Quizzes - Test - Written Assessments <p>Informal:</p> <ul style="list-style-type: none"> - Read aloud - Discussion - Question/Answer - Spontaneous free write sessions 	<ul style="list-style-type: none"> - Completion of guided study questions - Vocabulary study: analogies - Writing activity: A Modern Day Traveler's Story -Medieval tapestry vs. modern mural activity - Whiteboard presentations with LIVE class discussion 	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.H Demonstrate</p>

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					<p>knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative</p>
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					discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
5 weeks	<ul style="list-style-type: none"> - Use appropriate strategies to compare, analyze, and evaluate literary forms. - Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. <p>Literature Selection: <i>Macbeth</i></p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> - analyze and/or evaluate the development of characters and their roles within a text -analyze the relationship between characters and other components of a text - analyze the relationship between the tone, style, and/or mood and other components of the text - analyze how that author structures plot to advance the action - analyze the way in which a work of 	<p>Formal:</p> <ul style="list-style-type: none"> - Quizzes - Test - Literary analysis essay <p>Informal:</p> <ul style="list-style-type: none"> -Read aloud -Discussion -Exit questions 	<ul style="list-style-type: none"> - Completion of guided study questions - Group read aloud - Videos of various portrayals of the character of Macbeth - Literary analysis essay - Whiteboard presentations followed by LIVE class discussion 	<p>CC.1.4.11–12.S</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.5.11–12.A</p> <p>Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing</p>

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		<p>literature is related to the themes and issues of its historical period - analyze how stage directions, monologue, dialogue, soliloquy, and dialect support a dramatic script</p>		<p>their own clearly and persuasively.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>C.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a</p>
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					story or drama.
5 weeks	<ul style="list-style-type: none"> - Use appropriate strategies to analyze and evaluate literary elements. - Use appropriate strategies to clarify meaning of vocabulary in literature. <p>Poetry Selections:</p> <ul style="list-style-type: none"> - John Donne - Ben Jonson - Andrew Marvell - William Blake - Shakespeare <p>Literature Selections:</p> <ul style="list-style-type: none"> - excerpts from <i>Gulliver's Travels</i> - journals, logs, diaries, and essays from the period of the Enlightenment 	<p>Student will be able to:</p> <ul style="list-style-type: none"> - identify a synonym or antonym or a word used in text - use context clues to determine meaning of unfamiliar words - draw conclusions about connotations of words - interpret and analyze the theme of a work - explain the way in which a work is related to the themes of the historical period - identify and analyze the author's intended purpose of a text - analyze examples of a text that support the author's intended purpose 	<p>Formal:</p> <ul style="list-style-type: none"> - Quizzes - Poetry analysis <p>Informal:</p> <ul style="list-style-type: none"> - Poetry reading - Discussion - Exit questions 	<ul style="list-style-type: none"> - Poetry recitation - Vocabulary study (analogies) - Writing sonnets - Writing a journal entry 	<p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of</p>

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					<p>historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the</p>
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					<p>narrative</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
5 weeks	<ul style="list-style-type: none"> -Use appropriate strategies to interpret and analyze the universal significance of literary fiction. - Use appropriate strategies to identify and analyze literary devices and patterns in literature. - Use appropriate strategies to compare, analyze, and evaluate literary elements. 	<p>Student will be able to:</p> <ul style="list-style-type: none"> - compare and analyze the actions, motives, dialogue, emotions, traits, and relationships between characters within a text - analyze the relationship between characters and other components of the text - analyze the impact of point of view on the meaning of a text as a whole 	<p>Formal:</p> <ul style="list-style-type: none"> - Quizzes - Writing Assessments - Literary analysis <p>Informal:</p> <ul style="list-style-type: none"> - Read aloud - Discussion - Exit questions 	<ul style="list-style-type: none"> -Poetry recitation - Writing an ode - Video clips of various portrayals of excerpts from <i>Frankenstein</i> - Whiteboard presentations with LIVE class discussion 	<p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics</p> <p>C.1.3.11–12.F Evaluate how words and phrases shape</p>

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	<p>Poetry Selections: - William Wordsworth - Lord Byron - Percy Bysshe Shelley - John Keats</p> <p>Literature Selections: - excerpts from <i>Frankenstein</i></p>	<p>- analyze the way in which a work of literature is related to the themes and issues of the historical period - identify and analyze the effects of figurative language on a text or poem - identify, explain, and analyze the structure of poems and sound devices</p>			<p>meaning and tone in texts.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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					<p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p>
4 weeks	<ul style="list-style-type: none"> - Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature. - Use appropriate strategies to comprehend literature during the reading process - Use appropriate strategies to make and support 	<p>Student will be able to:</p> <ul style="list-style-type: none"> - analyze how author’s use techniques and elements of fiction to effectively communicate an idea or concept - identify and explain stated or implied main ideas and relevant supporting details - summarize the key 	<p>Formal:</p> <ul style="list-style-type: none"> - Quizzes - Creation and sharing of short story <p>Informal:</p> <ul style="list-style-type: none"> - Read aloud - Discussion - Exit questions 	<ul style="list-style-type: none"> - Videos of Rudyard Kipling stories - Audio of Rudyard Kipling short stories - Analysis of Kipling short stories - Whiteboard presentations with LIVE class discussion - Spontaneous free 	<p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the</p>

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	<p>interpretations.</p> <p>Literature Selections: - "The Signalman" - "The Three Strangers" - <i>Just so Stories</i> -primary source historical text about the Victorian Era</p>	<p>details and events of a nonfictional text - make inferences and draw conclusions based on analysis of a text - cite evidence from a text to support generalizations - create a coherent narrative using a variety of techniques - write using precise language and vocabulary - write using various types of figurative language in order to add variety and interest</p>		<p>write sessions</p>	<p>development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a</p>
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					<p>variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none">• Use parallel structure.• Use various types of phrases ^[SEP] and clauses to convey specific meanings and add variety and interest.• Use precise language, domain-specific vocabulary,
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					<p>and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
3 weeks	<ul style="list-style-type: none"> - Use appropriate strategies to compare, analyze, and evaluate literary elements. - Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction. <p>Literature Selections:</p> <ul style="list-style-type: none"> - “The Adventures of the Engineer’s Thumb” - “The Other Side of 	<p>Student will be able to:</p> <ul style="list-style-type: none"> - analyze how the author structures plot to advance the action - analyze the relationship between plot and other components of a text - explain and analyze the actions, motives, dialogue, emotions, and traits of characters in a text - analyze the development if complex characters 	<p>Formal:</p> <ul style="list-style-type: none"> - Quizzes - Mystery genre project using Power Point or Voice Thread <p>Informal:</p> <ul style="list-style-type: none"> - Reading aloud - Discussion - Question/Answer - Exit Questions 	<ul style="list-style-type: none"> - Video clips of Sherlock Holmes portrayals - Writing a plot summary - Stream-of-consciousness writing samples - Whiteboard presentations with LIVE class discussion 	<p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p>

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	<p>the Hedge” - “The New Dress”</p>	<p>and their roles and functions within a text - analyze the impact of point of view on the meaning of a text as a whole - identify and analyze the effects of literary devices, such as simile, metaphor, foreshadowing, imagery, and allegory in a text</p>			<p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>
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<p>6 weeks</p>	<p>Novel study: <i>Lord of the Flies</i> by William Golding</p> <ul style="list-style-type: none"> - Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. - Use appropriate strategies to analyze a text and write a clear focused response to literature. - Participate in discussions about the text, listening critically and responding clearly and appropriately. 	<p>Student will be able to:</p> <ul style="list-style-type: none"> - identify and analyze the author's purpose - analyze and evaluate how authors use techniques to effectively communicate an idea or concept - analyze the relationship between the theme(s) and other components of the text - explain the reflection of traditional and contemporary issues, themes, motifs, and universal characters - analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, symbolism, dialect, and allusion in a text. 	<p>Formal:</p> <ul style="list-style-type: none"> - Quizzes - Written Assessments <p>Informal:</p> <ul style="list-style-type: none"> - Reading aloud - Discussion - Question/Answer 	<ul style="list-style-type: none"> - Completion of guided study questions by chapter - Identification and explanation of figurative language -Character analysis essay - Whiteboard presentations with LIVE class discussions - Free write activities in class 	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p>
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					<p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
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English II – Literature (1 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
Ongoing study	Vocabulary L.N.1 L.F.1	The student will be able to <ul style="list-style-type: none"> • L.F.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text. • L.F.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. • L.F.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. • L.F.1.2.4: Draw conclusions about connotations of words • L.N.1.2.1: Same as above for L.F. • L.N.1.2.2: • L.N.1.2.3: • L.N.1.2.4: 	Formal Assessment: Vocabulary Success & Vocabulary Workshop Activities	<ul style="list-style-type: none"> • Workbook practice • In-class review 	<p>CC.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.J: 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</p>

English II – Literature (1 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					<p>expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>
<p>7 Weeks</p> <p>Sept-Oct.</p>	<p>Grammar</p> <p>Punctuation</p> <p>C.IE.3</p> <p>Short Fiction: “The Scarlet Ibis”</p> <p>Informational Text: “Special Siblings” and “Wrongful Life” articles</p> <p>Short Fiction: “The Californian’s Tale”</p> <p>Literary Nonfiction: “The California Gold Rush”</p> <p>CC.1.2</p> <ul style="list-style-type: none"> L.N.2 	<p>The student will be able to</p> <ul style="list-style-type: none"> Spell all words correctly Use capital letters correctly Punctuate correctly (with use of commas, semicolons, quotation marks, apostrophes, etc.) Demonstrate correct grammar usage (verb and pronoun form and agreement, modifiers and transitions, word order and syntax) Demonstrate correct sentence formation L.F.1.1: analyze an author’s purpose and how it is achieved in literature L.F.1.2: determine and clarify meaning of vocabulary in literature. L.F.1.3: comprehend literature during the reading process. L.F.2.1: make and support interpretations of literature. L.F.2.2: compare, analyze, and evaluate literary forms. L.F.2.3: compare, analyze, and evaluate literary elements. L.F.2.4: interpret and analyze the 	<p>Formal Assessment:</p> <ul style="list-style-type: none"> Study Guides Written Assessment Test <p>Informal Assessment:</p> <ul style="list-style-type: none"> In-class discussion In-class writing Q & A 	<ul style="list-style-type: none"> Identifying parts of speech, parts of sentence, correct punctuation, correct spelling. Individual reading In-class text analysis Review of literary elements and identification of elements in context Lessons delivered through direct instruction, handouts, 	<p>CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>CC.1.3.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text</p>

English II – Literature (1 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
	CC.1.3 <ul style="list-style-type: none"> • L.F.1 • L.F.2 	universal significance of literary fiction. <ul style="list-style-type: none"> • L.F.2.5: identify and analyze literary devices and patterns in literary fiction. • L.N.2.1: make and support interpretations of literature. • L.N.2.2: compare, analyze, and evaluate the literary forms. • L.N.2.3: compare, analyze, and evaluate literary elements. • L.N.2.4: identify and analyze text organization and structure in literary nonfiction. • L.N.2.5: identify and analyze essential and nonessential information in literary nonfiction. 		videos <ul style="list-style-type: none"> • Assessments • STEM-related activities within content 	says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. CC.1.3.9-10.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D: Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.E: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					<p>10 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.9-10.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text</p>

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					<p>says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.D: Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.F: Analyze how words and phrases shape meaning and tone in</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					texts. CC.1.2.9-10.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
2 Weeks Oct.	Sentence structure and writing Paragraph structure and writing The Writing Process Personal Narrative Essay CC1.4	<ul style="list-style-type: none"> • Spell all words correctly • Use capital letters correctly • Punctuate correctly (with use of commas, semicolons, quotation marks, apostrophes, etc.) • Demonstrate correct grammar usage (verb and pronoun form and agreement, modifiers and transitions, word order and syntax) • Demonstrate correct sentence formation • Use a variety of sentence structures. • Use precise language to create clarity, voice, and tone. • Revise to eliminate wordiness and redundancy. • Revise to delete irrelevant details. • Use the correct form of commonly confused words; use logical transitions. • Combine sentences for cohesiveness and unity. • Revise sentences for clarity. • CC.1.4.9-10.M: Write narratives to develop real or imagined experiences or events. • CC.1.4.9-10.N: Engage and orient the 	<ul style="list-style-type: none"> • Worksheets • In-class timed paragraph writing • Outline • Final draft 	<ul style="list-style-type: none"> • Identifying types of sentences, use of precise language, and coherence in paragraphs • Whiteboard exercises • Writing practice • Lessons delivered through direct instruction, worksheets, videos • Pre-writing • Outlining • Drafting 	<p>CC.1.4.9-10.M: Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9-10.N: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.9-10.O: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <ul style="list-style-type: none"> • CC.1.4.9-10.O: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. • CC.1.4.9-10.P: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest. <p>CC.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant</p>			<p>the experiences, events, settings, and/or characters.</p> <p>CC.1.4.9-10.P: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.9-10.Q:</p> <p>Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest. <p>CC.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		for a specific purpose and audience.			<p>standard English grammar and spelling.</p> <p>CC.1.4.9-10.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>9 Weeks</p> <p>Nov. – Jan.</p>	<p>Greek Myth & Drama Drama: <i>Oedipus the King</i> by Sophocles</p> <p>Informational Text: <i>An Overview of Classical Greek History</i></p> <p>Drama: <i>Julius Caesar</i> by William Shakespeare</p> <p>Poetry: Shakespearean Sonnet</p> <p>Martin Luther King: "Letter from Birmingham Jail"</p> <p>CC.1.2 CC.1.3 CC.1.5</p>	<p>The student will be able to</p> <ul style="list-style-type: none"> • L.F.1.1: analyze an author’s purpose and how it is achieved in literature • L.F.1.2: determine and clarify meaning of vocabulary in literature. • L.F.1.3: comprehend literature during the reading process. • L.F.2.1: make and support interpretations of literature. • L.F.2.2: compare, analyze, and evaluate literary forms. • L.F.2.3: compare, analyze, and evaluate literary elements. • L.F.2.4: interpret and analyze the universal significance of literary fiction. • L.F.2.5: identify and analyze literary devices and patterns in literary fiction. • L.N.1.1: analyze an author’s purpose and how it is achieved in literature. • L.N.1.2: determine and clarify meaning of vocabulary in literature. • L.N.1.3: comprehend literature during the reading process. 	<p>Formal Assessment:</p> <ul style="list-style-type: none"> • Study Guides • Highlights from text • Written Assessment • Quizzes • Tests <p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class discussion • In-class writing • Q & A • Student collaboration 	<ul style="list-style-type: none"> • Highlighting main ideas and details in informational text • Highlighting supporting details in fictional text during analysis • Reading dramatic literature • Individual reading • In-class text analysis • Lessons delivered through direct instruction, handouts, and videos • Class 	<p>CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>CC.1.3.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • L.N.2.1: make and support interpretations of literature. • L.N.2.2: compare, analyze, and evaluate the literary forms. • L.N.2.3: compare, analyze, and evaluate literary elements. • L.N.2.4: identify and analyze text organization and structure in literary nonfiction. • L.N.2.5: identify and analyze essential and nonessential information in literary nonfiction. • CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • CC.1.5.9-10.B: Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 		<p>discussion</p> <ul style="list-style-type: none"> • Written response • Assessment • STEM-related activities in content 	<p>inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.D: Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC.1.3.9-10.E: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content,</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					<p>choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.9-10.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					<p>inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.D: Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.F: Analyze how words and phrases shape meaning and tone in texts.</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					<p>CC.1.2.9-10.H: Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>CC.1.2.9-10.I: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>CC.1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					<p>range of strategies and tools.</p> <p>CC.1.2.9-10.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9-10.B: Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
3 Weeks Jan.	Persuasive/Argumentative Essay CC.1.4 C.A.1	The student will be able to <ul style="list-style-type: none"> • C.A.1.1: Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods. • C.A.1.1.1: Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of 	Formal Assessment: <ul style="list-style-type: none"> • Argumentative Essay – Final Draft Informal Assessment:	<ul style="list-style-type: none"> • Whiteboard exercises • Writing practice • Lessons delivered through direct instruction, 	<p>C.A.1.1: Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.</p> <p>CC.1.4.9-10.G: Write</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>task, purpose, and audience.</p> <ul style="list-style-type: none"> • C.A.1.1.2: Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. • C.A.1.1.3: Organize the argument using effective strategies to develop a strong, well-supported position. • C.A.1.1.4: Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. • C.A.1.1.5: Write with control of grammar, mechanics, spelling, usage, and sentence formation. 	<ul style="list-style-type: none"> • Graphic Organizer • Rough Draft 	<p>worksheets, videos</p> <ul style="list-style-type: none"> • Pre-Writing Steps • Outlining • Drafting • Proofreading • Peer Editing • Revising 	<p>arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H</p> <p>Write with a sharp distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise claim. <p>CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.</p> <p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					<p>claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.910.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing.</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					<ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest. <p>CC.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.9-10.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking</p>

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					<p>advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.4.9-10.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>
<p>6 Weeks</p> <p>Feb. 1</p>	<p>Genres</p> <p>Autobiographical Memoir: <i>Night</i> by Elie Wiesel</p> <p>L.N.1 L.N.2</p> <p>Informational Text: <i>The Atlantic Monthly:</i> “There’s More to Life Than Being Happy” by Emily Esfahani Smith</p>	<p>The student will be able to</p> <p>L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text. L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose. L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4: Explain how an author’s use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.N.1.2.4: Draw conclusions about connotations of words.</p>	<p>Formal Assessment:</p> <ul style="list-style-type: none"> • Study Guides • Highlights from text • Written Assessment • Written Reflection • Quizzes • Tests <p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class discussion • In-class writing • Q & A 	<ul style="list-style-type: none"> • Individual and group reading • In-class text analysis • Lessons delivered through direct instruction, handouts, and videos • Class discussion • Written response • STEM-related activities in content 	<p>CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p>

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		<p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2: Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.</p> <p>L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction</p> <p>L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.3.1:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</p> <p>Note: <u>Character</u> may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and 	<ul style="list-style-type: none"> • Student collaboration 		<p>CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking,</p>

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		<p>relationships among characters within nonfictional text</p> <ul style="list-style-type: none"> • the relationship between characters and other components of a text • the development by authors of complex characters and their roles and functions within a text <p>L.N.2.3.2:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p>L.N.2.3.3:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</p> <p>Note: <u>Plot</u> may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of the text • how the author structures plot to advance the action 			<p>and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>

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		<p>L.N.2.3.4:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>L.N.2.3.6:</p>			

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		<p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole <p>L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.5.1: Differentiate between fact and opinion.</p> <p>L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.</p> <p>L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p>L.F.2.5.1: Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.</p> <p>L.F.2.5.2: Identify, explain, and analyze the structure of poems and sound devices.</p>			
<p>7 Wks Begin March</p>	<p>Novel: <i>The Adventures of Huckleberry Finn</i> by Mark Twain</p>	<p>The student will be able to</p> <ul style="list-style-type: none"> • L.F.1.1.1: Identify and/or analyze the author’s intended purpose of a text • L.F.1.1.2: Explain, describe, and/or 	<p>Formal Assessment:</p> <ul style="list-style-type: none"> • Study Guides • Highlights from 	<ul style="list-style-type: none"> • Individual and group reading • In-class text analysis 	<p>CC.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
21	<p>Sojourner Truth “Ain’t I a Woman” speech</p> <p>Langston Hughes “Harlem” & “The Negro Speaks of Rivers”</p> <p>L.F.1 L.F.2</p> <p>L.N.1 L.N.2</p>	<p>analyze examples of a text that support the author’s intended purpose.</p> <ul style="list-style-type: none"> • L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. • L.F.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text. • L.F.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. • L.F.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. • L.F.1.2.4: Draw conclusions about connotations of words. • L.F.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. • L.F.1.3.2: Summarize the key details and events of a fictional text, in part or as a whole. • L.F.2.1.1: Make inferences and/or draw conclusions based on analysis of a text. • L.F.2.1.2: Cite evidence from a text to support generalizations • L.F.2.2.1: Analyze how literary form relates to and/or influences meaning of a text. • L.F.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. 	<p>text</p> <ul style="list-style-type: none"> • Written Assessment • Written Reflection • Quizzes • Tests <p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class discussion • In-class writing • Q & A • Student collaboration • Graphic Organizers 	<ul style="list-style-type: none"> • Lessons delivered through direct instruction, handouts, and videos • Class discussion • Written response • Assessment • STEM-related activities in content 	<p>phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>CC.1.3.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • L.F.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. • L.F.2.2.4: Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. • L.F.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: <u>Character</u> may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text • the relationship between characters and other components of a text • the development by authors of complex characters and their roles and functions within a text • L.F.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) • L.F.2.3.3: Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: <u>Plot</u> may also be called action. • elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of the 			<p>beliefs about a subject.</p> <p>CC.1.3.9-10.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.D: Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC.1.3.9-10.E: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.G: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>CC.1.3.9-10.H: Analyze</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>text</p> <ul style="list-style-type: none"> • how the author structures plot to advance the action • L.F.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period • L.F.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style • L.F.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view 			<p>how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an 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</p>

English II – Literature (1 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • the impact of point of view on the meaning of the text as a whole • L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance. • L.F.2.5.1: Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. • L.F.2.5.2: Identify, explain, and analyze the structure of poems and sound devices. • L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text. • L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose. • L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. • L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader. • L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. • L.N.1.2.4: Draw conclusions about connotations of words. • L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. 			<p>connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.F: Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole. • L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another. • L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text. • L.N.2.1.2: Cite evidence from a text to support generalizations. • L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text. • L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction • L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. • L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) • L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: <ul style="list-style-type: none"> • the relationship between the theme 			<p>and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>

English II – Literature (1 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>and other components of the text</p> <ul style="list-style-type: none"> • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>• L.N.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>• L.N.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole <p>• L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p>			

English II – Literature (1 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • L.N.2.5.1: Differentiate between fact and opinion. • L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text. • L.N.2.5.3: Distinguish essential from nonessential information. • L.N. 2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. • L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. • L.N.2.5.6: Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text 			
2 Wks	Analytical Essay	<p>The student will be able to</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the purpose with relevant information, content, and details. • Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). • Write with control of grammar, mechanics, spelling, usage, and sentence formation. • Use a variety of sentence structures. • Use precise language to create clarity, voice, and tone. • Revise to eliminate wordiness and redundancy. • Revise to delete irrelevant details. 	<p>Formal Assessment:</p> <ul style="list-style-type: none"> • Analytical Essay – Final Draft <p>Informal Assessment:</p> <ul style="list-style-type: none"> • Graphic Organizer Rough Draft 	<p>In-class discussion</p> <p>Pre-Writing Steps</p> <p>Outlining</p> <p>Drafting</p> <p>Proofreading</p> <p>Peer Editing</p> <p>Revising</p>	<p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding</p>

English II – Literature (1 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • Identify and/or analyze the author’s intended purpose of a text. • Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. • Identify and/or explain stated or implied main ideas and relevant supporting details from a text. <p><u>Note:</u> Items may target specific paragraphs.</p> <ul style="list-style-type: none"> • Summarize the key details and events of a fictional text, in part or as a whole. • Make inferences and/or draw conclusions based on analysis of a text. • Cite evidence from a text to support generalizations • Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: <p>Note: <u>Character</u> may also be called narrator or speaker.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text • the relationship between characters and other components of a text • the development by authors of complex characters and their roles and functions within a text <ul style="list-style-type: none"> • Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety 			<p>comprehension.</p> <p>CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p>

English II – Literature (1 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>of fiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p>• Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:</p> <p>Note: <u>Plot</u> may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of the text • how the author structures plot to advance the action <p>• Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period 			

English II – Literature (1 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style • Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole Demonstrate an understanding of the purpose with relevant information, content, and details. • Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). <ul style="list-style-type: none"> • Write with control of grammar, mechanics, spelling, usage, and sentence 			

English II – Literature (1 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		formation. <ul style="list-style-type: none">• Use a variety of sentence structures.• Use precise language to create clarity, voice, and tone.• Combine sentences for cohesiveness and unity.• Revise sentences for clarity.			

Keystone Literature –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
Ongoing Study	Keystone glossary terms Keystone vocabulary Content vocabulary L.N.1.2 L.F.1.2	The student will be able to <ul style="list-style-type: none"> • L.F.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text. • L.F.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. • L.F.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. • L.F.1.2.4: Draw conclusions about connotations of words • L.N.1.2.1: Same as above for L.F. • L.N.1.2.2: • L.N.1.2.3: • L.N.1.2.4: 	Formal Assessment: <ul style="list-style-type: none"> • Study Island • Affixes & Roots • Context Clues • Multiple Meaning Words • Synonyms & Antonyms • Connotation & Denotation • STAR Reading Diagnostic and Benchmarking Informal Assessment: <ul style="list-style-type: none"> • In-class exercises 	<ul style="list-style-type: none"> • In-class exercises • Study & review • Reading for vocab in context • Online vocab activities 	<p>CC.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.J: 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</p>

Keystone Literature –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					<p>independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>
<p>2 Weeks Sept.</p>	<p>Unit 1: Reading for meaning – Fiction</p> <p>L.F.1.1</p> <p>L.F.1.2</p> <p>L.F.1.3</p>	<p>The student will be able to</p> <ul style="list-style-type: none"> • L.F.1.1.1: Identify and/or analyze the author’s intended purpose of a text • L.F.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose. • L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. • L.F.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text. • L.F.1.2.2: Identify how the 	<ul style="list-style-type: none"> • Study Island • Author’s Purpose • Author’s Technique • Main Idea & Supporting Details • Summarization • In-class exercises 	<ul style="list-style-type: none"> • Question-answer • Guided practice • Short answer writing • Quizzes • Read-aloud • Class discussion on relevant themes found in reading material • Study Island 	<p>CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>CC.1.3.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says</p>

Keystone Literature –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <ul style="list-style-type: none"> • L.F.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. • L.F.1.2.4: Draw conclusions about connotations of words. • L.F.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. • L.F.1.3.2: Summarize the key details and events of a fictional text, in part or as a whole. 			<p>explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.J: Acquire and use</p>

Keystone Literature –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					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.
6 Weeks Sept. – Oct.	Unit 2: Analyzing and Interpreting Literature – Fiction L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.F.2.5	The student will be able to <ul style="list-style-type: none"> • L.F.2.1.1: Make inferences and/or draw conclusions based on analysis of a text. • L.F.2.1.2: Cite evidence from a text to support generalizations • L.F.2.2.1: Analyze how literary form relates to and/or influences meaning of a text. • L.F.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. • L.F.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. • L.F.2.2.4: Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. • L.F.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of 	Formal Assessment: <ul style="list-style-type: none"> • Study Island • Conclusions, Inferences, and Generalizations • Genres • Connections between texts • Structure and elements of poetry • Structure and elements of drama • Characters • Setting • Plot • Theme • Tone, Style, and Mood • Point of View • Cultural and Historical Significance 	<ul style="list-style-type: none"> • Highlighting supporting details in fictional text during analysis • Question-answer • Guided practice • Short answer writing • Quizzes • Read-aloud • Class discussion on relevant themes found in reading material • Study Island 	CC.1.3.9–10.A 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.1.3.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.

Keystone Literature –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>fiction: Note: <u>Character</u> may also be called narrator or speaker.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text • the relationship between characters and other components of a text • the development by authors of complex characters and their roles and functions within a text <ul style="list-style-type: none"> • L.F.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) • L.F.2.3.3: Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: <u>Plot</u> may also be called action. <ul style="list-style-type: none"> • elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of the text • how the author structures plot to advance the action 	<ul style="list-style-type: none"> • Literary Devices <p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class discussion • In-class writing • Q & A 		<p>CC.1.3.9-10.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.D: Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC.1.3.9-10.E: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.G: Analyze the representation of a subject or a key scene in two different artistic</p>

Keystone Literature –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • L.F.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period • L.F.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style 			<p>mediums, including what is emphasized or absent in each treatment.</p> <p>CC.1.3.9–10.H: Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p>

Keystone Literature –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • L.F.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole • L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance. • L.F.2.5.1: Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. • L.F.2.5.2: Identify, explain, and analyze the structure of poems and sound devices. • L.F.2.5.3: Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script. 			
3 Weeks Nov.	Unit 3: Reading for Meaning - Nonfiction L.N.1.1 L.N.1.2 L.N.1.3	<ul style="list-style-type: none"> • L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text. • L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose. • L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques 	Formal Assessment: <ul style="list-style-type: none"> • Study Island • Author’s Purpose • Author’s Technique • Informational Documents • Main Idea & 	<ul style="list-style-type: none"> • Highlighting supporting details in informational text during analysis • Question-answer • Guided practice • Short answer writing • Quizzes 	CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>and elements of nonfiction to effectively communicate an idea or concept.</p> <ul style="list-style-type: none"> • L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader. • L.N.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text. • L.N.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. • L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. • L.N.1.2.4: Draw conclusions about connotations of words. • L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. • L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole. • L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another. 	<p>Supporting Details</p> <ul style="list-style-type: none"> • Summarization • Connections between texts • Text Organization & Graphics <p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class discussion • In-class writing • Q & A 	<ul style="list-style-type: none"> • Read-aloud • Class discussion of readings • Study Island 	<p>and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author's ideas or claims are developed and refined by</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					<p>particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.F: Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
					flexibly from a range of strategies and tools.
<p>3 Weeks Nov. -Dec.</p> <p>Continued Practice January</p>	<p>Unit 4: Analyzing and Interpreting Literature – Nonfiction</p> <p>L.N.2.1 L.N.2.2 L.N.2.3 L.N.2.4 L.N.2.5</p>	<p>The student will be able to ...</p> <ul style="list-style-type: none"> • L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text. • L.N.2.1.2: Cite evidence from a text to support generalizations. • L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text. • L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction • L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. • L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: <p>Note: <u>Character</u> may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within 	<p>Formal Assessment:</p> <ul style="list-style-type: none"> • Study Island • Conclusions, Inferences, and Generalizations • Genres • Informational Documents • Connections Between Texts • Characters • Setting • Plot • Theme • Tone, Style, Mood • Point of View • Informational Documents • Directions • Text Organization & Graphics • Fact and Opinion • Main Idea and Supporting Details • Bias & Propaganda • Author’s Argument 	<ul style="list-style-type: none"> • Highlighting supporting details in informational text during analysis • Question-answer • Guided practice • Short answer writing • Quizzes • Read-aloud • Class discussion of readings <p>Study Island</p>	<p>CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an</p>

Keystone Literature –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>nonfictional text</p> <ul style="list-style-type: none"> • the relationship between characters and other components of a text • the development by authors of complex characters and their roles and functions within a text <p>• L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p>• L.N.2.3.3: Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</p> <p>Note: <u>Plot</u> may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of the text • how the author structures plot to advance the action <p>• L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or</p>	<p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class discussion • In-class writing • Q & A 		<p>analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.D: Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.G: 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</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>• L.N.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>• L.N.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety</p>			<p>account.</p> <p>CC.1.2.9–10.H: Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole <ul style="list-style-type: none"> • L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts. • L.N.2.4.2: Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. • L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. • L.N.2.4.4: Make connections between the text and the content of graphics and charts. • L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts. • L.N.2.5.1: Differentiate between fact and opinion. • L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text. • L.N.2.5.3: Distinguish essential from nonessential information. • L.N. 2.5.4: Identify, explain, and/or interpret bias and propaganda 			

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		techniques in nonfictional text. • L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. • L.N.2.5.6: Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.			
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Literature of Early America –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
Weeks 1-2	<p>Course introduction</p> <p>Historical Background</p> <p>Maps</p> <p>Native American Oral Tradition</p> <p>The American Colonies</p> <p>L.N.1</p> <p>L.N.2</p>	<p>The student will be able to</p> <p>L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text.</p> <p>L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</p> <p>L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.</p> <p>L.N.1.2.4: Draw conclusions about connotations of words.</p> <p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2: Cite evidence from a text to support generalizations.</p>	<p>Formal Assessment: Weekly quiz</p> <p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class exercises and questions 	<ul style="list-style-type: none"> • Background/historical study prior to reading • Review of author’s biography • In-class reading – read aloud and silent reading, followed by discussion 	<p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are</p>

Literature of Early America –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.</p> <p>L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p>L.N.2.3.4:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate voice,</p>			<p>made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.F: Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.J: Acquire and use</p>

Literature of Early America –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>L.N.2.3.6:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole <p>L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</p> <p>L.N.2.4.4: Make connections between the text and the content of graphics and charts.</p> <p>L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and</p>			<p>accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>organize complex informational</p> <p>L.N.2.5.3: Distinguish essential from nonessential information.</p>			
Weeks 3-4	<p><i>A Brief and True Report of Virginia: Of the Nature and Manners of the People</i> by Thomas Hariot</p> <p>Captain John Smith & Jamestown – online resources and video</p> <p>L.N.1</p> <p>L.N.2</p>	<p>The student will be able to</p> <p>L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text.</p> <p>L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</p> <p>L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.</p> <p>L.N.1.2.4: Draw conclusions about connotations of words.</p> <p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1: Make inferences and/or draw</p>	<p>Formal Assessment: Weekly quiz</p> <p>Informal Assessment: • In-class exercises and questions</p>	<ul style="list-style-type: none"> • Background/historical study prior to reading • Review of author’s biography • In-class reading – read aloud and silent reading, followed by discussion • Video 	<p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>conclusions based on analysis of a text.</p> <p>L.N.2.1.2: Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.</p> <p>L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction</p> <p>L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.3.2:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p>L.N.2.3.4:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across 			<p>an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9–10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.J: Acquire and use accurately general</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>genres</p> <ul style="list-style-type: none"> • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>L.N.2.3.6:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view 			<p>academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • the impact of point of view on the meaning of the text as a whole <p>L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</p> <p>L.N.2.4.4: Make connections between the text and the content of graphics and charts.</p> <p>L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational</p> <p>L.N.2.5.1: Differentiate between fact and opinion.</p> <p>L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.</p> <p>L.N.2.5.3: Distinguish essential from nonessential information.</p> <p>L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.6: Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.</p>			

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
Weeks 5-6	<p>Richard Frethorne’s Account of His Plight in Virginia (letter from indentured servant)</p> <p><i>A Description of New England</i> by John Smith</p> <p><i>Mayflower Compact</i></p> <p><i>History of Plymouth Plantation</i> by William Bradford</p> <p>L.N.1</p> <p>L.N.2</p>	<p>The student will be able to</p> <p>L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text.</p> <p>L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</p> <p>L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.</p> <p>L.N.1.2.4: Draw conclusions about connotations of words.</p> <p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2: Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1: Analyze how literary form</p>	<p>Formal Assessment: Weekly quiz</p> <p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class exercises and questions 	<ul style="list-style-type: none"> • Background/historical study prior to reading • Review of author’s biography • In-class reading – read aloud and silent reading, followed by discussion 	<p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>relates to and/or influences the meaning of a text.</p> <p>L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction</p> <p>L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.3.1:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</p> <p>Note: <u>Character</u> may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text • the relationship between characters and other components of a text • the development by authors of complex characters and their roles and functions within a text <p>L.N.2.3.2:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety</p>			<p>introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p>L.N.2.3.5:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>L.N.2.3.6:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the 			<p>listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>

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		<p style="text-align: center;">meaning of the text as a whole</p> <p>L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</p> <p>L.N.2.4.4: Make connections between the text and the content of graphics and charts.</p> <p>L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational</p> <p>L.N.2.5.1: Differentiate between fact and opinion.</p> <p>L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.</p> <p>L.N.2.5.3: Distinguish essential from nonessential information.</p> <p>L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.6: Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.</p>			
Weeks 7-8	<i>The Indian Grammar</i> by John Eliot	The student will be able to L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text.	Formal Assessment: Weekly quiz	<ul style="list-style-type: none"> • Background/ historical study 	CC.1.2.9-10.A: Determine a central idea of a text and

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
	<p><i>A Brief History of the War With the Indians in New England</i> by Increase Mather</p> <p>L.N.1</p> <p>L.N.2</p>	<p>L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</p> <p>L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.</p> <p>L.N.1.2.4: Draw conclusions about connotations of words.</p> <p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2: Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.</p> <p>L.N.2.2.2: Compare and evaluate the</p>	<p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class exercises and questions 	<p>prior to reading</p> <ul style="list-style-type: none"> • Review of author’s biography • In-class reading – read aloud and silent reading, followed by discussion 	<p>analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an 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</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>characteristics that distinguish fiction from literary nonfiction</p> <p>L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.3.1:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</p> <p>Note: <u>Character</u> may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text • the relationship between characters and other components of a text • the development by authors of complex characters and their roles and functions within a text <p>L.N.2.3.2:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text 			<p>drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9–10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.J: 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;</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p style="text-align: center;">(character, plot, and other key literary elements)</p> <p>L.N.2.3.4:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text 			<p>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<ul style="list-style-type: none"> • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>L.N.2.3.6:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole <p>L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</p> <p>L.N.2.4.4: Make connections between the text and the content of graphics and charts.</p> <p>L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational</p> <p>L.N.2.5.1: Differentiate between fact and opinion.</p> <p>L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.</p> <p>L.N.2.5.3: Distinguish essential from nonessential information.</p>			

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.6: Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.</p>			
Weeks 9-10	<p><i>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i> by Mary Rowlandson</p> <p>Poetry of Anne Bradstreet</p> <p>L.N.1</p> <p>L.N.2</p> <p>L.F.2</p>	<p>The student will be able to</p> <p>L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text.</p> <p>L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</p> <p>L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.</p> <p>L.N.1.2.4: Draw conclusions about connotations of words.</p> <p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a</p>	<p>Formal Assessment: Weekly quiz</p> <p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class exercises and questions 	<ul style="list-style-type: none"> • Background/ historical study prior to reading • Review of author’s biography • In-class reading – read aloud and silent reading, followed by discussion 	<p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>whole.</p> <p>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2: Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.</p> <p>L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction</p> <p>L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.3.1:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</p> <p>Note: <u>Character</u> may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text • the relationship between 			<p>subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.G: 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</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>characters and other components of a text</p> <ul style="list-style-type: none"> • the development by authors of complex characters and their roles and functions within a text <p>L.N.2.3.2:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p>L.N.2.3.3:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</p> <p>Note: <u>Plot</u> may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of the text • how the author structures plot to 			<p>emphasized in each account.</p> <p>CC.1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p style="text-align: center;">advance the action</p> <p>L.N.2.3.4:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative 			<p>CC.1.3.9-10.H</p> <p>CC.1.3.9-10.E</p> <p>CC.1.3.9-10F</p>

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		<p style="text-align: center;">language, sentence variety, etc., determine the author’s style</p> <p>L.N.2.3.6:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole <p>L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.5.1: Differentiate between fact and opinion.</p> <p>L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.</p> <p>L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p>L.F.2.5.1: Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.</p>			

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		L.F.2.5.2: Identify, explain, and analyze the structure of poems and sound devices.			
Weeks 11-12	<p><i>The Diary of Samuel Sewall</i></p> <p><i>The Trial of Bridget Bishop</i> by Cotton Mather</p> <p>L.N.1</p> <p>L.N.2</p>	<ul style="list-style-type: none"> • The student will be able to L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text. L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose. L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader. <p>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.</p> <p>L.N.1.2.4: Draw conclusions about connotations of words.</p> <p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p>	<p>Formal Assessment: Weekly quiz</p> <p>Informal Assessment: • In-class exercises and questions</p>	<ul style="list-style-type: none"> • Background/ historical study prior to reading • Review of author’s biography • In-class reading – read aloud and silent reading, followed by discussion 	<p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text. L.N.2.1.2: Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text. L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.3.1:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</p> <p>Note: <u>Character</u> may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text • the relationship between characters and other components of a text • the development by authors of complex characters and their 			<p>analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9–10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p style="text-align: center;">roles and functions within a text</p> <p>L.N.2.3.2:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p>L.N.2.3.4:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5:</p>			<p>CC.1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>

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		<p>Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>L.N.2.3.6:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole <p>L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.5.1: Differentiate between fact and opinion.</p>			

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		<p>L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.</p> <p>L.N.2.5.3: Distinguish essential from nonessential information.</p> <p>L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p>			
<p>Week 13</p>	<p><i>The Journal of Sarah Kemble Knight – excerpt</i></p> <p>L.N.1</p> <p>L.N.2</p>	<ul style="list-style-type: none"> • The student will be able to <p>L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text.</p> <p>L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</p> <p>L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.</p> <p>L.N.1.2.4: Draw conclusions about connotations of words.</p> <p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p>	<p>Formal Assessment: Weekly quiz</p> <p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class exercises and questions 	<ul style="list-style-type: none"> • Background/ historical study prior to reading • Review of author’s biography • In-class reading – read aloud and silent reading, followed by discussion 	<p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2: Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.</p> <p>L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction</p> <p>L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.3.1:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</p> <p>Note: <u>Character</u> may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> the actions, motives, dialogue, emotions/feelings, traits, and 			<p>assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia),</p>

Literature of Early America –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>relationships among characters within nonfictional text</p> <ul style="list-style-type: none"> • the relationship between characters and other components of a text • the development by authors of complex characters and their roles and functions within a text <p>L.N.2.3.2:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p>L.N.2.3.4:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, 			<p>determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p style="text-align: center;">motifs, universal characters, and genres</p> <ul style="list-style-type: none"> • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>L.N.2.3.6:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a 			

Literature of Early America –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p align="center">whole</p> <p>L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.5.1: Differentiate between fact and opinion.</p> <p>L.N.2.5.3: Distinguish essential from nonessential information.</p> <p>L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p>			
Weeks 14-15	<p><i>The Pennsylvania Gazette – excerpts</i></p> <p><i>Poor Richard's Almanac</i></p> <p><i>Proposals Related to the Education of Youth in Pennsylvania</i></p> <p>by Benjamin Franklin</p> <p>L.N.1</p> <p>L.N.2</p>	<ul style="list-style-type: none"> The student will be able to L.N.1.1.1: Identify and/or analyze the author's intended purpose of a text. L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader. <p>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.N.1.2.4: Draw conclusions about connotations of words.</p> <p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant</p>	<p>Formal Assessment: Weekly quiz</p> <p>Informal Assessment: <ul style="list-style-type: none"> In-class exercises and questions </p>	<ul style="list-style-type: none"> Background/historical study prior to reading Review of author's biography In-class reading – read aloud and silent reading, followed by discussion 	<p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on</p>

Literature of Early America –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>supporting details from a text. L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole. L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text. L.N.2.1.2: Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text. L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</p> <p>Note: <u>Character</u> may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, 			<p>an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9–10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and</p>

Literature of Early America –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>emotions/feelings, traits, and relationships among characters within nonfictional text</p> <ul style="list-style-type: none"> • the relationship between characters and other components of a text • the development by authors of complex characters and their roles and functions within a text <p>L.N.2.3.2:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p>L.N.2.3.4:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and 			<p>multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of</p>

Literature of Early America –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>contemporary issues, themes, motifs, universal characters, and genres</p> <ul style="list-style-type: none"> • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>L.N.2.3.6:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a 			strategies and tools.

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p style="text-align: center;">whole</p> <p>L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.5.1: Differentiate between fact and opinion.</p> <p>L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.</p> <p>L.N.2.5.3: Distinguish essential from nonessential information.</p> <p>L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p>			
<p>Weeks 16-17</p>	<p>Jonathan Edwards Excerpts of writings</p> <p><i>Poetry of Phillis Wheatley</i></p> <p>L.N.1</p> <p>L.N.2</p> <p>L.F.2</p>	<ul style="list-style-type: none"> • The student will be able to L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text. L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose. L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader. L.N.1.2.3: Use context clues to determine 	<p>Formal Assessment: Weekly quiz</p> <p>Informal Assessment:</p> <ul style="list-style-type: none"> • In-class exercises and questions 	<ul style="list-style-type: none"> • Background/ historical study prior to reading • Review of author’s biography • In-class reading – read aloud and silent reading, followed by discussion 	<p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough</p>

Literature of Early America –(.5 Credit)

Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.N.1.2.4: Draw conclusions about connotations of words.</p> <p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2: Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.</p> <p>L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction</p> <p>L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.3.4:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a</p>			<p>textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.G:</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>L.N.2.3.6:</p>			<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole <p>L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.5.1: Differentiate between fact and opinion.</p> <p>L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.</p> <p>L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p>			<p>multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.H</p> <p>CC.1.3.9-10.E</p> <p>CC.1.3.9-10F</p>
Week 18	<p><i>Common Sense</i> by Thomas Paine L.N.1</p> <p>L.N.2</p>	<ul style="list-style-type: none"> • The student will be able to L.N.1.1.1: Identify and/or analyze the author’s intended purpose of a text. L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author’s intended purpose. 	<p>Formal Assessment: Weekly quiz</p> <p>Informal Assessment: • In-class exercises</p>	<ul style="list-style-type: none"> • Background/historical study prior to reading • Review of author’s biography • In-class reading – 	<p>CC.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text,</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.</p> <p>L.N.1.2.4: Draw conclusions about connotations of words.</p> <p>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2: Cite evidence from a text to support generalizations.</p> <p>L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.</p> <p>L.N.2.3.4:</p>	and questions	read aloud and silent reading, followed by discussion	<p>including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E:</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p>Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of the text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.N.2.3.5:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of the text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text • how diction, syntax, figurative language, sentence variety, etc., 			<p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9–10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.J: 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</p>

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Weeks	Content / Assessment Anchor	Skill / Eligible Content	Assessment	Activities	PA Core Standards
		<p style="text-align: center;">determine the author’s style</p> <p>L.N.2.3.6:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of the text as a whole <p>L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.5.1: Differentiate between fact and opinion.</p> <p>L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.</p> <p>L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p>			<p>considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>

Month/ Subject	Algebra 1	Geometry	Pre-Algebra	Algebra 2	Business Math
September	Operations with Real Numbers	Basics of Geometry	Operations	Equations and Inequalities	Money Management
October	Equations & Inequalities	Reasoning and Proof	Factors and Multiples	Linear Relations & Functions	Borrowing Money/ Earning Power
November	Functions	Parallel & Perpendicular Lines	Simplifying Expressions	Systems of Equations & Inequalities	Investing
December	Coordinate Graphing	Triangles and Congruence	Solving Equations	Matrices	Financial Services
January	Data Analysis	Triangle Relationships	Ratio & Proportions	Quadratic Functions	Insurance
February	Probability & Patterns	Polygons and Quadrilaterals	Graphing	Polynomial Functions	Income
March	Factoring	Similarity (of last few chapters)	Graphing Equations	Radical Functions	Accounts
April	Rational Expressions	Right Triangle Trig	Displaying Data	Exponential Functions	Loans
May	Review	Circles	Probability	Rational Functions	Housing Costs

Anatomy

Week	Content
1	Course Overview
2.	Directional Terms
3.	Integumentary System
4	Integumentary Investigation/ Review/ Test
5	Skeletal System
6	Skeletal Structure (Whack a Bone) & Diagnostics
7	Review/ Test
8	Muscular System
9	Muscular System Structure & Injuries
10	Review / Test
11.	Digestive system
12	Digestive System mythbusters / gastrointestinal health
13.	Transportation of Nutrients /Review/Test
14	Cardiovascular system/ Anatomy of the Heart
15.	Respiratory System
16.	Respiratory System Health/ Review and Test
17.	Endocrine System
18.	Hormones
19.	Wrap Up
20.	
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Anatomy

Biology

Week	Topic
1	Mid-Year Progress Check
2.	Cell Theory
3.	Inside the Cell
4	Cell Transport
5	Cell Transport / Review/ Test
6	Introduction to Bioenergetics
7	Photosynthesis
8	Cellular Respiration
9	Fermentation/Review/Test
10	Water / Biomolecules
11.	Enzymes/ Review / Test
12	Cell Cycle- Mitosis
13.	Asexual vs. Sexual Reproduction
14	Meiosis/ Intro to Heredity
15.	Mendelian Genetics
16.	Other Types of Inheritance
17.	DNA/RNA replication
18.	Gene Regulation/ Mutations
19.	Review/ Test/ Course Wrap Up

Chemistry (Intro Weeks 1-19 & Applications Weeks 20-38)

Week	Topic
1	Course Overview
2.	Making Measurements
3.	Units/ Conversions
4	Sig Figs
5	Scientific Notation
6	Review / Test
7	Classification of Matter
8	Physical & Chemical Properties
9	Physical & Chemical Changes
10	Periodic Table
11.	Element Baby book Project
12	Lewis Dot Diagrams
13.	Chemical Bonding
14	Identifying bond types
15.	Drawing Bonds
16.	Review / Test
17.	Naming Ionic Compounds
18.	Naming Covalent Compounds
19.	Formulas from names
20.	Writing Chemical Equations
21.	Balancing Chemical Equations
22.	Balancing Chemical Equations from Word Problems
23	Review/Test
24	Synthesis and Decomposition Reactions
25	Lab
26	Single Replacement/ Double Displacement Reaction
27	Lab
28	Combustion Reaction (Demo)
29	Reactions Review/ Test
30	Molar Mass / Mole Ratio
31	Stoichiometry
32	Limiting Reagents
33	Limiting Reagents lab
34	% Yield
35	Stoichiometry Quiz
36	Gas Laws
37	Gas Law Demo
38	Gas Laws Test/ Course Wrap Up

Chemistry (Intro Weeks 1-19 & Applications Weeks 20-38)

Earth Science

Week	Topic
1	Course Overview
2.	Intro to Earth Science
3.	Mapping Earth's Surface
4	Geological Maps/Review/ Test
5	Plate Tectonics
6	Seafloor Spreading
7	Connecting Plate Tectonics and Seafloor Spreading / Review/ Test
8	Earthquakes
9	Volcanoes
10	Geological Hazards/ Review / Test
11.	Minerals
12	Rocks vs. Minerals
13.	Rock Cycle/ Rock and Mineral Lab
14	Erosion
15.	Review/Test
16.	Intro to Geological Time
17.	Understanding Geological time
18.	Dating Rocks (Relative Age)
19.	Radiocarbon Dating
20.	Fossils
21.	Review / Test
22.	Water Cycle
23	Water Sources
24	Review/ Quiz
25	Into to Weather and tools
26	Station Models and reading Weather Data
27	Air masses & Winds
28	Severe Weather
29	Review and Test
30	Intro to Astronomy
31	Sun/Earth/Moon Relationship
32	Terrestrial Planets
33	Jovian Planets
34	Dwarf Planets
35	Meteors
36	Asteroids and Comets
37	Review / Test
38	Course Wrap Up

Ecology

Week	Topic
1	Course Overview/ Pre-Test
2.	Scientific Method
3.	Experimental Variables
4	Intro to Ecology
5	Populations
6	Biomes
7	Interactions of species
8	Food Chains, Review and Test
9	Introduction to Biodiversity
10	Causes of Extinction
11.	Biodiversity Conservation
12	Biogeochemical Cycles
13.	Organic Compunds/ pH
14	Spheres/Review/Test
15.	Introduction to Evolution/ Natural Selection
16.	Other factors that effect evolution Causes
17.	Hardy Weinberg Equation
18.	Review / Test
19.	Course Wrap up

Marine Biology

Week	Content
1	Course Overview
2.	Intro to Marine Biology/Physical Ocean
3.	Tides and Ocean Zones
4	Review/ Quiz
5	Invertebrates
6	Worms & Mollusks
7	Arthropods & Echinoderms
8	Anatomy of Arthropods and Echinoderms
9	Review/ Test
10	Intro to Vertebrates
11.	Fish Classifications
12	Fish Anatomy and Development
13.	Review/Test
14	Dugongs vs. Manatees
15.	Polar Bears and Sea Lions
16.	Walruses
17.	Dolphins and Whales
18.	Review/ Test
19.	Wrap Up

Motion & Energy

Week	Content
1	Course Overview
2.	Newton's 1 st Law/ Calculating Forces
3.	Speed & Acceleration
4	Newton's 2 nd law
5	Newton's 3 rd Law
6	Calculating Momentum /Lab
7	Review/ Test
8	Intro to Energy
9	Energy Calculations
10	Types of Energy
11.	Energy Transfer
12	Efficiency
13.	Heat & Temperature
14	Review/ Test
15.	Electricity
16.	Calculating Power Personal Electricity Use Exploration
17.	Ohm's Law
18.	Review/ Test
19.	Wrap Up

Space Exploration

Week	Content
1	Course Overview
2.	Intro to Astronomy
3.	Interaction of the Earth/Sun/Moon
4	Space Race
5	Review/Test
6	Intro to Planets / Terrestrial Planets and Missions
7	Jovian Planets / Collecting Data
8	Dwarf Planets & Space Debris
9	Exploring the Solar System Webquest/ Review & Test
10	Spectroscopy & Telescopes
11.	Stars / Sun
12	Nuclear Fusion/ Review/ Test
13.	Star Size/ H-R diagrams
14	Life Cycle of stars
15.	Chemical Composition
16.	Black Holes
17.	Expansion of the Universe
18.	Review/ Test
19.	Wrap Up
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SusQ-Cyber Charter School Curriculum Map Civics

Week	Unit Content / Essential Questions	Skills / Eligible Content	Assessments	Activities	Vocabulary	Pa Standards
Marking Period 1: Principles of American Democracy Length: September 3rd-November 5th						
Week 1-3	Introduction to Government Essential Questions: ·What are the basic functions of government? ·What are the multiple meanings of the word state ·What different forms of government exist today?	Students will: ·List the four roles of government ·Differentiate between a sovereign State and a state · Compare and Contrast the ideas of Thomas Hobbes and John Locke with regards to the social contract. ·Identify major forms of government [autocracy, monarchy, dictatorship, democracy, oligarchy, theocracy, anarchy]. ·Examine Examples of real-world governments	Informal: Classroom responses Formal: Canvas submissions, Group Participation, Forms of Governemnt Quiz,	·Class Discussion ·Why Government Reading ·Role of Government Discussion Board ·Collaborative Doc (Breakout Rooms) Government Search ·Systems of Government NearPod ·State vs state reading ·Cyber Student Social Contract	Natural Rights Amendment Autocracy Monachry Dictactorship Democracy Oligarchy Theocracy Anarchy Liberty Power Sovereign State Tyrant Publius Found Father Social Contract Popular Sovereignty Rule of Law Federalism Reserved Powers Expressed Powers Articles of Confederation	5.1.12.A 5.1.9.D 6.2.12.G 5.1.9.A 5.1.9.C 5.1.C.B
	Week 4-5	The Declaration of Independence Essential Questions: ·What conditions lead colonists to draft the Declaration of Independence? ·Is Liberty granted by power or power granted by liberty? (Source of power)	Students will: ·Describe how English policies and response to colonial concerns led to the writing of the Declaration of Independence. ·Analyze the ideas [natural rights, role of the government], and complaints set forth in the Declaration of Independence.	Informal: Bellringer, Classroom responses, Nearpod Participation Formal: Canvas Submissions, Group Participation, Primary Source Analysis, Declaration Quiz	·Class Discussion ·Independent Reading: Icivics- Hey King, Get Off Our Backs ·Early Protests ·Nearpod ·Natural Rights Collaborative Document ·Primary Source Examination	

Week 6-9	<p>The Constitution</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ·What Constitutional structures were designed to limit the risk of tyranny? ·How do governments derive authority to control the exercise of rights, liberty, and Freedom? 	<p>Students will:</p> <ul style="list-style-type: none"> ·Identify two reasons why the constitution replaced the Articles of Confederation. ·Explain the structure, function and Powers of the United States Government as established in the Constitution ·Analyze the Importance of the Federalist Papers in the ratification of the Constitution. 	<p>Informal:</p> <p>Bellringer, Classroom Responses, NearPod Participation</p> <p>Formal: Canvas Submissions, Group participation, Primary Source Analysis, Constitution Quiz</p>	<p>·Class Discussion</p> <p>·Government structure Collaborative Document</p> <p>·Articles of Confederation Nearpod</p> <p>Primary Source Examination: Federalist Papers</p>
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Marking Period 2: System of Government Length: November 6th-January 21st						
Week 10-15	<p>Branches of Government</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ·Why did the Framers of the Constitution establish the legislative, executive, and judicial branches of the federal government? ·How is the power to govern divided among the three branches of the federal government? ·How does this division of power serve to balance the federal government and protect the welfare of citizens? 	<p>Students will:</p> <ul style="list-style-type: none"> ·List the 3 branches of government ·Analyze the roles of the Legislative, Judicial, and Executive Branches 	<p>Informal:</p> <p>Classroom Responses, NearPod Participation</p> <p>Formal: Canvas Submissions, Executive Project, Branches of Government quiz.</p>	<p>·Class Discussion</p> <p>·Legislative Branch NearPod</p> <p>·Legislative Branch EdPuzzle</p> <p>·Congress in a Flash</p> <p>·Making Laws - Collaborative Doc</p> <p>·House and Senate Collaborative Doc</p> <p>·Executive Branch Nearpod</p> <p>·Civics a very big branch</p> <p>·Court Nominations</p> <p>·Being President</p> <p>·Judicial Branch NearPod</p> <p>·Courts in a Nutshell</p> <p>·Courts Collaborative Document</p>	<p>Legislative Branch</p> <p>Executive Branch</p> <p>Judicial Branch</p> <p>Cabinet</p> <p>Precedent</p> <p>Seperation of Powers</p> <p>Checks and Balances</p> <p>Tinker vs. Des Moines</p> <p>Roe vs. Wade</p> <p>Miranda vs. Arizona</p> <p>Brown vs. Board of Education</p>	<p>5.3.9.A</p> <p>5.3.9.D</p> <p>5.3.9.E</p> <p>8.3.9.A</p> <p>5.2.9.C</p> <p>5.1.9.D</p> <p>5.3.9.F</p> <p>5.1.12.D</p> <p>8.3.9.A</p> <p>5.3.9.B</p> <p>CC.8.5.9-10B</p>

<p>Week 16-18</p>	<p>Landmark Cases Essential Questions: ·Where do our laws come from? ·Why are the words law and order so often linked together? ·What is criminal law? ·What is civil law? ·What is a jury?</p>	<p>Students will: ·Analyze the role that key court cases in the United States played in making changes to our country. ·Describe the facts underlying a variety of landmark cases ·Identify the long-term impact of the courts decision ·Identify the Constitutional rights at issue in each case ·Identify the main arguments in each case.</p>	<p>Informal: Classroom Responses, NearPod Participation</p> <p>Formal: Canvas Submissions, Landmark Case Briefs, Brief Presentations</p>	<p>·Class Discussion ·Collaborite Doc ·Case overviews 3 ·Briefs</p>
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<p>Marking Period 3: Citizenship (Rights & Responsibilities)</p>					
<p>Week 19-21</p>	<p>The Amendments Essential Questions: ·Why should citizens know and understand their rights? What is the Bill of Rights? How is the Constitution active in our lives today?</p>	<p>Students will: Analyze the rights provided to each citizen in the Bill of Rights</p>	<p>Informal: Classroom Responses, Nearpod Participation</p> <p>Formal: Bill of Rights Presentation (Groupwork)</p>	<p>·Class Discussion ·Bill of Rights Shoutout Origins of bill of Rights ·Icivics You've Got Rights ·Icivics Do I have a right ·NearPod ·Amendment Scenarios collaborative document ·Modern day Connections Discussion board</p>	<p>Bipartisan Bias Fact Credible Opinion Public Opinion Suffrage Interest Groups Political Ideology Liberal Conservative Campaigns Primaries General Elections Caucus Nominations</p> <p>5.3.12.F 5.2.9.D 5.2.9.A 5.3.9.I</p>

<p>Week 22-24</p>	<p>Responsibilities Essential Questions: ·What does it mean to be an American? ·What do we believe about our country and government? ·How are citizens linked to their government and why should they participate in it?</p>	<p>Students will: ·Describe Factors that affect voting behavior ·Explain the nomination and election process ·Explain the Electoral College</p>	<p>Informal: Classroom Responses, NearPod Participation Formal: When I Can Vote letter</p>	<p>·Class Discussion ·Forms of Participation Brainstorm Importance of voting NearPod ·Election Process NearPod ·Electoral College NearPod ·Community Service Discussion Board ·Lowered Voting Age arguement paragraph ·iCivics Student Engage ·iCivics the Fourth Branch You</p>	<p>Nominations Political Parties Democrats Republicans 3rd Parties Incumbent Gerrymandering Communications Bias Propaganda</p>
<p>Week 25-27</p>	<p>Political Affiliation, Interest Groups, & Media Essential Questions: ·What is a political party? ·Why is there a bi-partisan system in the United States ·How does the media and interest group influence dicussions taking place in the "public sphere"</p>	<p>Students will: ·Explain the purpose and functions of political parties ·Identify and Explain Political Ideology ·Analyze the role of mass media in monitoring and influencing government and the public sphere ·Analyze media for communications bias ·Identify forms of propaganda in use Identify bias, propoganda, and symbolism im media</p>	<p>Informal: Classroom Responses, Nearpod Participation Formal: Political Affiliation, Interest Groups and Media quiz</p>	<p>·Class Discussion ·NearPod Political Parties ·iCivics One Big Party ·U.S. Political Parties Collaborative Documents ·Pro/Con Asignment for Bipartisan System ·iCivics Candidate Evaluations ·Media and Influence Reading ·Media and Influence Discussion board ·Forms of Propoganda NearPod ·Bias, Propoganda, & Symbolism identification assignment</p>	
<p>Marking Period 4: Integrated Civics March 26th-May 29th</p>					

<p>Week 28-30</p>	<p>Local Government Essential Questions: ·What do state and local governments provide their citizens? How do the three levels of government (federal, state, and local) share the costs and responsibilities for the many programs and services they provide for their citizens?</p>	<p>Students will: ·Describe the essential characteristics of state government ·describe the impact of state agencies on citizens' lives and property. ·Describe the role of state governments in providing services and regulating activity ·Identify the purpose of a state's constitution ·Analyze examples of reserved powers.</p>	<p>Informal: Classroom Responses, NearPod Participation Formal: Letter to Representative</p>	<p>·Class Discussion ·iCivics- State Power: Got a Reservation? ·State Govt NearPod ·States Rule Webquest ·State Rep Collaborative Doc ·State Governor Highlight ·Local officials Discussion Board</p>	<p>Reserved powers State Representative Governor Mayor Burrough Township County Capitalism Socialism Monopoly Economy Taxes Opportunity Cost</p>	<p>8.3.9.A 8.3.9.D 5.1.9.D 8.3.9.B 8.3.9.C 8.4.9.D 5.1.9.B</p>
<p>Week 31-33</p>	<p>Conflict in society Essential Questions: How should the US economy be structured to meet the needs and wants of its citizens? How can taxes be applied fairly? Should government play a significant role in economic decision making? Why or why not?</p>	<p>Students will: ·Describe a variety of economic systems ·Identify the economic system employed by the United States ·Describe the reasons for taxes ·Evaluate the role government should play in Economic decision making.</p>	<p>Informal: Classroom Responses, Nearpod Participation Formal: Economics Comparison, Tax Explanation Quiz</p>	<p>·Class Discussion ·Economy Primer Nearpod ·iCivics Government and Economy ·Taxation Nearpod ·Taxation Fairly Discussion Board ·Economy Pro/Con Collaborative Document</p>		
<p>Week 34-35</p>	<p>Civil Disobediance Essential Questions: ·What role has civil disobediance played throughout United States History What role does civil disobediance play today in affecting change?</p>	<p>Students will: ·Explain how civic action can affect change ·Evaluate reasons why civil disobediance may be an effective catalyst for change ·Identify historical examples of civil disobediance ·Analyze the long-term impact of civil disobediance during the civil rights movement.</p>	<p>Informal: Classroom Responses, Nearpod Participation Formal: Civil Disobediance Write Up</p>	<p>·Class Discussion ·Civil Rights NearPod ·iCivics- Civil Action and Change ·Civil Disobediance Colaborative document ·Modern Example Nearpod</p>		

Week 36

Formal: Final Citizenship Exam

Wrap up "loose ends"
Student Course Evaluation

Subject Area	Standard	Description
Civics & Government	5.1.12.A	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
		Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution
Civics & Government	5.1.12.D	
Civics & Government	5.1.9.A	Apply examples of the rule of law as related to individual rights and the common good.
Civics & Government	5.1.9.B	Analyze the major arguments advanced for different systems of government.
Civics & Government	5.1.9.C	Analyze the principles and ideals that shape United States government: Liberty, Freedom, Democracy, Justice, Equality
		Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution
Civics & Government	5.1.9.D	
Civics & Government	5.1.9.F	Analyze the role political symbols play in civil disobedience and patriotic activities.
Civics & Government	5.2.9.A	Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.
Civics & Government	5.2.9.C	Examine political leadership and public service in a republican form of government.
Civics & Government	5.2.9.D	Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
Civics & Government	5.3.12.D	Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
Civics & Government	5.3.12.F	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
Civics & Government	5.3.9.A	Examine the process of checks and balances among the three branches of government, including the creation of law.
Civics & Government	5.3.9.B	Analyze the roles of local, state, and national governments in policy-making.
		Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
Civics & Government	5.3.9.D	
Civics & Government	5.3.9.E	Compare and contrast the different election processes for local, state, and national offices.

Subject Area	Standard	Description
Civics & Government	5.3.9.F	<p>Explain the Supreme Court’s role in interpreting the U.S. Constitution.</p> <p>Individual rights States’ rights Civil rights</p>
Civics & Government	5.3.9.I	Explain various types of taxes and their purposes.
Civics & Government	5.1.C.B	Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
Economics	6.2.12.G	Evaluate various economic systems.
Geography	7.1.9.B	Explain and locate regions and their shared connections as defined by physical and human features.
History	8.3.9.A	Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
History	8.3.9.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
History	8.3.9.C	<p>Analyze how continuity and change have impacted the United States.</p> <p>Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations</p>
History	8.3.9.D	<p>Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <p>Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>
History	8.4.9.D	Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
History	CC8.5.9-10.B	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**SusQ-Cyber Charter Curriculum Mapping
Course: Contemporary World Issues A**

Month	Content	Skills	Assessments	Activities/ Instructional Strategies	Standards
September Weeks 1-3	<p>Sociological Perspectives</p> <p>In this unit, students will define a social problem and become familiar with the key components of this definition. In addition, they will address three sociological perspectives on social problems: functionalism, conflict theory, and interactionism, including the following elements: the functionalist view of criminal deviance, social problems as social pathology, social disorganization theory, modern functionalism, the Marxian view of deviance, value conflict theory, and labeling theory. Also, they understand the “natural history” of social problems and become familiar with the stages that most social problems seem to go through. Students become familiar with the relationship between the media and social problems. They understand the major research strategies on</p>	<p>Students will:</p> <p>Define a social problem and illustrate the key components of the definition with examples.</p> <p>Identify the three major theoretical perspectives on social problems.</p> <p>Understand the “natural history” approach to social problems and the stages they go through.</p> <p>Examine the role played by the media in defining and developing ideas about social problems.</p> <p>Understand the major research methods used to study and analyze social</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities/ Reflections</p> <p>VoiceThread Interactive Syllabi</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>social problems: demographic studies, survey research, field observation, and social experiments, and they understand the concept of social policy and how policy issues impact on the sociological investigation of social problems.</p> <p>What are the key components and examples of social problems?</p> <p>What are the three major theoretical perspectives on social problems?</p> <p>How does the media define and develop ideas about social problems?</p> <p>How are research methods used to study and analyze social problems?</p> <p>Different views on social issues can create varying viewpoints and skew the opinions of observers.</p>	<p>problems.</p> <p>Examine the concept of social policy and how policy issues can be viewed from a liberal or conservative point of view.</p> <p>Compare and contrast the views of liberals and conservatives when analyzing social policy and policy issues.</p> <p>Explain the natural history approach to social problems.</p>			
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	<p>Hypotheses of social problems and issues must be supported with facts.</p> <p>Major perspectives of social problems are determined by research.</p>				
September/October Weeks 4-6	<p>Problems of Health and Health Care</p> <p>In this unit students will become familiar with health care as a global social problem and the kinds of difficulties encountered in developed vs. less developed nations. Also, they will define medical sociology and how its practitioners approach the study of health-care issues. In addition they will understand what constitutes adequate health care in society. They will also understand the inequalities of race and ethnicity and access to health care. Students should</p>	<p>Students will: Examine health care as a global social problem.</p> <p>Define medical sociology and explain how medical sociologists analyze health care issues.</p> <p>Understand the factors that influence the cost of health care in the United States.</p> <p>Identify different types of insurance in the United States and which groups of people are likely to have which type.</p> <p>Examine the problems associated with Medicare and Medicaid.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities/Reflections</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>also understand the relationship between socioeconomic status and gender and availability of medical care. They will become familiar with the high cost of health care in the United States and the reasons why costs have risen so sharply in the past few decades, including how hospital and physicians' charges have increased the problems of the uninsured and the influence of other factors discussed in the text. They will also identify the problems associated with public health-care programs like Medicare and Medicaid, and understand why many Americans suffer from inadequate protection in this regard. Students will become sensitive to the relationship between women and the health-care establishment in our society. They will also become familiar with the situation surrounding the disabled and the handicapped in America with respect to health care, including key ethical issues such as the "right to die."</p>	<p>Identify how race, class and gender impact the quality of health care.</p> <p>Apply the major theoretical perspectives to the analysis of health care.</p> <p>Discuss research on AIDS and how it has become a global health problem.</p> <p>Examine issues of legislation as they impact the disabled and the handicapped.</p> <p>Identify social policies dealing with health care reform, managed care and HMO's.</p> <p>List and explain the issues that influence health care in the United States.</p> <hr/> <p>List and explain examples of legislation that have impacted the disabled and the handicapped.</p>			
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	<p>They will become familiar with the facts surrounding AIDS in the United States. Students will apply each of the theoretical perspectives to the analysis of health-care problems. They will understand the social policy implications of health care, including the failure of the Clinton administration's health-care plan; the increasing presence of managed care and HMOs in American society; insurance reform; the disabled and handicapped, including key ethical issues involved; and the ongoing impact of AIDS.</p> <p>Wealth vs. Poverty</p> <p>Stability Ethics Epidemic</p> <p>The availability of health insurance is dependent on socioeconomic factors.</p> <p>Having health care creates a secure environment for people.</p> <p>There are moral issues that</p>				
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	<p>must be analyzed when determining care for the disabled, handicapped, elderly, and severely ill.</p> <p>AIDS research has contained the disease in certain areas of the world while it continues to rage in other areas.</p> <p>What are the global problems related to health care?</p> <p>In what ways do medical sociologists analyze health care issues both in the United States and globally?</p> <p>For different socioeconomic groups of people, what types of health insurance does each have?</p> <p>What are the similarities and differences between Medicare and Medicaid and what are the problems associated with each?</p>				
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	<p>How do race, class, and gender determine the quality of health care that is available to Americans?</p> <p>In what ways can the major theoretical perspectives that drive research be used to analyze health care?</p> <p>How has AIDS become a major health problem and in what ways is research being conducted to end the epidemic?</p> <p>What are social problems that deal with health care reform, managed care, and HMO's?</p>				
<p>October Weeks 7-9</p>	<p>Problems of Mental Illness and Treatment</p> <p>In this unit students will distinguish between mental illness and mental disorder. They will become familiar</p>	<p>Students will:</p> <p>Compare and contrast the incidence and treatment of mental illnesses and disorders in people of different</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G</p>

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	<p>with the extent of mental illness in America and the nature of mental illness as a social problem. They will also become familiar with suicide in relationship with mental illness and be sensitive to the issue of deinstitutionalization and its social impact. Students will evaluate the problem of mental illness utilizing the basic sociological perspectives and understand the social scientific assertion that much of mental illness is socially constructed. They will become familiar with and be able to distinguish between the three different explanations of mental illness (medical model, deviance approach, and problems of living). Students will also become familiar with the DSM-III/DSM-IV classification scheme of mental disorders and the debate concerning mental disorder as diagnosis or label. They will understand the relationship between inequality, conflict, and mental illness and be familiar with existing</p>	<p>socioeconomic classes.</p> <p>Distinguish between mental illness and mental disorder.</p> <p>Identify the most common forms of mental illness in the United States.</p> <p>Understand the problem of deinstitutionalization.</p> <p>Examine suicide as a social problem.</p> <p>Identify the “medical model” as applied to mental disorders.</p> <p>Define residual deviance and its role in creating mental illness.</p> <p>Identify how mental illnesses are classified. Examine the impact of inequality and</p>	<p>and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Activities/ Reflections</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	<p>research concerning the relationship between social class and mental disorder (including the Midtown Manhattan investigation and the drift hypothesis). They will become familiar with the relationship between mental disorder and urban life, race, and sex. They will also understand the difference between nonmedical and medical forms of treating mental disorder, and be able to distinguish between psychoanalytic techniques, client-centered therapy, behavior modification, hypnosis, chemotherapy, and shock treatment. They will become acquainted with the major changes in mental health professions and become familiar with the various forms of treatment, including mental hospitals; community psychology; cost shifting and the two-class mental health system; and the controversial issues surrounding deinstitutionalization, including the relationship between the latter and</p>	<p>relationship between social class regarding the incidence and treatment of mental illness/disorders.</p> <p>Explain the drift hypothesis.</p> <p>Analyze how race and sex impact issues of mental illness.</p> <p>Examine the methods of treatment of mental illness.</p> <p>Identify various treatment settings.</p> <p>Understand how deinstitutionalization and homelessness are related.</p> <p>Examine the policy debates on mental health insurance needs and cost shifting.</p>			
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	<p>homelessness.</p> <p>Deinstitutionalization</p> <p>Sociological perspectives</p> <p>Social construction</p> <p>Much research has gone into the social impact of deinstitutionalization.</p> <p>The problem of mental illness is analyzed to understand whether or not mental illness is socially constructed.</p> <p>Debate must be analyzed to determine if mental illness is caused by people's socioeconomic situations.</p> <p>What are the similarities and differences between mental illnesses and mental disorders?</p> <p>What are the most common forms of mental illness in the United States?</p> <p>Why can</p>	<p>Compare and contrast the drift hypothesis to the social causation thesis.</p>			
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	<p>deinstitutionalization cause problems in a society? Why is suicide a social problem?</p> <p>What cultural, economic, and social issues contribute to the rise of suicides?</p> <p>How is the “medical model” applied to mental disorders?</p> <p>What is the role of residual deviance in creating mental illness?</p> <p>How are mental illnesses classified?</p> <p>How do race and gender impact issues of mental illness?</p> <p>What are the similarities and differences among the different treatment settings for mental illness and disorders?</p> <p>What is the relationship</p>				
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	<p>between deinstitutionalization and homelessness? How do needs and cost shifting relate to policy debates on mental health?</p>				
<p>November/ Weeks 10-12</p>	<p>Alcohol and Other Drugs</p> <p>In this unit students will appreciate the distinction between a strictly pharmacological definition of drugs and the sociological definition. They will define drug abuse, addiction, and dependence. Students will identify the facts about alcohol use and abuse in the United States, including problem drinkers and alcoholics. Students will also identify the demographic and socioeconomic variables surrounding the question, "Who drinks?" and know the facts about young people and drinking in America. They will identify</p>	<p>Students will:</p> <p>Understand the difference between a pharmacological and sociological definition for the term "drug".</p> <p>Define drug abuse, addiction, dependence and prevalence.</p> <p>Research alcohol use and abuse in the United States. Identify and discuss commonly used drugs.</p> <p>Examine the link between drug use, crime and violence.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities/Reflections</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>and discuss the various alcohol-related social problems in our society and list the major techniques of treating alcoholism. Students will identify and discuss the commonly abused drugs and/or categories of drugs and list the patterns of drug abuse, including the issues of who uses drugs and how drug use spreads. They will also understand the relationship between drug use, crime, and violence and understand how drug use and AIDS interconnect. They will also discuss the three techniques of treating drug abuse, as mentioned in the text and identify the social-policy implications surrounding drug and alcohol use and abuse in American society.</p> <p>Dependence</p> <p>Variables</p> <p>Treatment</p> <p>Abuse of alcohol and drugs can lead to a person being</p>	<p>Identify the techniques for treating drug abuse.</p> <p>Examine the social policy issues related to drug and alcohol use and abuse in the United States.</p>			
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	<p>totally consumed by the substance.</p> <p>There are a variety of characteristics that researches have identified in those who abuse alcohol and drugs.</p> <p>There are many different ways that doctors believe they can combat alcohol and drug abuse.</p> <p>What are the differences between a pharmacological and sociological definition for the term drug?</p> <p>What are the major social contributions that lead to drug abuse?</p> <p>In what ways are socioeconomic conditions related to drug abuse?</p> <p>Why is alcohol abuse a major problem in the United States?</p>				
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	<p>What are the links between drug use, crime, and violence?</p> <p>What is the effectiveness of different techniques used for treating drug abuse?</p> <p>How do drug and alcohol abuse affect social policy issues and the passage of legislation?</p>				
<p>November/ December Weeks 13-15</p>	<p>Crime and Violence</p> <p>In this unit students will identify the data-gathering procedures pertinent to the FBI's Uniform Crime Reports (UCR) and understand the crime index. They will also understand the distinction between civil and criminal law. They will specify the impact of police bias in terms of the UCR and identify and discuss the various types of crime and criminals, including the impact of</p>	<p>Students will:</p> <p>Understand the distinction between criminal and civil law.</p> <p>Identify the purpose of the Uniform Crime Reports and crime index.</p> <p>Examine the importance of police discretion.</p> <p>Understand the issues of accuracy related to crime</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities/ Reflections</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G</p>

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	<p>gangs and guns and the relationship to violence. Students will list the shortcomings of biological explanations of criminality and understand the relationship between gender, age, and crime. In addition, students will explain the major sociological explanations of crime: the conflict approach, the functionalist view (anomie theory), and interactionist approaches (differential association and delinquent subcultures) and identify and explain the four categories of crime control efforts: retribution, deterrence, rehabilitation, prevention, and reforms in the criminal justice system. Students will understand the social policy implications surrounding conventional, occupational, and organized crime; and the relationship between crime and public-order/juvenile-justice reforms. They will also identify the recent trends in social policy on the crime problem, including the controversy over</p>	<p>statistics.</p> <p>Identify how crime is categorized.</p> <p>Examine the relationship between gangs, guns and violence.</p> <p>Identify how gender, age, race and crime are linked.</p> <p>Examine the sociological explanations for crime.</p> <p>Identify the four strategies for controlling crime.</p> <p>Analyze the social policy implications associated with controlling crime.</p>			<p>CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	<p>mandatory sentencing rules.</p> <p>Data</p> <p>Interactions</p> <p>Criminal Justice System</p> <p>Accurate reporting of information is necessary for people to understand the issues that face their community.</p> <p>The relationships between legal representatives and people are dependent on many factors within a community.</p> <p>The effectiveness of the criminal justice can have social policy implications.</p> <p>What are the differences between criminal and civil law?</p> <p>What is the purpose of the Uniform Crime Reports and</p>				
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	<p>the crime index?</p> <p>Why is police discretion important in dealing with people of different races, ethnicities, and socioeconomic backgrounds?</p> <p>Why is it important for crime statistics to be reported accurately?</p> <p>How are crimes categorized?</p> <p>What is the relationship among gangs, guns, and violence?</p> <p>How are gender, race, and age linked to crime?</p> <p>What are the sociological explanations for crime?</p> <p>What are the four strategies for controlling crime?</p>				
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<p>December/January Weeks 16-18</p>	<p><u>Poverty Amid Influence</u></p> <p>In this unit students will understand the importance of the distinction between equality of opportunity and equality of outcome. They will also explain the extent of wealth in America, the meaning of “wealthfare,” and the question of whether the rich represent a social problem in America. In addition, students will evaluate the extent of poverty in American society and understand the relationship between poverty and social class. They will distinguish between the absolute vs. the relative views of poverty and understand the statistical relationship/relevant data involving poverty and single-parent families, minority groups, geography, the dependent poor, the working poor, and immigration. Students will identify and discuss the</p>	<p>Students will:</p> <p>Examine the economic differences between the very rich and the very poor.</p> <p>Analyze what social stratification and social class mean.</p> <p>Identify what the poverty line is and how it is used to determine who is poor.</p> <p>Analyze what factors may lead to poverty.</p> <p>Understand the concomitants of poverty: health care, education, housing, homelessness and justice.</p> <p>Identify the 1996 changes in welfare and perceptions of its impact.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities/ Reflections</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.6.9-10.A CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>concomitants of poverty discussed in the text: health care, education, housing and homelessness, and justice. They will also understand the key differences between structural and cultural explanations of poverty, including a working knowledge of the situational approach, the cultural- situational approach, the adaptation approach, and the value-stretch approach. Students will explain the text's discussion of the reform of "welfare as we know it." Students will also explain the social policy implications of current social-welfare programs (including a familiarity with the programs themselves); the relationship between dependency, work, and responsibility; single mothers; and the prospects for moving people from areas of concentrated poverty to communities where they will have more opportunity.</p>	<p>Examine the "culture of poverty" and criticisms of the concept.</p>			
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	<p>Equality of opportunity</p> <p>Equality of outcome</p> <p>Wealthfare</p> <p>Economic dependence</p> <p>Under the Capitalist system, it is expected that all people will be given the same means in order to achieve the ends that they choose.</p> <p>Under other economic and government systems, the goal is for all people to enjoy the same ends of production.</p> <p>Questions have risen as to whether the widening gap between the rich and the poor has caused the wealthy in the United States to become a problem.</p> <p>People who are mired in poverty can eventually become so dependent on the government that they may never overcome being</p>				
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	<p>poor.</p> <p>What are the major differences socially, economically, and culturally between the very rich and the very poor?</p> <p>What do a social stratification and social class mean?</p> <p>How is the poverty line used to determine the poor?</p> <p>What are the factors that lead to poverty?</p> <p>What is the impact of the changes to the welfare system in 1996?</p> <p>How does a culture of poverty affect those who because of their economic situation do not have the same opportunities as those who are wealthy?</p>				
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January Week 19	Final Project Week	Final Project Week	*Position Paper *VoiceThread	*Position Paper *VoiceThread	CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I

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Month	Content	Skills	Assessments	Activities/ Instructional Strategies	Standards
January Weeks 20-21	<p>Sociological Perspectives</p> <p>In this unit, students will define a social problem and become familiar with the key components of this definition. In addition, they will address three sociological perspectives on social problems: functionalism, conflict theory, and interactionism, including the following elements: the functionalist view of criminal deviance, social problems as social pathology, social disorganization theory, modern functionalism, the Marxian view of deviance, value conflict theory, and labeling theory. Also, they understand the “natural history” of social problems and become familiar with the stages that most social problems seem to go through. Students become familiar with the relationship between the media and social problems. They understand the major research strategies on</p>	<p>Students will:</p> <p>Define a social problem and illustrate the key components of the definition with examples.</p> <p>Identify the three major theoretical perspectives on social problems.</p> <p>Understand the “natural history” approach to social problems and the stages they go through.</p> <p>Examine the role played by the media in defining and developing ideas about social problems.</p> <p>Understand the major research methods used to study and analyze social</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities/ Reflections</p> <p>VoiceThread Interactive Syllabi</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>social problems: demographic studies, survey research, field observation, and social experiments, and they understand the concept of social policy and how policy issues impact on the sociological investigation of social problems.</p> <p>What are the key components and examples of social problems?</p> <p>What are the three major theoretical perspectives on social problems?</p> <p>How does the media define and develop ideas about social problems?</p> <p>How are research methods used to study and analyze social problems?</p> <p>Different views on social issues can create varying viewpoints and skew the opinions of observers.</p>	<p>problems.</p> <p>Examine the concept of social policy and how policy issues can be viewed from a liberal or conservative point of view.</p> <p>Compare and contrast the views of liberals and conservatives when analyzing social policy and policy issues.</p> <p>Explain the natural history approach to social problems.</p>			
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	<p>Hypotheses of social problems and issues must be supported with facts.</p> <p>Major perspectives of social problems are determined by research.</p>				
<p>February Weeks 22-24</p>	<p>Racism, Prejudice and Discrimination</p> <p>In this unit students will examine the long history of discrimination and prejudice in American society that is racially and ethnically based. Various explanations are based on individual psychological factors, while others rely on cultural and social structure factors. Students will identify how discrimination becomes built into the social structure of a society and is not the result of the conscious prejudice of individuals. In the United States this has occurred in education, housing,</p>	<p>Students will: List and explain solutions to institutional discrimination.</p> <p>Analyze various policies related to dealing with issues of race, prejudice and discrimination.</p> <p>Understand the meaning of being a minority.</p> <p>Examine the impact of prejudice and discrimination on individual minority members.</p> <p>Identify the social and</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities/Reflections</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>employment, income and the criminal justice system. In addition, students will examine institutional discrimination and how minorities have less access to quality income, tend to be segregated in housing and education, and experience fewer opportunities for higher-income employment. Furthermore, minorities are more likely to be arrested, convicted, serve longer sentences than non-minorities, and are more likely to receive the death penalty in capital crimes. Students will analyze how the consequences of discrimination and prejudice are both individual and social and how prejudice impacts individual minority members' self-esteem but can also lead to violence and aggression directed at minorities.</p> <p>De facto discrimination</p> <p>De jure discrimination</p>	<p>cultural factors that have been used to explain prejudice and discrimination.</p> <p>Define and discuss the impact of institutional discrimination.</p>			
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	<p>Institutional segregation</p> <p>Self-esteem</p> <p>Prejudice that derives from government actions includes less access to quality income, housing, education, and opportunities to overcome poverty.</p> <p>Researchers consistently question whether people can ever fully accept those who are different.</p> <p>Because the highest percentage of those living in poverty tend to be minorities, there is a separation between those who are rich and white and those who are minorities and poor.</p> <p>The discrimination faced by minorities has created mental strain.</p> <p>What are the living situations and</p>				
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	<p>characteristics of those labeled as minorities?</p> <p>What are the effects of prejudice and discrimination on individual minorities?</p> <p>What are the effects of institutional discrimination?</p> <p>In what ways has government legislation dealt with issues of race, prejudice, and discrimination?</p>				
<p>February/March Weeks 25-27</p>	<p>Problems of Work and the Economy</p> <p>In this unit students will explain the key trends in the American Free-Enterprise system. Also, they will understand the significance of corporate power for the American economy and describe the shrinking marketplace,</p>	<p>Students will:</p> <p>Identify the elements of the American free market enterprise system.</p> <p>Examine the relationship between global markets and corporate power.</p> <p>Analyze how</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities/ Reflections</p> <p>Student Readings/Video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.C</p>

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	<p>define oligopoly, and give examples of each concept. In addition, students will understand the significance of corporate raiding and be able to define a conglomerate and give examples. They will Define multinational corporation and give examples. Students will understand and be able to describe the text's notion of the "global factory." Also, they will explain the effects of the growth of corporate power on American workers and explain the demographics of corporate wealth and power in America. Students will define "trickle-down" theory and explain the transition from manufacturing to services in the American economy, including the key ingredients of this shift: more white-collar workers, specialization, more low-paying jobs, and changes in the age/sex composition of the workforce. Students will understand the problem aspects of work, including descriptions of unemployment in America,</p>	<p>multinational corporations have affected American workers.</p> <p>Understand the shift from a manufacturing to a service economy.</p> <p>Examine the role of women in the global labor market.</p> <p>Identify the link between technology and specialization.</p> <p>Understand the issues related to problems in the workplace.</p> <p>Identify issues related to underemployment and unemployment.</p> <p>Examine occupational health and safety concerns.</p> <p>Analyze current issues in social policy as they relate to the economy.</p>	<p>Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Tasks</p>	<p>CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	<p>the intermittently and chronically unemployed, frictional unemployment, permanent displacement, the “invisible” unemployed, the “discouraged” worker, the consequences of unemployment, the notion of the underground economy, the implications and impact of automation on the workplace in America, the issue of job satisfaction and worker alienation, and occupational safety and health (including a discussion of consumers and credit). They will explain the problems of debt entanglement and understand the causes and consequences of corporate crime. Also, students will appreciate what corporate growth means in reference to social policy and the future of American society, with particular reference to the threat of terrorism and globalization.</p> <p>Globalization</p> <p>Economic theories</p> <p>Satisfaction</p>				
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	<p>Interconnectivity has created a global economic system that has implications for the American economy.</p> <p>Different government leaders representing different political parties believe in various ways for the economy grow.</p> <p>Those who are working in jobs that are not what they are trained in or educated for are not happy with their current career situation.</p> <p>What are the major elements of the American free market enterprise system?</p> <p>How has the globalization of the economy affected the American economy system and corporate power?</p> <p>What is the effect of multinational corporations on American workers?</p>				
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	<p>How has the shift from a manufacturing economy to a service economy affected the US economy?</p> <p>What is the role of women in the global labor market?</p> <p>What is the relationship between technology and specialization?</p> <p>What are solutions to the problems faced by workers in the workforce?</p> <p>How does the economy affect social policy and social issues in communities around the United States?</p>				
<p>March Weeks 28-30</p>	<p>An Aging Society</p> <p>In this unit students will explain the social problems associated with the elderly</p>	<p>Students will:</p> <p>Define age stratification and discuss what impact it could have on the</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u></p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E</p>

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	<p>in American society and understand the application of the sociological perspectives to aging as a social problem. Also, students will discuss the demographics surrounding aging in the United States, including the process of age stratification and describe the process of ageism and give examples. In addition, students will understand the various dimensions of the aging process, including the physiological aspects (chronological, primary, and secondary aging), the psychological aspects, and the social/cultural dimensions (including the aged as a minority group and various myths and stereotypes about the elderly). Students will discuss the concomitants of aging, including victimization, elder abuse, health care, economic discrimination (including multiple jeopardy), and family problems and understand how retirement creates problems in society. Students will explain the dying process, including</p>	<p>elderly.</p> <p>Understand the changes in the proportion of elderly in American society.</p> <p>Define ageism and discuss its impact on the elderly.</p> <p>Identify the difference between chronological aging, primary aging, and secondary aging.</p> <p>Examine why the aged are considered a “quasi-minority”.</p> <p>Identify various myths and stereotypes about the elderly and why they are inaccurate.</p> <p>Understand the economic impact of retirement from a societal point of view.</p> <p>Examine the process and relationship of aging and death.</p>	<p>Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Weekly Core Activities/ Reflections</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	<p>Kubler-Ross' stages and the controversy surrounding the "right to die." They will understand the social-policy issues related to the situation of the elderly, including housing, health care, retirement, and Social Security.</p> <p>End of Life Care</p> <p>Stereotypes</p> <p>Ageism</p> <p>Responsibility</p> <p>A major debate in the United States is whether or not the elderly have complete control over their own end of life decisions.</p> <p>Most elderly people face discrimination and the psychological effects of feeling incapable of doing certain tasks.</p> <p>The elderly face the prospect of being viewed as useless due to the effects of</p>				
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	<p>the aging process.</p> <p>The debate over whose task it is to care for the elderly population has divided people in society.</p> <p>What is age stratification and what is the impact it has on the elderly?</p> <p>How are the changes to the proportion of the elderly affecting American society?</p> <p>How does ageism impact the elderly as a population?</p> <p>What are the differences between chronological aging, primary aging, and secondary aging?</p> <p>What is the economic impact of retirement from a societal point of view?</p> <p>What are the issues that arise from aging and the possibility of death in the</p>				
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	elderly?				
April Weeks 31-33	<p>The Changing Family</p> <p>In this unit students will understand how the family is frequently singled out as the source of many social problems and the position of sociologists about the family and discuss the nature of families, including a working knowledge of the various terms introduced in the text. Also, students will understand the issues surrounding adequate family functioning. They will explain the effects of women's employment, including the impact of juggling work and family responsibilities. In addition, students will understand the text's discussion of the black family. They will discuss divorce as a social problem and evaluate the impact of divorce. They will be familiar with</p>	<p>Students will:</p> <p>Compare and contrast the characteristics of the categories of families in society today.</p> <p>Define and distinguish nuclear, extended, and modified extended families.</p> <p>Examine the impact on the nuclear family as it relates to women entering the labor force.</p> <p>Analyze the effects of divorce on women and the family.</p> <p>Identify the factors that may differentiate black families from white</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities/ Reflections</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>stepfamilies. They will explain the trends in divorce rates and discuss the current situation with cohabiting couples in American society. Students will understand the implications of the postponement of marriage for the family and list the changing norms of parenthood, including births to unmarried women, illegitimacy, teenage pregnancy, and gay/lesbian families. Also, students will explain the plight of the homeless in the United States and the implications that these conditions have for the American family. They will also become familiar with child and spouse abuse and explain the social-policy implications of divorce law, efforts to reduce teen pregnancy, child care, and family support.</p> <p>Child rearing</p> <p>Family Abuse</p> <p>There are many issues that have led to women having</p>	<p>families.</p> <p>Examine some of the changing norms of parenthood.</p> <p>Discuss family violence as a social problem.</p> <p>Identify factors associated with changes in the rates of teenage pregnancy.</p> <p>Examine the social policy implications of divorce laws, alimony, and child support.</p>			
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	<p>children at a much later age.</p> <p>The notion of what constitutes a family has changed over time.</p> <p>The social implications of spousal abuse have led to the passage of legislation.</p> <p>What is the impact of women entering the labor force on the nuclear family?</p> <p>What are the effects of divorce on women and the family?</p> <p>What are the factors that differentiate black and white families?</p> <p>Why are certain norms of parenthood changing with each generation?</p> <p>Why is family violence a major social problem?</p>				
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	<p>What factors have changed the rate of teenage pregnancy?</p> <p>How have divorce laws, alimony, and child support impacted social policy implications?</p>				
<p>April/May Weeks 34-36</p>	<p>Problems of Education</p> <p>In this unit students will Gain a general understanding of the controversies surrounding public education in American society and employ the functionalist, conflict, and interactionist approaches as they relate to education. Also, students will understand the issue of equal access to education in the United States, and how black, Hispanic, and other minority students are affected in this regard and become familiar with the differences between minority and majority groups in terms of</p>	<p>Students will:</p> <p>Understand the many demands placed on the educational system in the United States.</p> <p>Examine the issues of equal access to education particularly the impact on minority students. Analyze the issues and history of desegregation.</p> <p>Identify issues related to school reform and educational attainment.</p> <p>Discuss the introduction of technology into the</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Weekly Core Activity Completion and Submission</p> <p>Weekly Reflections</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities/ Reflections</p> <p>Student Readings/Video Tasks</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>educational attainment and achievement. In addition, students will describe the “great achievement controversy.” They will identify and discuss the problems of institutional change, including schools as bureaucracies, the “technological fix,” teacher professionalism/membership in unions, classroom and school size, school choice, and school violence. Students will understand the social policy implications of the “back to basics” movement, the issue of humanism and “open education,” preschool programs, open admissions, access to higher education, and conservatism.</p> <p>Achievement gap</p> <p>Parental involvement</p> <p>Technology</p> <p>Equal access</p> <p>Student test data has shown a significant separation</p>	<p>classroom.</p> <p>Examine the various issues related to school violence.</p> <p>Identify and discuss the various social policy trends as they relate to education.</p>			
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	<p>between whites and blacks and rich and poor populations.</p> <p>The involvement of parents in the education of children in poor and minority populations is lacking.</p> <p>The infusion of technology and the computerization of education has not been a catalyst to closing the achievement gap.</p> <p>The equality of opportunity is lacking in education.</p> <p>How have the many demands placed on the education system affected student achievement?</p> <p>What factors have created inequalities in access to education particularly for minority students?</p> <p>How did schools work to desegregate in the 1950's but have become</p>				
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	<p>segregated due to societal issues?</p> <p>What has been the impact of technology on student achievement?</p> <p>In what ways does school violence impact student achievement?</p> <p>What are new trends in teaching methods that have impacted the educational environment?</p>				
<p>May Weeks 37-38</p>	<p>Final Project Weeks</p>	<p>Final Project Weeks</p>	<p>*Position Paper *VoiceThread</p>	<p>*Position Paper *VoiceThread</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D</p>

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SusQ-Cyber Charter Curriculum Mapping
Course: Economics

Month	Content/ Essential Questions	Skills	Assessments	Activities/ Instructional Strategies	Standards
September Weeks 1-5	<p>Fundamental Economics</p> <p>Scarcity -Opportunity cost -Command, market, mixed economic systems - Factors of production - Essential economic questions - Entrepreneurship -Law of diminishing returns</p> <p>How do limitations on people's time and income affect needs and wants?</p> <p>What sacrifices are made when scarcity forces people to make choices?</p> <p>Why are the goals (accumulation of wealth) of entrepreneurs and laborers similar, yet they are often involved in bitter disputes that harm the enterprise upon which they both depend?</p> <p>Why are entrepreneurs essential to the well- being of the U.S. economy?</p>	<p>Students will:</p> <p>Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Evaluate the flow of goods and services in an international economy.</p> <p>Analyze the effect of changes in the level of competition in different markets.</p> <p>Evaluate the impact of private economic institutions on the individual, the national and the international economy.</p> <p>Evaluate and compare/contrast various economic</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quizzes</p> <p>Weekly Core Activities Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities</p> <p>VoiceThread Interactive Syllabi</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>6.1.12.C</p> <p>6.1.12.D</p> <p>6.2.12.A</p> <p>6.2.12.B.</p> <p>6.2.12.F</p> <p>6.2.12.G</p> <p>6.5.12.A</p> <p>6.5.12.B</p> <p>6.5.12.C</p> <p>6.5.12.F</p> <p>National Voluntary Standards for Teaching Economics: 1,2,7,8,9,10,14,16,18,</p> <p>CC.8.5.9-10.A</p> <p>CC.8.5.9-10.B</p> <p>CC.8.5.9-10.C</p>

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		systems.			CC.8.5.9-10.D
	What is economics? (Terminology)	Analyze the factors influencing wages			CC.8.5.9-10.E
	What is the American Dream?	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.			CC.8.5.9-10.F
	Historical context of US economy from the Great Depression to the present.				CC.8.5.9-10.G
	Differences in economic systems such as traditional, command, market, & mixed.	Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.			CC.8.5.9-10.H
	Prominent economist of the past (Smith, Marx, Keynes, and Friedman).	Assess the impact of entrepreneurs on the economy.			CC.8.5.9-10.I
	Contemporary theory (current economic views and philosophies)	Analyze how a country answers the three key economic questions.			CC.8.5.9-10.J
	What is the American Dream?	Summarize the five basic economic goals.			CC.8.6.9-10.A
	Why is specialization used?	Compare and contrast the advantages and disadvantages of each economic system			CC.8.6.9-10.B
	What are the characteristics of a market economy?				CC.8.6.9-10.C
	What are the economic	Analyze charts and			CC.8.6.9-10.D
					CC.8.6.9-10.E
					CC.8.6.9-10.F
					CC.8.6.9-10.G
					CC.8.6.9-10.H
					CC.8.6.9-10.I

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	<p>goals of the United States?</p> <p>Why is consumer activity and behavior patterns an important part of the U.S. economy?</p> <p>What is the purpose of studying Economics?</p> <p>Why do people make economic choices?</p> <p>Why does scarcity exist?</p> <p>What are the advantages and disadvantages to the types of economic systems?</p> <p>How does an economic system impact the way of life for citizens? -What influences consumer behavior?</p> <p>-What makes a successful entrepreneur?</p> <p>-What causes efficient production?</p>	<p>graphs</p> <p>Prepare production possibility curves.</p>			
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**SusQ-Cyber Charter Curriculum Mapping
Course: Economics**

<p>October-November Weeks 6-10</p>	<p>Macroeconomics</p> <p>Money and banking - Federal Reserve System - History of money in the United States -Function of money -Causes of inflation</p> <p>How does the Federal Reserve controls the money supply and why?</p> <p>When and why was the Federal Reserve System was created?</p> <p>What tools does the Federal Reserve use to control inflation and why?</p> <p>Why does the Federal Reserve control the money supply?</p> <p>How has printing of money changed over time and why?</p> <p>Why have foreign exchange rates changed over time?</p> <p>What causes inflation and why?</p>	<p>Students will:</p> <p>Understand how inflation occurs and what increases or decreases the rate of inflation.</p> <p>Describe the concept of inflation in his/her own words.</p> <p>Understand how important the Federal Reserve is.</p> <p>Understand the consumer price index.</p> <p>Apply an understanding of the consumer price index to make purchase economic decisions.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p> <p>“Virtual Field Trip- Federal Reserve”</p>	<p>6.2.12.A</p> <p>6.2.12.B</p> <p>6.2.12.G</p> <p>6.5.12.C</p> <p>6.5.12.D</p> <p>6.5.12.F</p> <p>6.2.12.B</p> <p>6.4.12.C</p> <p>6.2.12.A</p> <p>6.2.12.B</p> <p>6.2.12.D</p> <p>6.5.12.A</p> <p>6.5.12.B</p> <p>6.5.12.D</p> <p>6.5.12.E</p> <p>National Voluntary Standards for Teaching Economics: 4,8,9,10,11,12,13,15</p>
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					CC.8.6.9-10.H CC.8.6.9-10.I
November/ December Weeks 11- 15	<p>Microeconomics</p> <p>Law of demand -Law of supply -Relationship between supply, demand, and price Elasticity -Role of labor, labor laws, and unions -Business organizations - Relationship between supply and demand and how the market price is determined- Supply and Demand - Elasticity -Collective bargaining process - Minimum wage laws and its impact on businesses</p> <p>What is meaning of the main economic indicators used to show the status of the U.S. economy?</p> <p>What creates the phases of the business cycle and why?</p> <p>What are the factors use to compare the economy of nations around the world?</p> <p>Why interdependence is an</p>	<p>Students will:</p> <p>Demonstrate an understanding of the relationship between supply and demand and how the market price is determined through a series of activities.</p> <p>Describe how labor laws protect workers .</p> <p>Analyze the purpose of labor unions.</p> <p>Compare and contrast different types of businesses organizations.</p> <p>Investigate the process/purpose union/management contract settlement and analyze how this has changed.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>*Argumentative/ Persuasive Essay</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>6.2.12.D</p> <p>6.5.12.A</p> <p>6.5.12.B</p> <p>6.5.12.D</p> <p>6.5.12.H</p> <p>6.1.12.A</p> <p>6.1.12.B</p> <p>6.1.12.C</p> <p>6.1.12.D</p> <p>National Voluntary Standards for Teaching Economics: 4,7,8,10,11,13,14,15 ,18</p> <p>CC.8.5.9-10.A</p> <p>CC.8.5.9-10.B</p> <p>CC.8.5.9-10.C</p>

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	<p>important part of 21st century business activity?</p> <p>What are the different views on the role of the government with the economy?</p> <p>How has the way the government intervenes with the economy changed over the years?</p> <p>What is meaning of the main economic indicators used to show the status of the U.S. economy?</p> <p>What effects supply?</p> <p>What effects demand?</p> <p>How does elasticity affect price?</p> <p>How does the interaction of demand and supply determine the market price?</p> <p>What effects supply and demand and why?</p> <p>Why do shifts occur in the supply and demand curves?</p>				<p>CC.8.5.9-10.D</p> <p>CC.8.5.9-10.E</p> <p>CC.8.5.9-10.F</p> <p>CC.8.5.9-10.G</p> <p>CC.8.5.9-10.H</p> <p>CC.8.5.9-10.I</p> <p>CC.8.5.9-10.J</p> <p>CC.8.6.9-10.A</p> <p>CC.8.6.9-10.B</p> <p>CC.8.6.9-10.C</p> <p>CC.8.6.9-10.D</p> <p>CC.8.6.9-10.E</p> <p>CC.8.6.9-10.F</p> <p>CC.8.6.9-10.G</p> <p>CC.8.6.9-10.H</p> <p>CC.8.6.9-10.I</p>
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	<p>Why is elasticity important for producers to understand?</p> <p>How do products become more or less elastic?</p> <p>How have labor laws changed the U.S. and why?</p> <p>What are the pros and cons of the different types of business organizations?</p>				
<p>December/January Weeks 16-19</p>	<p>Economic Policy/Personal Finance</p> <p>Economic policy -Fiscal and monetary policy -Role of the government in the economy -Major economic indicators -Creating the national budget -Global Economy/ International trade Beliefs under supply-side vs. demand side economics -Measuring the performance of the economy— unemployment rate, inflation rate, GDP, International trade/surplus</p>	<p>Students will:</p> <p>Calculate GDP.</p> <p>Understand how the unemployment rate is calculated and who is labeled unemployed.</p> <p>Calculate exchange rates</p> <p>Create a national budget.</p> <p>Understand the business cycle.</p> <p>Understand what to look for when applying for and</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>6.1.12.A</p> <p>6.1.12.B:</p> <p>6.1.12.C</p> <p>6.1.12.D</p> <p>6.2.12.F</p> <p>6.2.12.G</p> <p>6.3.12.A</p> <p>6.3.12.B</p>

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Course: Economics**

	<p>or deficit -National budget process -Economic Interdependence and comparative/absolute advantages</p> <p>Money management includes setting goals and developing a plan for how to spend, save, and share financial resources.</p> <p>How do financial goals vary across a person's lifetime?</p> <p>In what ways does money management impact reaching financial goals?</p> <p>What constitutes sound financial decision-making?</p> <p>How does organized record keeping impact finances?</p> <p>What factors impact a person's spending plan?</p> <p>Prevention of identity theft Advantages/disadvantages of different types of investments</p> <p>Why is consumer debt, especially among young adults a major problem</p>	<p>using various forms of credit.</p> <p>Prepare a personal budget/spending plan.</p> <p>Compare traditional with electronic banking options.</p> <p>Prepare and complete income tax forms.</p> <p>Debate over tax ideologies -How to estimate income tax return amounts</p> <p>Distinguish various types and composition of investments from corporate stocks to government bonds.</p>			<p>6.3.12.C</p> <p>6.3.12.D</p> <p>6.4.12.A</p> <p>6.4.12.B</p> <p>6.4.12.C</p> <p>6.4.12.D</p> <p>6.5.12.C</p> <p>National Voluntary Standards for Teaching Economics: 1,4,7,11,12,20</p> <p>CC.8.5.9-10.G</p> <p>CC.8.5.9-10.H</p> <p>CC.8.5.9-10.I</p> <p>CC.8.5.9-10.J</p> <p>CC.8.6.9-10.A</p> <p>CC.8.6.9-10.B</p> <p>CC.8.6.9-10.C</p> <p>CC.8.6.9-10.D</p>
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Course: Economics

	today? Why are taxes necessary?				CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I
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SusQ-Cyber Charter Curriculum Mapping
Course: General Social Studies

Month	Content	Skills	Assessments	Activities/ Instructional Strategies	Standards
September Weeks 1-2	<p><u>Introduction to Social Studies: History and Social Science</u></p> <p>History</p> <p>Social Sciences</p> <p>Geography and People</p> <p>How do the social science differ?</p> <p>What do the social sciences share?</p> <p>What is meant by the term “social science”?</p>	<p>Students will:</p> <p>Organize historical information into a timeline</p> <p>Explain the different social sciences with reference to the types of evidence they use</p> <p>Explain the importance of historical understanding.</p> <p>Trace the study of geography from map study to five themes of geography to geographic determinism.</p> <p>Assess the extent to which study of geography is history's most important sister discipline.</p>	<p>Informal Bell Ringers Tickets out the Door</p> <p>Formal Lesson Quizzes</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities</p> <p>VoiceThread Interactive Syllabi</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A</p> <p>CC.8.5.9-10.B</p> <p>CC.8.5.9-10.C</p> <p>CC.8.5.9-10.D</p> <p>CC.8.5.9-10.E</p> <p>CC.8.5.9-10.F</p> <p>CC.8.5.9-10.H</p> <p>CC.8.5.9-10.I</p> <p>CC.8.5.9-10.J</p> <p>CC.8.6.9-10.A</p> <p>CC.8.6.9-10.B</p> <p>CC.8.6.9-10.C</p> <p>CC.8.6.9-10.D</p> <p>CC.8.6.9-10.E</p> <p>CC.8.6.9-10.F</p> <p>CC.8.6.9-10.G</p> <p>CC.8.6.9-10.H</p> <p>CC.8.6.9-10.I</p>

**SusQ-Cyber Charter Curriculum Mapping
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<p>September/October Weeks 3-6</p>	<p><u>US History</u></p> <p>Beginnings-500</p> <p>500-1450</p> <p>1450-1750</p> <p>Exploration and Colonization</p> <p>Independence and Constitution</p> <p>Westward Expansion</p> <p>The American People</p> <p>How does continuity and change within the United States history influence your community today?</p> <p>How has social disagreement and collaboration been beneficial to American society?</p> <p>What does it mean to be a United States citizen, and what is your role in the history of the world?</p> <p>What document or artifact best summarizes the United</p>	<p>Students will:</p> <p>Organize a chart detailing information about the early English colonies.</p> <p>Create a timeline detailing important events.</p> <p>Organize information regarding westward expansion.</p> <p>Identify characteristics they feel are pertinent to the American people and analyze the traits listed by Alexis de Tocqueville.</p> <p>Trace the development of distinct, regional empire growth.</p> <p>Assess the changes that European colonization brought to the Americas.</p> <p>Evaluate the dramatic social changes that occurred in the United States during its first 50 years.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	States and why?				
October/November Weeks 7-10	<p><u>What is Geography?</u></p> <p>Human Geography</p> <p>Culture and Culture Regions</p> <p>Economic Geography</p> <p>Physical Geography</p> <p>Earth in the Universe</p> <p>Atmosphere and Climates</p> <p>Landforms</p> <p>What do geographers focus on when they look at a place?</p> <p>How can we use the Five Themes to describe different places?</p> <p>What do certain geographic terms mean and how do they apply in daily life? Human geography (defining and identifying elements of culture, world religions, terminology and skills for studying population,</p>	<p>Students will:</p> <p>Explain how physical and human geography differ and how they are dependent upon each other</p> <p>Compare and contrast types of maps with an emphasis on appropriate use.</p> <p>Define geography.</p> <p>Understand the Five Themes of Geography and apply them in future units.</p> <p>Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Analyze the global effects of human activity on the physical.</p> <p>Analyze the human characteristics of places and regions using the</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>economic types {primary, secondary, tertiary}, types of government, cultural diffusion)</p> <p>How does geography help us understand our world?</p> <p>How can we use geography?</p> <p>Why do geographers use maps, and what do maps tell us?</p> <p>How does the environment impact human behavior?</p> <p>How does human behavior impact the environment?</p> <p>Where in the world do people live, and why do they live there?</p> <p>Where and why do people migrate?</p> <p>How do different weather patterns affect culture?</p> <p>What do geographers focus on when they look at a place?</p> <p>How can we use the Five Themes to describe</p>	<p>following criteria: Population Culture Settlement Economic activities Political activities</p> <hr/> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p> <p>Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>Assess how physical changes to a region may have global impact.</p> <p>Analyze the global effects of changes in the physical systems.</p> <hr/> <p>Analyze the significance</p>			
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**SusQ-Cyber Charter Curriculum Mapping
Course: General Social Studies**

	<p>different places?</p> <p>What do certain geographic terms mean and how do they apply in daily life?</p>	<p>of physical processes in shaping the character of places and regions.</p>			
<p>November/ December Weeks 11-14</p>	<p><u>Fundamentals of Economics</u></p> <p>What is Economics?</p> <p>Economic Terms</p> <p>Money and Labor</p> <p>Economics and You!</p> <p>How do limitations on people's time and income affect needs and wants?</p> <p>What sacrifices are made when scarcity forces people to make choices?</p> <p>Why are the goals (accumulation of wealth) of entrepreneurs and laborers similar, yet they are often involved in bitter disputes that harm the enterprise upon which they both depend?</p> <p>Why are entrepreneurs essential to the well-being</p>	<p>Students will:</p> <p>Describe the economic impact of scarcity on individuals, businesses, and nations.</p> <p>Identify various scarce resources and compare different choices that could be made concerning scarcity.</p> <p>Describe the fundamentals of trade and exchange, and will analyze its impact on local, national, and global interdependence.</p> <p>Describe how economic decisions are made, including the role incentives play, and what impact opportunity costs can have on individuals and the whole economy.</p> <p>Explore the evolution of currency in the United States of America and analyze how and why U.S. currency has changed over time and how the uses and characteristics</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>of the U.S. economy?</p> <p>What is economics?</p> <p>What is the American Dream?</p> <p>Historical context of US economy from the Great Depression to the present.</p> <p>Differences in economic systems such as traditional, command, market, & mixed.</p> <p>Prominent economist of the past (Smith, Marx, Keynes, and Friedman).</p> <p>Contemporary theory (current economic views and philosophies)</p> <p>What is the American Dream?</p> <p>Why is specialization used?</p> <p>What are the characteristics of a market economy?</p> <p>What are the economic goals of the United States?</p>	<p>of money have influenced some of these changes.</p> <p>Construct narratives to better understand consumer market power.</p> <p>Assess the impact of divisions of labor and account for what determines labor specialization.</p> <p>Consider the relationship between labor and productive resources.</p> <p>Explore the uses, characteristics, and value of money.</p> <p>Discuss the major characteristics of command and free enterprise economies.</p> <p>Identify and assess the various economic systems using circular flow models and both historic and modern examples of each system.</p> <p>Analyze and compare</p>			
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	<p>Why is consumer activity and behavior patterns an important part of the U.S. economy?</p> <p>What is the purpose of studying Economics?</p> <p>Why do people make economic choices?</p> <p>Why does scarcity exist?</p> <p>What are the advantages and disadvantages to the types of economic systems?</p> <p>How does an economic system impact the way of life for citizens? -What influences consumer behavior?</p> <p>-What makes a successful entrepreneur?</p> <p>-What causes efficient production?</p>	<p>the four major economic systems: traditional, market, command, and mixed economies</p> <p>Understand the three basic questions of economics.</p> <p>Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Evaluate the flow of goods and services in an international economy.</p> <p>Analyze the effect of changes in the level of competition in different markets.</p> <p>Evaluate the impact of private economic institutions on the individual, the national and the international economy.</p>			
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		<p>Evaluate and compare/contrast various economic systems.</p> <p>Analyze the factors influencing wages</p> <p>Evaluate how changes in education, incentives, technology, and capital investment alter productivity.</p> <p>Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.</p> <p>Assess the impact of entrepreneurs on the economy.</p> <p>Analyze how a country answers the three key economic questions.</p> <p>Summarize the five basic economic goals.</p> <p>Compare and contrast the advantages and disadvantages of each</p>			
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**SusQ-Cyber Charter Curriculum Mapping
Course: General Social Studies**

		<p>economic system</p> <p>Analyze charts and graphs</p> <p>Prepare production possibility curves.</p>			
<p>December/January Weeks 15-18</p>	<p>Introduction to Government and Civics: What is Government?</p> <p>Institutions of US Government</p> <p>Executive Branch</p> <p>Legislative Branch</p> <p>Judicial Branch</p> <p>Politics in the United States</p> <p>Political Parties</p> <p>Democracy in Action</p> <p>Electoral Process</p> <p>Media and Politics</p> <p>Politics and Special Interests</p>	<p>Students will: Define the basic function of government.</p> <p>Analyze how the principles and ideals found in a democracy shape a government</p> <p>Identify the basic ideas on government from Thomas Hobbes and John Locke.</p> <p>Trace the development of the idea of the social contract from Thomas Hobbes to John Locke.</p> <p>Examine cabinet positions.</p> <p>Test understanding of the executive bureaucracy.</p> <p>Practice synthesizing information by writing</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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Course: General Social Studies

	<p>Freedoms, Rights, and Issues in the US</p> <p>What are the basic functions of government, and what duties and responsibilities must American citizens carry out in order for our government to work properly?</p> <p>What are the basic functions of government?</p> <p>What are the fundamental principles of American Democracy?</p> <p>What are the multiple meanings of the word <i>state</i>?</p> <p>What is <i>self-governance</i>?</p> <p>What is the relationship between self-governance and our republic in the United States?</p>	<p>mock debate briefings on main party issues.</p> <p>Analyze essays in support of diplomacy and write reactions to those essays.</p> <p>Analyze common leadership qualities and compare the leadership of different presidents.</p> <p>Define the characteristics that they feel are necessary in an ideal president.</p> <p>Analyze Norman Rockwell's interpretation of Franklin Roosevelt's four freedoms.</p> <p>Identify and evaluate the presidential and national legacy of William J. Clinton and analyze the role of the media on the modern presidency.</p> <p>Analyze the structure of the legislative branch of the United States government and compare the qualifications and tasks of representatives</p>			
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SusQ-Cyber Charter Curriculum Mapping
Course: General Social Studies

		<p>and senators.</p> <p>Explain the extent to which the separation of power works between the legislative branch and the other branches.</p> <p>Explore ethnic and gender diversity in the Senate's history and write a response indicating their own perceptions about diversity in United States politics.</p> <p>Analyze the extent to which the separation of power works between the judicial branch and the other branches.</p> <p>Analyze constitutional powers of the court and compare the opinions of early leaders on the court's powers.</p>			
May Week 19	Opportunity for Research/Final Project	Final Research Project	Final Research Project	Final Research Project	CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H

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					CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I
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AP

AP PSYCHOLOGY SYLLABUS

MR RITTER | SUSQ-CYBER CHARTER SCHOOL
2019-2020

CONTACT INFO

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COURSE DESCRIPTION

Per the College Board: “The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. “

CLASS SUPPLIES

- Laptop or Desktop
- Internet Access
- Pen or Pencil
- Notebook
- 3x5 cards

GRADING POLICY & ASSESSMENT

- A 100% to 92%
- B <92% to 83%
- C <83 to 74%
- D <74 to 65%
- E <65 to 0%

AP EXAM

The AP Psychology Exam includes a 70-minute multiple-choice section that accounts for two-thirds of the exam grade and a 50-minute FRQ section made up of two questions that accounts for one-third of the exam grade.

Students will be graded on independent assignments as well as participation during live class discussions. Formal assessments will occur at the end of each unit in a quiz consisting of AP style Multiple choice questions and FRQs. There will be a cumulative midterm exam that follows the same style, but covers every unit previously studied. The AP Exam will serve as this course's final exam. Following the final exam students will conduct a Research Project.



AP

AP PSYCHOLOGY SYLLABUS

MR RITTER | SUSQ-CYBER CHARTER SCHOOL
2019-2020

CLASSROOM EXPECTATIONS

- Arrive to class on time. Students more than 5 minutes late will be marked absent.
- Be prepared for class by having access to canvas & all necessary classroom materials
- Complete all work by the assigned due date
- Use given class time wisely, and effectively.
- Be respectful and courteous to teachers and peers.
- Participate and ask questions or share experiences during live class sessions. Live class participation via microphone is worth 15% of your quarterly grade.

TEXTBOOK & OTHER CLASSROOM RESOURCES

- Textbook: Myer's, David G. *Psychology for AP 2nd Edition*
- LaunchPad Web platform
- Crash Course Psychology Video Series
- Canvas
- Classroom Recordings to review material or catch up if absent from a live session
- Other materials and links provided throughout the course of the school year

COURSE OBJECTIVES

- You will study the major core concepts and theories of psychology
- You will be able to identify key terms and integrate them into your vocabulary
- You will study the basic skills of psychological research and identify ways to integrate your study into your life
- Develop and refine critical thinking skills
- Prepare to do acceptable work on the AP Psychology Exam

COURSE OUTLINE (SUBJECT TO CHANGE OR MODIFICATION AS NECESSARY)

I The Evolution of Psychology- History and Approaches (2-4%)

- Logic, Philosophy, and History of Science
- Historical Schools: Functionalism vs. Structuralism
- Approaches: Biological, Behavioral, Cognitive, Humanistic, psychodynamic, Sociocultural, Evolutionary

II Research (8-10%)

- Experimental, Correlational, and Clinical Research
- Nature of Science Inquiry: Sources of bias and error
- Statistics: Central tendency, variance, significance, correlation
- Ethics in Research: Human participants, animal subjects

III Biological Basis of Behavior (8-10%)

- Neural Transmission
- Functional Organization of Nervous System
- Physiological Techniques
- Neuroanatomy
- Endocrine System
- Genetics and Heritability

IV Sensation and Perception (6-8%)

- Thresholds
- Sensory Mechanisms
- Sensory Adaptation
- Attention
- Perceptual Processes

V States of Consciousness (2-4%)

- Sleep and Dreaming
- Hypnosis
- Psychoactive Drug Effects

VI Learning (7-9%)

- Classical Conditioning: Pavlov, Watson, applications
- Operant Conditioning: Thorndike, Skinner, Bandura, behavior modification
- Cognitive Processes in Learning
- Biological Factors
- Social Learning

VII Human Memory (8-10%)

- Memory: Encoding, Storage, and Retrieval

VIII Language and Thought (2-4%)

- Language: Skinner and Chomsky
- Thought
- Problem Solving and Creativity, Decision Making

IX Intelligence and Psychological Testing (5-7%)

- Heredity/Environment and Intelligence
- Human Diversity

- Extremes of Intelligence: Mental Retardation, Giftedness
- Standardization and Norms
- Reliability and Validity
- Types of Tests
- Ethics and Standards in Testing

X Motivation and Emotion (6-8%)

- Biological Bases
- Theories of Motivation
- Hunger, Thirst, Sex, and Pain
- Social Motives
- Theories of Emotion

XI Human Development (7-9%)

- Prenatal, Infancy, Childhood, Adolescence, and Adulthood
- Research Methods: Longitudinal and cross-sectional studies
- Heredity-Environment Issues
- Nature vs. Nurture (maturation versus learning)
- Sex Roles, Sex Differences
- Influential Theories: Piaget and cognitive development, Freud and psychosocial development Kohlberg and moral development, Gilligan and gender differentiation.

XII Personality (5-7%)

- Personality Theories and Approaches
- Assessment Techniques
- Growth and Adjustment

XIII Stress and Health (4-6%)

- Nature of Stress
- Major Types of Stress
- Responding to Stress
- Effects of Stress
- Health-Impairing Behaviors

XIV Abnormal Psychology (7-9%)

- Definitions of Abnormality
- Theories of Psychopathology
- Diagnosis of Psychopathology
- Types of Disorders: Anxiety, Somatoform, Mood, Schizophrenic, Organic, personality, Dissociative

XV Treatment of Psychological Disorders (5-7%)

- Treatment Approaches
- Modes of Therapy
- Community and Preventive Approaches

XVI Social Psychology (8-10%)

- Person Perception, Forming Impressions of others
- Attribution Process: Explaining Behavior
- Interpersonal Attraction: Liking and Loving
- Attitudes: Making Social judgments
- Conformity, Compliance, Obedience
- Group Behavior
- Prejudice

**SusQ-Cyber Charter Curriculum Mapping
Course: United States History**

Month	Content/ Essential Questions	Skills	Assessments	Activities/ Instructional Strategies	PA Core Standards
September Weeks 1-4	<p>The American Character and American Belief System</p> <p>During this unit, we will study key documents in U.S. history, such as the Declaration of Independence, the Constitution and the Bill of Rights.</p> <p>How does continuity and change within the United States history influence your community today?</p> <p>How has social disagreement and collaboration been beneficial to American society?</p> <p>What does it mean to be a United States citizen, and what is your role in the history of the world?</p> <p>What document or artifact best summarizes the United States and why?</p>	<p>Students will:</p> <p>Analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</p> <p>Critique the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.</p> <p>Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.</p> <p>Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Activity/Lesson Quizzes</p> <p>Weekly Core Activity Completion and Submission *Argumentative Essay</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities</p> <p>Primary Source Analysis</p> <p>VoiceThread Interactive Syllabi</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p> <p>Constitution Day Virtual Field Trip (September 17) ***Special Activity</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

**SusQ-Cyber Charter Curriculum Mapping
Course: United States History**

	<p>Why is time and space important to the study of history?</p> <p>What role does analysis have in historical construction?</p> <p>Timeline/ Primary Sources: 1620 Mayflower Compact, 1630 Winthrop's "City on a Hill," 1776 Declaration of Independence, 1789 Constitution, 1830s Tocqueville, 1863 Gettysburg Address, 1961 Kennedy's Inaugural Address, and 1963 King's "I Have a Dream" speech</p>	<p>example.</p> <p>Summarize how conflict and compromise in United States history impact contemporary society.</p> <p>Articulate the context of a historical event or action.</p> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p>			
September/October Week 5-8	<p>Making a New Start: Experiences of Immigrants in America</p> <p>A study of the experience of immigrants from Jamestown to the present. Discussion of contemporary issues relating to immigration on the state and national level.</p> <p>What document or</p>	<p>Students will:</p> <p>Articulate the context of a historical event or action.</p> <p>Research family history.</p> <p>Interview family members.</p> <p>Contrast multiple perspectives of</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>*Family History/ Immigration Paper</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Primary Source Analysis</p> <p>Student Readings</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.B CC.8.6.9-10.C</p>

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	<p>artifact best summarizes the United States and why?</p> <p>How can the story of another American, past or present, influence your life?</p> <p>Why is time and space important to the study of history?</p> <p>What role does analysis have in historical construction?</p> <p>How has social disagreement and collaboration been beneficial to American society?</p> <p>Timeline/ Primary Sources: 1492 Columbus, 1607 Jamestown, 1620 Pilgrims, 1630 Puritans, 18th century Africans, English, Scots-Irish, Scots, and German immigrants, 1798 Alien and Sedition Acts, 1830s-1840s Irish, German, and Mexican "immigrants," 1860s Know Nothing Party, mid to late 19th century Chinese,</p>	<p>individuals and groups in interpreting other times, cultures, and place.</p> <p>Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.</p> <p>Synthesize a rationale for the study of individuals in United States history.</p> <p>Construct a biography of an American and generate conclusions regarding his/her qualities and limitations.</p>	<p>*Family Interview- Upload to Library of Congress</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Completion of Compass Learning chapter lessons/OR alternate video</p> <p>*Virtual Field Trip-Ellis Island and Museum of Tolerance</p>	<p>CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	Japanese, Southern and Eastern European, Mexican immigrants, 1882 Chinese Exclusion Acts, late 19th/early 20th century settlement houses, 1907 Gentleman's Agreement, 1920s Red Scare and National Origins Act, 1942-1945 Japanese internment, 1950 McCarron Act, 1965 Immigration Act, 1980s Immigration Control and Reform Act, 1994 California's Proposition 187				
October/November Weeks 9-12	<p>Struggle for Equality: The Experience of Women</p> <p>The class will study the experience of women from the colonial period to present issues concerning women. Students will read many social history accounts of women from a variety of sources.</p> <p>How has social disagreement and collaboration been beneficial to American society?</p> <p>How can the story of another American, past or</p>	<p>Students will: Articulate the context of a historical event or action.</p> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p> <p>Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.</p> <p>Write a contract.</p> <p>Examine standards of</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>*Argumentative/Persuasive Essay</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Primary Source Analysis</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>present, influence your life?</p> <p>Why is time and space important to the study of history?</p> <p>What role does analysis have in historical construction?</p> <p>Timeline/ Primary Sources: 1607-1776 Women legally dead, 1776-1820 education improves during the Young Republic, 1820-1860 Cult of True Womanhood, 1830s women active in the Abolitionist Crusade, 1848 Seneca Falls Declaration, late 19th/early 20th women's suffrage movement, 1920 19th Amendment, 1923 Equal Rights Amendment, 1930s-1940s Eleanor Roosevelt, 1941-1945 Rosie the Riveter, 1955-1968 women active in Civil Rights movement, 1963 <u>Feminine Mystique</u> and beginnings of women's movement, 1964 Civil Rights Act, 1966 NOW, 1970s split in movement.</p>	<p>fashion and beauty.</p> <p>Determine the four cardinal virtues for women today.</p>			
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<p>November/ December Weeks 13-16</p>	<p>Struggle for Equality: Experience of African Americans All students will examine the experience of African-Americans from the slave ships to the present day. The class will examine the short and long term consequences of slavery. Everyone will watch segments of <u>Amistad</u>, <u>Glory</u>, <u>Eyes on the Prize</u>, and <u>Malcolm X</u>. At the end of the unit the class will discuss "white privilege."</p> <p>How can the story of another American, past or present, influence your life?</p> <p>How has social disagreement and collaboration been beneficial to American society?</p> <p>Why is time and space important to the study of history?</p> <p>What role does analysis have in historical construction?</p>	<p>Students will:</p> <p>Articulate the context of a historical event or action.</p> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p> <p>Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.</p> <p>Examine the experience of African-Americans.</p> <p>Examine the short and long term consequences of slavery.</p> <p>Discuss and reflect upon the concept of "white privilege."</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>*Position Paper</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Primary Source Analysis Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	<p>Timeline/ Primary Sources: 1619- First Africans, 1787 3/5 Compromise, 1793 cotton gin, 1808 No importation of slaves, 1816 American Colonization Society, 1820 Missouri Compromise, 1830s Abolitionist Crusade, 1850 Compromise, 1854 Kansas Nebraska Act, 1857 Dred Scott Decision, 1859 John Brown's raid, 1861-1865 Civil War, 1863 Emancipation Proclamation, 1865 13th Amendment, 1860s/1870 14th and 15th Amendments, 1865-1877 Reconstruction, 1896 Plessy v. Ferguson, late 19th/first half 20th century Jim Crow laws, Booker T. Washington's Atlanta Compromise and W.E.B. DuBois and Niagara Movement, 1917-1918 exodus from South, 1920s race riots in North and Harlem Renaissance, 1930s mixed progress for African Americans, 1940s major exodus from South, race riots, important role in</p>				
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	<p>military during WWII, but segregated units, 1954 Brown v. Board of Education of Topeka, 1954-1968 Civil Rights Movement, 1963 March on Washington, 1965 Death of Malcolm X, 1968 Death of Martin Luther King, Jr. and end of Civil Rights Movement, 1965 Watts Riot, 1992 Rodney King and L.A. Riots, Present Day Race Relations/Police Brutality</p>				
<p>December/January Week 17-20</p>	<p>Struggle for Equality: The Experience of Native Americans, Chicana Studies, Asian Americans</p> <p>Three short, focused units on three minority groups. They will view a segment from <u>Dances with Wolves</u>, Fong See's "American Dream" and a documentary on Mexican American history</p> <p>How can the story of another American, past or present, influence your life?</p> <p>How has social disagreement and collaboration been</p>	<p>Students will: Articulate the context of a historical event or action.</p> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p> <p>Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.</p> <p>Synthesize a rationale for the study of individuals in United States history.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>*Japanese Internment Cross-Curricular Project</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Primary Source Analysis</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>beneficial to American society?</p> <p>Why is time and space important to the study of history?</p> <p>What role does analysis have in historical construction?</p> <p>Timeline/ Primary Sources: <u>Native American:</u> 1607 Powhatan, Pocahontas, 1620 Squanto/Massasoit, 1754-1763 French and Indian War, 1795 Treaty of Greenville, 1804-6 Sacajawea, 1811 Tippicanoe/defeat Tecumseh, 1830s Cherokee Nation v. Georgia/Trail of Tears, 1860s-1880s Reservation policy, 1876 Little Bighorn, 1887 Dawes Act, 1890 Wounded Knee, 1934 Indian Reorganization Act, 1950s Termination, 1960s/1970s Red Power Movement, AIM, 1960s/1970s Progress in some court cases. <u>Mexican-American:</u> 1819/1820 Mexico independent from Spain,</p>	<p>Write a summary and an evaluation.</p>			
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	<p>1836 Alamo, 1845 Annexation of Texas by U.S., 1846-8 Mexican American War, 1848 Treaty of Guadalupe Hidalgo, 19th century/Mexicans become landless laborers instead of land owners, 1920s Mexicans excluded from discriminatory legislation of the National Origins Act, 1930s Depression/Mexicans encouraged to go back to Mexico, 1940s Bracero program, 1943 Zoot Suit riots, 1950s Operation Wetback, 1960s/1970s Brown Power, 1963 Cesar Chavez/United Farm Workers, 1970s/1980s Students push for Chicano Studies in the universities, 1986 Immigration and Control Act, 1990s Proposition 187, Proposition 209 (California).</p> <p><u>Asian-American:</u> 1868 Burlingame Treaty, 1860s Chinese laborers work on Central Pacific Railroad, 1882 Chinese Exclusion Act, 1880s/1890s Japanese picture brides, 1906 San</p>				
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	<p>Francisco School Segregation, 1907 Gentleman's Agreement, 1924 National Origins Act restricts the immigration of Asians, 1942-1945 Internment, 1943 China-U.S. alliance and Chinese immigration possible, 1965 Immigration Act, 1988 Reagan apology for internment.</p>				
<p>January/February Weeks 21- 25</p>	<p>Boom or Bust: Economic Development and its Issues</p> <p>The class will examine key developments in economic history from the colonial period to the challenges of the global economy.</p> <p>How has social disagreement and collaboration been beneficial to American society?</p> <p>How can the story of another American, past or present, influence your life?</p> <p>Why is time and space</p>	<p>Students will: Articulate the context of a historical event or action.</p> <p>Debate between capitalists and socialists.</p> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p> <p>Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.</p> <p>Analyze the interaction of cultural, economic,</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>*Formal Debate</p> <p>*Persuasive Essay</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Primary Source Analysis</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>important to the study of history?</p> <p>What role do multiple causations play in describing a historic event?</p> <p>What role does analysis have in historical construction?</p> <p>Timeline/ Primary Sources: Economics (general): 17th century mercantilism; joint stock company; 1776 Adam Smith and <u>Wealth of Nations</u>; 18th/early 19th self-sufficient farms; 1812-1861 growth of manufacturing/textile mills; 1825 Erie canal; canals, railroads and steamboats; 1861 Beginning of Civil War and Industrial Revolution; late 19th century increased boom and bust cycles; ruthless competition, monopolies, exploitation of workers and the beginning of labor organization, government pro-business, inequality of income; farmers suffer; late 19th/early 20th century</p>	<p>geographic, political, and social relations for a specific time and place.</p> <p>Evaluate cause-and-result relationships bearing in mind multiple causations.</p> <p>Research five to ten of the most important technological innovations in U.S. history.</p> <p>Write a persuasive piece focused on technology.</p>			
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	<p>reforms such as Interstate Commerce Act, Sherman Antitrust Act, and Federal Reserve System; the prosperous "Roaring Twenties;" 1929 Crash and the Great Depression of the 1930s; mobilization for WWII, 1945-1960s The Post-War Economic Boom; 1963-1969 Great Society/War on Poverty; 1970s inflation and Nixonomics; Arab Oil Embargo 1973; 1980s Reaganomics, growth of national debt, trade imbalance, and increased global competition; 1998-1999 Global Economic Slump?</p> <p><u>The Farmer</u>: Colonial period, headrights, indentured servants, the growth of the plantation system, growth of slavery; 18th/19th century the agrarian ideal; mid-19th century farmers begin to specialize and mechanize, late 19th century farmers suffer; the Grange and Farm Alliances; Bryan's Cross of Gold speech; farmers prosper during WWI,</p>				
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	<p>farmers suffer in 1920s and 1930s; Agricultural Marketing Act of Hoover's administration and the Agricultural Adjustment Act of the New Deal; WWII good for farm incomes; post-WWII the growth of agribusiness and the continuation of parities and subsidies; the decline of the family farm; 1960s Cesar Chavez and the United Farm Workers.</p> <p><u>Labor</u>: Early 19th century "the putting out system;" War of 1812 and the growth of manufacturing; the Lowell Textile Mills; 1842 Commonwealth v. Hunt (labor unions are legal); 1860s Knights of Labor; 1870s AFL and Gompers; 1877 Year of Strikes, 1886 Haymarket Square Riot, 1890 Sherman Antitrust Act adopted and used against labor; early 20th century Teddy Roosevelt and the coal miner's strike; Wilson's Adamson Act/pro-child labor laws; 1920s Red Scare and decline power of labor; 1930s Wagner Act/CIO</p>				
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	<p>forms and significant gains for labor; 1947 Taft Hartley Act; 1955 AFL-CIO merge; 1970s recession, global economy, loss of blue collar jobs and decline of power of labor; 1980s/1990s labor abuses.</p> <p><u>Business:</u> 17th century joint stock company; 1776 Adam Smith; late 18th/early 19th century Hamilton's economic program; 19th century government/courts encourage business growth; War of 1812 encourages the growth of manufacturing; the Lowell or Waltham system; incorporation laws/free banking; 1820s/1860s canals, railroads, and steamboats; 1861-1900 Industrial Revolution, growth of monopolies, extreme competition, and boom and bust cycles; 1880s/1890s Sherman Antitrust and Interstate Commerce Act, E.C. Knight Case; Progressive Era reforms to check the power of business; the causes of prosperity in the 1920s and the cause of the crash in</p>				
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	1929, the Great Depression of 1930s, New Deal attempts to help business, Keynesian economics; the revitalization of business with World War II demands; 1945 to early 1970s the Post War Economic Boom; 1950s/1960s growth of conglomerates; 1970s end of Post War Boom and the rise of the global economy; inflation and Vietnam War; Reaganomics; 1998 the Asian and Russian economic crisis.				
March Weeks 26-30	<p>Leadership and the American Presidency</p> <p>In this unit the class will study the presidents, their policies and leadership styles from Washington to present day. Each student will search for the most highly regarded source materials on a president and will write several paragraphs about what the president can teach us about leadership. Students will watch numerous documentaries on the American presidency.</p>	<p>Students will:</p> <p>Articulate the context of a historical event or action.</p> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p> <p>Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.</p> <p>Conduct a research project.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>*Research Paper</p> <p>*Argumentative Essay</p> <p>Current Events Discussion (Active Participation and</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Primary Source Analysis</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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	<p>How can the story of another American, past or present, influence your life?</p> <p>What does it mean to be a United States citizen, and what is your role in the history of the world?</p> <p>Why is time and space important to the study of history?</p> <p>What role does analysis have in historical construction?</p> <p>Timeline/ Primary Sources: A time chart of all the presidents and major developments by era and presidential administration are distributed.</p>	<p>Examine the concept of “leadership.”</p> <p>Evaluate source documents.</p> <p>Construct a biography of an American and generate conclusions regarding his/her qualities and limitations.</p> <p>Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.</p> <p>Evaluate cause-and-result relationships bearing in mind multiple causations.</p>	<p>Preparation-Graded via Rubric)</p>		
<p>April Weeks 31-32</p>	<p>American Cultural Traditions: Art, Architecture, Religion and Education</p> <p>Students will learn about key developments in American cultural history. They will examine American art and architecture from the colonial period to the</p>	<p>Students will: Articulate the context of a historical event or action.</p> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Primary Source Analysis</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.B</p>

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	<p>1960s.</p> <p>Why is time and space important to the study of history?</p> <p>What role does analysis have in historical construction?</p> <p>Timeline/ Primary Sources: Some of the topics covered are the Spanish, French, and English colonial legacy; the Enlightenment; the growth of a distinct American culture in the early years after the American Revolution; the First and Second Great Awakenings; Ben Franklin; the major American painters and key architectural styles from the colonial period to Pop and Op art of the 1960s and Frank Lloyd Wright; Social Darwinism of the late 19th century; the Social Gospel; Horace Mann and John Dewey; the Harlem Renaissance; student protest and the counter-culture movement of the 1960s.</p>	<p>Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.</p> <p>Synthesize a rationale for the study of individuals in Pennsylvania history.</p> <p>Analyze a primary source for accuracy and bias and connect it to a time and place in Pennsylvania.</p>	<p>*Art as Research</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p> <p>*Virtual Field Trips</p> <p>*Frank Lloyd Wright Interview</p>	<p>CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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**SusQ-Cyber Charter Curriculum Mapping
Course: United States History**

<p>April/May Weeks 33-37</p>	<p>War, Peace, and the Responsibilities of Global Leadership</p> <p>Students will investigate American foreign policy from the policy of isolation and neutrality to foreign policy in the post-Cold War era. The focus will be on the Civil War, World War II, the Cold War, the War in Vietnam, and terrorism.</p> <p>How can the story of another American, past or present, influence your life?</p> <p>Why is time and space important to the study of history?</p> <p>What role does analysis have in historical construction?</p> <p>Timeline/ Primary Sources: Outlines are distributed for all of the major wars in U.S. history. The Civil War, WWII, the Cold War, and the War in Vietnam are studied in detail.</p>	<p>Students will: Articulate the context of a historical event or action.</p> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p> <p>Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.</p> <p>Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.</p> <p>Evaluate cause-and-result relationships bearing in mind multiple causations.</p> <p>Examine how the war on terrorism affects today's society.</p> <p>Critique domestic vs. foreign policy.</p> <p>Create a collaborative product.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p> <p>*Foreign or Domestic Issues Presentation</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Primary Source Analysis</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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SusQ-Cyber Charter Curriculum Mapping
Course: United States History

<p>May Week 38</p>	<p>Opportunity for Research/Final Project</p>	<p>Students will: Articulate the context of a historical event or action.</p> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p> <p>Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.</p> <p>Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.</p> <p>Evaluate cause-and-result relationships bearing in mind multiple causations.</p>	<p>Final Research Project</p>	<p>Final Research Project</p>	<p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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SusQ-Cyber Charter Curriculum Mapping
Course: World Geography ½ credit

Month	Content	Skills	Assessments	Activities/ Instructional Strategies	Standards
September Weeks 1	<p><u>Introduction to Geography</u></p> <p>What is Geography?</p> <p>Geographer's Tools</p> <p>Cartography</p> <p>Geography and History</p> <p>-Five themes of geography -Geography skills and basic terms (including map terms and skills)</p> <p>What do geographers focus on when they look at a place?</p> <p>How can we use the Five Themes to describe different places?</p> <p>What do certain geographic terms mean and how do they apply in daily life?</p>	<p>Students will:</p> <p>Explain how physical and human geography differ and how they are dependent upon each other</p> <p>Compare and contrast types of maps with an emphasis on appropriate use.</p> <p>Define geography.</p> <p>Understand the Five Themes of Geography and apply them in future units.</p> <p>Understand how to use maps and other geographic representations, tools, and technology to report information.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quizzes</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities</p> <p>VoiceThread Interactive Syllabi</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>7.1.12.A</p> <p>7.1.12.B</p> <p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J</p> <p>CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>

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<p>September/October Weeks 2-3</p>	<p><u>Physical Geography</u></p> <p>Earth in the Universe</p> <p>Atmosphere and Climates</p> <p>Landforms</p> <p>-Five themes of geography -Geography skills and basic terms (including map terms and skills) -How external forces shape the Earth (flooding, etc.) -How internal forces shape the Earth (tectonic activity, etc.) -Climate and seasons -Types of Vegetation</p> <p>How do different weather patterns affect culture?</p> <p>What do geographers focus on when they look at a place?</p> <p>How can we use the Five Themes to describe different places?</p> <p>What do certain geographic terms mean and how do they apply in daily life?</p>	<p>Students will:</p> <p>Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.</p> <p>Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>Assess how physical changes to a region may have global impact.</p> <p>Analyze the global effects of changes in the physical systems.</p> <hr/> <p>Analyze the significance of physical processes in shaping the character of places and regions.</p> <hr/>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>*Map locating climates of the world</p> <p>*Essay: Use Five Themes to describe where student lives</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>7.1.12.A 7.1.12.B 7.2.12.A 7.2.12.B 7.4.12.A</p> <p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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<p>October/November Weeks 4-5</p>	<p><u>Human Geography</u></p> <p>Culture and Culture Regions</p> <p>Economic Geography</p> <p>Human geography (defining and identifying elements of culture, world religions, terminology and skills for studying population, economic types {primary, secondary, tertiary}, types of government, cultural diffusion)</p> <p>How does geography help us understand our world?</p> <p>How can we use geography?</p> <p>Why do geographers use maps, and what do maps tell us?</p> <p>How does the environment impact human behavior?</p> <p>How does human behavior impact the environment?</p> <p>Where in the world do people live, and why do they live there?</p>	<p>Students will:</p> <p>Analyze the global effects of human activity on the physical.</p> <p>Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities</p> <hr/> <p>Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p>	<p>7.3.12.A 7.4.12.B 7.1.12.A CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	Where and why do people migrate?				
November/ December Weeks 6-7	<p>North America</p> <p>Mapping North America</p> <p>Historical and Cultural Geography of North America</p> <p><i>*United States:</i> -Physical overview -subregions -history -resources by region -economic ventures by region -impending issues -NAFTA -urban sprawl (megapolis)</p> <p><i>*Canada:</i> -physical overview -sub regions: provinces and territories -system of government -history -multiculturalism -major resources -role in global economy -issues of concern</p> <p>How do cultures influence places and regions?</p>	<p>Students will:</p> <p>Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.</p> <p>Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities</p> <hr/> <p>Analyze the global effects of changes in the physical systems.</p> <p>Analyze the global effects of human activity on the physical systems</p> <hr/> <p>Demonstrate an</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p> <p>*Virtual Field Trip</p>	<p>7.1.12.A</p> <p>7.1.12.B</p> <p>7.2.12.A</p> <p>7.2.12.B</p> <p>7.3.12.A</p> <p>7.4.12.A</p> <p>7.4.12.B</p> <hr/> <p>CC.8.5.9-10.A</p> <p>CC.8.5.9-10.B</p> <p>CC.8.5.9-10.C</p> <p>CC.8.5.9-10.D</p> <p>CC.8.5.9-10.E</p> <p>CC.8.5.9-10.F</p> <p>CC.8.5.9-10.G</p> <p>CC.8.5.9-10.H</p> <p>CC.8.5.9-10.I</p> <p>CC.8.5.9-10.J</p> <p>CC.8.6.9-10.A</p> <p>CC.8.6.9-10.B</p> <p>CC.8.6.9-10.C</p> <p>CC.8.6.9-10.D</p> <p>CC.8.6.9-10.E</p> <p>CC.8.6.9-10.F</p> <p>CC.8.6.9-10.G</p> <p>CC.8.6.9-10.H</p> <p>CC.8.6.9-10.I</p>

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	<p>How do neighboring countries cooperate economically?</p> <p>How do democratic systems of government impact the cultural, economic, and political lives of citizens?</p> <p>What is the role that physical features and human geography play in the formation of regions?</p>	<p>understanding of the region studied through the creation of a technologically rich assessment product.</p>			
<p>December/January Weeks 8-9</p>	<p><u>Middle and S. America</u></p> <p>Mapping Middle and S. America</p> <p>Historical and Cultural Geography of Middle and S. America</p> <p><i>*Mexico:</i> -physical overview -resources -economic ventures -urbanization -issues of concern</p> <p><i>*Central America & the Caribbean</i> -physical overview -cultural variety -colonization -effects of tourism</p>	<p>Students will: Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.</p> <p>Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p> <p>*Virtual Field Trip</p>	<p>7.1.12.A</p> <p>7.1.12.B</p> <p>7.2.12.A</p> <p>7.2.12.B</p> <p>7.3.12.A</p> <p>7.4.12.A</p> <p>7.4.12.B</p> <hr/> <p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H</p>

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	<p>-impact of plantation agriculture -impact of natural disasters -issues of concern</p> <p><i>*South America</i></p> <p>-physical overview -urbanization: population & pollution concerns -depletion of rain forest -effects of colonialism -multiculturalism -indigenous peoples -other issues of concern</p> <p>How do history and colonialism impact the cultural mosaic of a region?</p> <p>How does government react to challenges to its power?</p> <p>How have earlier cultures influenced modern society?</p> <p>How does urbanization impact the people and the environment of a region?</p> <p>What is the role of natural resources in a region's global economic connections?</p>	<p>Political activities</p> <hr/> <p>Analyze the global effects of changes in the physical systems.</p> <p>Analyze the global effects of human activity on the physical systems</p> <hr/> <p>Demonstrate an understanding of the region studied through the creation of a technologically rich assessment product.</p>			<p>CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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<p>January/February Weeks 10-11</p>	<p><u>Europe</u></p> <p>Mapping Europe</p> <p>Historical and Cultural Geography of Europe</p> <p><i>*General</i> -European Union -economic crisis -Europe as a colonizing power -historical legacy -access to sea -changing political boundaries -issues of concern</p> <p><i>*Mediterranean:</i> -physical overview -impending issues -trade -tourism -role of climate and resources</p> <p><i>*Western:</i> -impact of industrialization -issues of concern -impact of immigration</p> <p><i>*Northern:</i> -physical overview -environmental concerns (areas below sea level) -other issues</p>	<p>Students will:</p> <p>Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities</p> <p>Analyze the global effects of changes in the physical systems.</p> <p>Analyze the global effects of human activity on the physical systems</p> <p>Demonstrate an understanding of the region studied through the creation of a</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p> <p>*Virtual Field Trip</p>	<p>7.1.12.A</p> <p>7.1.12.B</p> <p>7.2.12.A</p> <p>7.2.12.B</p> <p>7.3.12.A</p> <p>7.4.12.A</p> <p>7.4.12.B</p> <hr/> <p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	<p><i>*Eastern:</i> -physical overview -political unrest -impact of wars and new nations -issues of concern</p> <p><i>*Russia and The Republics</i> -regional conflicts -impact of Cold War -economic challenges -impact of industrialization -pollution & environmental concerns -issues of concern</p> <p>What is the role of physical and human geography in regional conflicts?</p> <p>What is the relationship between a region's physical geography and its global involvement?</p> <p>Why do regions form supranational organizations to cooperate economically and politically?</p> <p>What is the role of historical events in the evolution of political boundaries?</p>	<p>technologically rich assessment product.</p>			
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<p>March Weeks 12-13</p>	<p><u>Africa</u></p> <p>Mapping Africa</p> <p>Historical and Cultural Geography of Africa</p> <p><i>*General</i> -impact of colonization (struggle for independence) -environmental issues (famine, water, desertification) -role of natural resources in global economy -challenges faced by developing countries -cultural mosaic (religions, languages, ethnicities) -impact of disease (AIDS, etc.) -issues of concern</p> <p><i>*East:</i> -physical geography -cultural diversity -Civil War -genocide -refugees <i>*North:</i> -physical geography -climate extremes - impact of Islam -cultural ties to SW Asia</p>	<p>Students will: Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.</p> <p>Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities</p> <hr/> <p>Analyze the global effects of changes in the physical systems.</p> <p>Analyze the global effects of human activity on the physical systems</p> <hr/> <p>Demonstrate an understanding of the region studied through the creation of a</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p> <p>*Virtual Field Trip</p>	<p>7.1.12.A</p> <p>7.1.12.B</p> <p>7.2.12.A</p> <p>7.2.12.B</p> <p>7.3.12.A</p> <p>7.4.12.A</p> <p>7.4.12.B</p> <hr/> <p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	<p>-impact of oil -refugees</p> <p><i>*West:</i> -physical geography -deforestation -historical legacy (ancient kingdoms, slave trade, trade routes) -political unrest</p> <p><i>*Central:</i> -physical geography -genocide -internal migration (refugees) -deforestation -mineral resources</p> <p><i>*Southern Africa</i> -apartheid -impact of AIDS -resources -multiculturalism -historical legacy</p> <p>What is the relationship between colonialism and the current political geography of a region?</p> <p>What factors most impact a region's economic development?</p> <p>How do physical and</p>	<p>technologically rich assessment product.</p>			
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	<p>human geography connect or separate people?</p> <p>What is the relationship between migration and the physical and cultural geography of a region?</p> <p>How does human activity impact a region's environment?</p>				
<p>April Weeks 14-15</p>	<p>Asia</p> <p>Mapping Asia</p> <p>Historical and Cultural Geography of Asia</p> <p><i>*Southwest Asia</i> -physical geography -resources (impact of oil) -historical legacy (birthplace of civilization, trade routes) -current wars (Arab/Israeli conflict, Iraq, Afghanistan) -role of Islam -role of women -economic gap -importance of religion and culture -religious conflict -urbanization (rural to urban migration) -variety of systems of</p>	<p>Students will: Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p> <p>*Virtual Field Trip</p>	<p>7.1.12.A</p> <p>7.1.12.B</p> <p>7.2.12.A</p> <p>7.2.12.B</p> <p>7.3.12.A</p> <p>7.4.12.A</p> <p>7.4.12.B</p> <hr/> <p>CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J</p>

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	<p>government -hearth of monotheistic religions -issues of concern <i>*South Asia</i> -overview of physical features -impact of monsoon climate -population issues (challenges of India being world's most populous democracy – urbanization and overcrowding -impact of colonization (British Empire) -religious and cultural identity -role of religion in political boundaries (Islam/Hinduism) -linguistic diversity -systems of government -terrorism -emerging role in global economy (outsourcing) -issues of concern <i>*East Asia</i> -physical geography and extremes of weather -cultural identity -historical legacy (ancient and more recent empires) -recent governmental changes -role of technology in global</p>	<p>Political activities</p> <hr/> <p>Analyze the global effects of changes in the physical systems.</p> <p>Analyze the global effects of human activity on the physical systems</p> <hr/> <p>Demonstrate an understanding of the region studied through the creation of a technologically rich assessment product.</p>			<p>CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I</p>
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	<p>economy -cultural diffusion (globalization, spread of pop culture, similarities and differences) -role of East Asia in global economy -megacities -systems of government (communism, emerging democracies) -population issues -economic emergence of Pacific Rim -role of government in economic and cultural policies (Korea) -issues of concern -impact of tectonic activities</p> <p><i>*Southeast Asia</i> -physical features – fragmentation due to island countries -impact of tectonic activity (Ring of Fire) -impact of European colonization -religious and cultural diversity -Vietnam War -rural to urban migration -trade and role in global economy -issues of concern</p>				
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	<p>What is the role of religion in political conflict and human interactions?</p> <p>How do resources impact economic development?</p> <p>What is the relationship between unique climate patterns and landforms and a people's way of life?</p> <p>What is the impact of globalization on developing economies?</p> <p>How do various aspects of culture diffuse?</p> <p>What pressures does population growth put on the environment?</p> <p>What are some benefits and consequences of global trade?</p> <p>How do people respond to environmental challenges?</p> <p>How does industrialization affect cities?</p>				
<p>April/May Weeks 16-17</p>	<p><u>S. Pacific and Australia</u></p>	<p>Students will: Use geographic tools to</p>	<p><u>Informal</u> Bell Ringers</p>	<p>Class Discussion</p>	<p>7.1.12.A</p>

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	<p>Mapping S. Pacific and Australia</p> <p>Historical and Cultural Geography of S. Pacific and Australia</p> <ul style="list-style-type: none"> -physical geography -aborigines/ indigenous peoples -legacy of British Empire (forced migration) -unique flora and fauna -effects of extreme weather -fragmentation of island countries -examples of environmental change (global warming, desertification, rising sea levels) -issues of concern. <p>How do the activities of humans impact the earth's land and atmosphere?</p> <p>How does physical geography vary across the Earth?</p>	<p>analyze information about the interaction between people, places, and the environment.</p> <p>Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities</p> <hr/> <p>Analyze the global effects of changes in the physical systems.</p> <p>Analyze the global effects of human activity on the physical systems</p> <hr/> <p>Demonstrate an understanding of the region studied through the creation of a technologically rich</p>	<p>Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activity</p> <p>Student Readings</p> <p>Completion of Compass Learning chapter lessons/OR alternate video</p> <p>*Virtual Field Trip</p>	<p>7.1.12.B</p> <p>7.2.12.A</p> <p>7.2.12.B</p> <p>7.3.12.A</p> <p>7.4.12.A</p> <p>7.4.12.B</p> <hr/> <p>CC.8.5.9-10.A</p> <p>CC.8.5.9-10.B</p> <p>CC.8.5.9-10.C</p> <p>CC.8.5.9-10.D</p> <p>CC.8.5.9-10.E</p> <p>CC.8.5.9-10.F</p> <p>CC.8.5.9-10.G</p> <p>CC.8.5.9-10.H</p> <p>CC.8.5.9-10.I</p> <p>CC.8.5.9-10.J</p> <p>CC.8.6.9-10.A</p> <p>CC.8.6.9-10.B</p> <p>CC.8.6.9-10.C</p> <p>CC.8.6.9-10.D</p> <p>CC.8.6.9-10.E</p> <p>CC.8.6.9-10.F</p> <p>CC.8.6.9-10.G</p> <p>CC.8.6.9-10.H</p> <p>CC.8.6.9-10.I</p>
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		assessment product.			
May Weeks 18-19	Opportunity for Research/Final Project	<p>Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.</p> <p>Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities</p> <hr/> <p>Analyze the global effects of changes in the physical systems.</p> <p>Analyze the global effects of human activity on the physical systems</p> <hr/>	Final Research Project	Final Research Project	7.1.12.A 7.1.12.B 7.2.12.A 7.2.12.B 7.3.12.A 7.4.12.A 7.4.12.B <hr/> CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.D CC.8.6.9-10.E CC.8.6.9-10.F CC.8.6.9-10.G CC.8.6.9-10.H CC.8.6.9-10.I

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		Demonstrate an understanding of the region studied through the creation of a technologically rich assessment product.			
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Month	Content/ Essential Questions	Skills/Eligible Content	Assessments	Activities/ Instructional Strategies	PA Core Standards <i>*Add Science Standards for Cross Curricular Course Content</i>
<u>Marking Period 1</u>					
Weeks 1-10					
Units 1-5 "The Science Behind, Within, and Around History"					
September Weeks 1 & 2 Unit 1	<p>"What is Big History?"</p> <p>Welcome to Big History</p> <p>Scale</p> <p>Origin Stories</p> <p>What Are Disciplines?</p> <p>My Big History</p> <p>Why do we look at things from far away and close up?</p> <p>Why is time and space important to the study of history?</p> <p>What role does analysis have in historical construction?</p>	<p>Students will:</p> <ol style="list-style-type: none"> Define thresholds of increasing complexity, origin stories, and scale. Understand that Big History is a modern, science-based origin story that draws on many different types of knowledge. Understand how you fit into the Big History narrative, using the concept of "thresholds" to frame your past, present, and future as well as the history of the Universe. Understand what disciplines are and consider how the viewpoints of many different scholars can 	<p>Informal Bell Ringers Tickets out the Door</p> <p>Formal Lesson Quiz</p> <p>Weekly Core Activity/Vocabulary Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p> <p>Student Investigation</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities: "History as Mystery"; "Scale of Human History"; "Timeline and Scale"; "History of Me"; "What did you Say Happened?"</p> <p>Vocabulary Activities</p> <p>VoiceThread Interactive Syllabi</p> <p>Student Readings: "Origin Stories"; "Complexity and Threshold"</p>	<p>CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C CC.8.5.9-10.D, CC.8.5.9-10.E CC.8.6.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.C, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I</p>

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		<p>be integrated for a better understanding of a topic.</p> <p>5. Learn to use timelines as a way to compare the scale of personal and historic events.</p>		<p>Completion of Online Explorations and Interactive Videos</p>	
<p>September Week 3 & 4 Unit 2</p>	<p>“The Big Bang”</p> <p>How Did Our Understanding of the Universe Change?</p> <p>The Big Bang</p> <p>Claim Testing</p> <p>How and why do individuals change their minds?</p> <p>How and why did human understanding of the Universe change?</p>	<p>Students will:</p> <p>1. Explain the basics of the Big Bang theory and the primary evidence that supports this theory.</p> <p>2. Using evidence from texts and claim testing, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe.</p> <p>3. Understand how to use claim testing to evaluate a claim or resource.</p> <p>4. Locate Ptolemy,</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity/Vocabulary Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p> <p>Student Investigation</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities: “Changing Views Timeline”; “Views of Universe Debate”; “Compare and Contrast Essay”</p> <p>Student Readings “Scientists in History”; “Claim Testing”</p> <p>Vocabulary Activities</p> <p>Completion of</p>	<p>CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C CC.8.5.9-10.D, CC.8.5.9-10.E CC.8.6.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.C, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.</p>

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		Copernicus, Galileo, Newton, and Hubble on a timeline and explain what each added to our collective understanding of the structure of the Universe.		Online Explorations and Interactive Videos	
October Weeks 5 & 6 Unit 3	<p>"Stars and Elements"</p> <p>How were Stars Formed?</p> <p>Creation of Complex Elements</p> <p>Way of Knowing: Stars and Elements</p> <p>How can looking at the same information from different perspectives pave the way for progress?</p> <p>What role does analysis have in historical construction?</p> <p>What role do multiple causations play in describing a historic</p>	<p>Students will:</p> <ol style="list-style-type: none"> Describe how stars form. Explain what happens in the life of a star and explain what happens when a star dies. Explain how the death of stars results in the creation of heavier elements. Explain why the formation of stars and the emergence of elements are so important in our world. Understand what scholars from multiple disciplines know about a topic 	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity/Vocabulary Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p> <p>Student Investigation</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities: "My Threshold"; "Star Comic"; "Timelines and Periodization"</p> <p>Student Readings: "A Little Big History of Silver"; "Dmitri Mendeleev"; "Marie Curie"</p> <p>Vocabulary Activities</p> <p>Completion of</p>	<p>CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C CC.8.5.9-10.D, CC.8.5.9-10.E CC.8.6.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.C, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.</p>

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	<p>event? Why is time and space important to the study of history?</p>	<p>and the questions they can ask to gain an understanding of the topic from an integrated perspective.</p> <p>6. Understand how to use and apply the concept of periodization.</p>		<p>Online Explorations and Interactive Videos</p>	
<p>October Weeks 7& 8 Unit 4</p>	<p>“Our Solar System & Earth”</p> <p>Earth & the Formation of Our Solar System</p> <p>What Was Young Earth Like?</p> <p>Why Is Plate Tectonics Important?</p> <p>Ways of Knowing: Our Solar System and Earth</p> <p>How and why do theories become generally accepted?</p>	<p>Students will:</p> <ol style="list-style-type: none"> Explain why planets are more complex than stars. Use evidence to explain how the Earth and its atmosphere developed and changed over time. Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth. Define geology, the types of questions geologists ask, and the tools they use to answer those 	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity/Vocabulary Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p> <p>Student Investigation</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities: “Claim Testing”; “Evaluating Writing”; “Was there Science Before the Scientific Revolution”; “What do you Know, What do you Ask?”</p> <p>Student Readings: “How Our Social System Formed”; “Principles of Geology</p>	<p>CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C CC.8.5.9-10.D, CC.8.5.9-10.E CC.8.6.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.C, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.</p>

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		<p>questions.</p> <p>5. Demonstrate why geology is important to understanding the history of the Earth.</p> <p>6. Understand how geologists can work with scientists and historians from other disciplines to form a deeper understanding of the history of the Earth.</p>		<p>Vocabulary Activities</p> <p>Completion of Online Explorations and Interactive Videos</p>	
<p>October/November Weeks 9&10 Unit 5</p>	<p>“Life”</p> <p>What Is Life?</p> <p>How Did Life Begin and Change?</p> <p>How Do Earth and Life Interact?</p> <p>Ways of Knowing: Life</p> <p>How are we still evolving?</p>	<p>Students will:</p> <p>1. Describe the conditions that made it possible for life to emerge on Earth.</p> <p>2. Explain the differences between life and nonlife.</p> <p>3. Describe the major events in the development of life on Earth and explain what is meant by the term <i>biosphere</i>.</p> <p>4. Use evidence to</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity/Vocabulary Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities: “Are these the Right Mini Thresholds of Life?”; “A Year in the Life”; “Voyage of eth Beagle”</p> <p>Student Readings: “Life and Purpose”; “What is the Biosphere?”;</p>	<p>CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C CC.8.5.9-10.D, CC.8.5.9-10.E CC.8.6.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H,</p>

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		explain adaptation and evolution, including Darwin's theory of natural selection and DNA.	Student Investigation	"Darwin"; "Watson, Crick & Franklin"; Vocabulary Activities Completion of Online Explorations and Interactive Videos	CC.8.6.9-10 I.
Marking Period 2					
Weeks 11-19					
Units 6-7: "The Meaning of Civilization"					
November/ December Weeks 11-14 Unit 6	"Early Humans" How Our Ancestors Evolved Ways of Knowing: Early Humans Collective Learning How Did the First Humans Live? What makes humans different from other species?	Students will: 1. Describe human evolution, using evidence and connection to other species of mammals. 2. Defend whether or not symbolic language makes humans different. 3. Analyze how early humans lived. 4. Cite evidence for collective learning. 5. Connect what	<u>Informal</u> Bell Ringers Tickets out the Door <u>Formal</u> Lesson Quiz Weekly Core Activity/Vocabulary Activity Completion and Submission Current Events Discussion (Active Participation and Preparation-Graded via Rubric) Student Investigation	Class Discussion Note Taking Handout/Graphic Organizer Weekly Core Activities: "Evolution Comic"; "What do you Know? Who do you Ask?"; "Historious Cave"; "Culture and Collective Learning Debate"; "Hunter Gatherer Menu" Student Readings: "Collective Learning"; "Foraging"; "Human Migration"	CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C CC.8.5.9-10.D, CC.8.5.9-10.E CC.8.6.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.C, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I

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		<p>scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.</p> <p>6. Show early human migration on a map.</p>		<p>Patterns”</p> <p>Vocabulary Activities</p> <p>Completion of Online Explorations and Interactive Videos</p>	
<p>December/January Weeks 15-19 Unit 7</p>	<p>“Agriculture & Civilization”</p> <p>The Rise of Agriculture</p> <p>The First Cities and States Appear</p> <p>Ways of Knowing: Agriculture and Civilization</p> <p>Was farming an</p>	<p>Students will:</p> <ol style="list-style-type: none"> Define agriculture and describe where it emerged. Identify the features of agrarian civilizations. Analyze the similarities and differences between the lifestyles of hunter-gatherers 	<p><u>Informal</u></p> <p>Bell Ringers Tickets out the Door</p> <p><u>Formal</u></p> <p>Lesson Quiz</p> <p>Weekly Core Activity/Vocabulary Activity Completion and Submission</p> <p>Current Events Discussion (Active</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities: Completion of “Investigation Writing”; “Comparing Civilizations”; “Comparing More</p>	<p>CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C CC.8.5.9-10.D, CC.8.5.9-10.E CC.8.6.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.C, CC.8.6.9-10.F,</p>

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	<p>improvement over foraging?</p> <p>What makes human societies similar and different?</p> <p>Why do societies collapse?</p>	<p>and farmers.</p> <p>4. Describe how early civilizations formed and their key features.</p> <p>5. Synthesize what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p> <p>6. Assess how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p>Participation and Preparation-Graded via Rubric)</p> <p>Student Investigation</p>	<p>Civilizations”; “Rise, Fall, and Collapse of Civilizations”</p> <p>Student Readings: “Collective Learning Continued”; “Evidence of Early Agricultural Development”; “Early Societies”; “We’re not in Kansas Anymore”; “Origins of World Religions”</p> <p>Vocabulary Activities</p> <p>Completion of Online Explorations and Interactive Videos</p>	<p>CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I</p>
<p><u>Marking Period 3</u> Weeks 20-29 Units 8-9 “Change is a A’Coming”</p>					
<p>January/February/ March Weeks 20-26 Unit 8</p>	<p>“Expansion & Interconnection”</p> <p>Expansion</p> <p>Exploration & Interconnection</p>	<p>Students will:</p> <p>1. Analyze what propelled the expansion and interconnection of agrarian</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p>	<p>CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.6.9-10.F, CC.8.5.9-10.G,</p>

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	<p>The Columbian Exchange</p> <p>Commerce & Collective Learning</p> <p>What are the positive and negative impacts of interconnection?</p>	<p>civilizations.</p> <p>2. Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p> <p>3. Explain how new networks of exchange accelerated collective learning and innovation.</p> <p>4. Assess the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p>Weekly Core Activity/Vocabulary Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p> <p>Student Investigation</p>	<p>Weekly Core Activities: “An Age of Adventure”; “Cohesion”; “Human Migration Patterns II”; “Columbian Exchange”, “Personal Supply Chain”</p> <p>Student Readings: “Four World Zones”; “Age of Adventure”; “Explorer Stories”; Investigating the Consequences of the Columbian Exchange”; “When Humans Become Inhumane”; “ The Silk Road”</p> <p>Vocabulary Activities</p> <p>Completion of Online Explorations and Interactive Videos</p>	<p>CC.8.5.9-10.H CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10 I.</p>
<p>March Weeks 27-29 Unit 9</p>	<p>“Acceleration”</p> <p>Transitions, Thresholds, and Turning Points in Human History</p>	<p>Students will:</p> <p>1. Describe accelerating global change and the factors that describe</p>	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u></p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p>	<p>CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C CC.8.5.9-10.D,</p>

**SusQ-Cyber Charter Curriculum Mapping
Course: World History**

	<p>Acceleration</p> <p>The Anthropocene</p> <p>Changing Economies</p> <p>How Was the Modern World Created?</p> <p>Industrialism</p> <p>Modern States and Identities</p> <p>Crisis and Conflict on the Global Stage</p> <p>Demographic, Political, and Technological</p> <p>To what extent has the Modern Revolution been a positive or a negative force?</p>	<p>it.</p> <p>2. Understand the key features that define the Anthropocene.</p> <p>3. Analyze the causes and consequences of major revolutions in global political, economic, and social networks.</p> <p>4. Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.</p> <p>5. Explain the changes in the use, distribution, and importance of natural resources on human life.</p> <p>6. Analyze the causes and consequences of shifts in world population, including the impact of</p>	<p>Lesson Quiz</p> <p>Weekly Core Activity/Vocabulary Activity Completion and Submission</p> <p>Current Events Discussion (Active Participation and Preparation-Graded via Rubric)</p> <p>Student Investigation</p>	<p>Weekly Core Activities: "A Day in the Life"; "Causes of World War 1"; "Forming a Concept of Nationalism"; "Consequences of Globalization"; "Comparing Rights"</p> <p>Student Readings: "Acceleration"; "Collective Learning Part 4"; "Smith, Marx, and Keynes"; "Why is that T-shirt So Cheap?"; "You Say You Want a Revolution"; "Imperialism and Resistance"; "Crisis and Conflict"; "Declaration of Rights"</p> <p>Vocabulary Activities</p> <p>Completion of Online Explorations and Interactive Videos</p>	<p>CC.8.5.9-10.E CC.8.6.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.C, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I</p>
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**SusQ-Cyber Charter Curriculum Mapping
Course: World History**

		<p>industrialism and commerce.</p> <p>7. Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression, World War II, and the Cold War.</p>			
<p>Marking Period 4 Weeks 30-38 Units 9 & 10 “The Speed of Change”</p>					
<p>April/May Weeks 30-36 Unit 9 “Acceleration”</p>	<p>CONTINUED FROM MARKING PERIOD 3!</p>				
<p>May Week 37-38 Unit 10</p>	<p>“The Future”</p> <p>Looking Back</p> <p>The Biosphere</p> <p>Looking Forward</p> <p>What’s the next threshold?</p>	<p>Students will:</p> <ol style="list-style-type: none"> Explain the Big History story and its defining features and patterns. Identify important human end environmental issues that affect the future of our 	<p><u>Informal</u> Bell Ringers Tickets out the Door</p> <p><u>Formal</u> Lesson Quiz</p> <p>Weekly Core Activity/Vocabulary Activity Completion and Submission</p> <p>Current Events Discussion (Active</p>	<p>Class Discussion</p> <p>Note Taking Handout/Graphic Organizer</p> <p>Weekly Core Activities: “Scale”; “Atmosphere and Climate”; “Vision of the Future”; “Future of our Planet”</p>	<p>CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C CC.8.5.9-10.D, CC.8.5.9-10.E CC.8.6.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H CC.8.5.9-10.I, CC.8.5.9-10.J, CC.8.6.9-10.A, CC.8.6.9-10.C, CC.8.6.9-10.F, CC.8.6.9-10.G,</p>

**SusQ-Cyber Charter Curriculum Mapping
Course: World History**

		<p>species and the biosphere.</p> <p>3. Propose a vision of the future based on new understandings of the past.</p> <p>4. Reflect upon learning.</p>	<p>Participation and Preparation-Graded via Rubric)</p> <p>Student Investigation</p>	<p>Student Readings: "Complexity and Future"; "Sylvester James Gates, Jr."</p> <p>Vocabulary Activities</p> <p>Completion of Online Explorations and Interactive Videos</p>	<p>CC.8.6.9-10.H, CC.8.6.9-10.I</p>
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SusQ-Cyber Charter School

Course Catalog and Career Clusters / Pathways Navigation Guide

2019 – 2020
School Year

As the first and smallest cyber charter school in the Commonwealth of Pennsylvania, SusQ-Cyber Charter School strives to provide the highest quality education possible while adhering and adapting to the current Pennsylvania Department of Education standards. Our course catalog has undergone some changes and updates to meet the current standards.

A career pathway is a broad grouping of careers that share similar characteristics. It is recommended that students consider their career interests when selecting elective course work and activities. All SusQ-Cyber students will complete interest surveys that indicate a recommended Career Cluster. The Pennsylvania Department of Education has grouped Career Clusters into the following five career pathways: **Arts and Communication; Business, Finance, and Information Technology; Engineering and Industrial Technology; Human Services; Science and Health.**

We encourage you to take some time and browse this catalog to see what courses are available to you as a student of SusQ-Cyber Charter School. If you have any questions or concerns, please don't hesitate to reach out to our student services department at 570.245.0252 Ext. 1001 or by email at ktrenholm@susqcyber.org.



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SusQ-Cyber Charter School offers both *synchronous* courses and *asynchronous* courses. *Synchronous* courses are prepared and instructed by our staff. The *asynchronous* courses offered are offered through Ed Options Academy.

Career Clusters and Pathways

Art and Communications

Designed to cultivate students' awareness, interpretation, application and production of visual, verbal and written work

- Career Cluster: Arts, A/V Technology & Communication

Related Electives:

- *American Protest Literature
- Art Appreciation
- Art in World Cultures
- Audio Video Production
- *Designs in 3D Printing
- Digital Photography
- Electronic Communication Skills
- Fashion and Interior Design
- *Geography
- Graphic Design and Illustration
- Introduction to Visual Arts
- Law & Order: Introduction to Legal Studies
- *Literature of Early America
- Webpage Technologies
- Communication Systems/Video Production
- Music Appreciation
- Mythology and Folklore
- *Parenting
- Professional Photography
- Public Speaking
- *Readings in Short Stories
- *Thinking Through Media

Courses marked with an * are synchronous courses instructed by SusQ-Cyber Faculty.

Business, Finance and Information Technology

Designed to prepare students for careers in the world of business, finance and information services.

- Career Clusters: Information and Technology; Finance, Business Management and Administration; Marketing

Related Electives:

Accounting I

Audio Video Production

Business Information Management

Entrepreneurship

Fashion and Interior Design

Game Development

Graphic Design & Illustration

Introduction to Cyber

Law & Order: Introduction to Legal Studies

Webpage Technologies

Computer Programming 1

Comp TIA A+ 200-901 Exam Preparation

Comp TIA A+ 200-902 Exam Preparation

*Economics

International Business

Marketing, Advertising and Sales

Principles of Business, Marketing & Finance

Principles of Law, Public Safety, Corrections and Security

Public Speaking

Sports and Entertainment Marketing

Courses marked with an * are synchronous courses instructed by SusQ-Cyber Faculty.

Engineering and Industrial Technology

Designed to cultivate students' interest, awareness and application to areas related to technologies necessary to design, develop, install or maintain physical systems.

- Career Clusters: Transportation, Distribution, and Logistics; Manufacturing; Architecture and Construction

Related Electives:

Art Appreciation

Audio Video Production

*Designs in 3D Printing

Webpage Design

Computer Programming 1

Comp TIA A+ 200-901 Exam Preparation

Comp TIA A+ 200-902 Exam Preparation

Introduction to Manufacturing: Product Design and Innovation

Principles of Engineering & Technology

Principles of Manufacturing

Principles of Transportation, Distribution and Logistics

Public Speaking

Human Services

Designed to cultivate students' interests, skills and experience for employment in careers related to families and human needs.

- Career Clusters: Government and Public Administration; Education and Training; Human Services; Hospitality and Tourism; Law, Public Safety, Corrections, and Security

Related Electives:

*A/P Psychology

Audio Video Production

Careers in Criminal Justice

Communication Systems/Video Production

*Contemporary Social Issues

Cosmetology: Cutting Edge Styles

Criminology: Inside the Criminal Mind

Forensic Science 1: Secrets of the Dead

Foreign Languages (Spanish, French, Chinese, German, Latin)

Introduction to Criminology

Law & Order: Introduction to Legal Studies

*Parenting

Peer Counseling

Principles of Education and Training

Principles of Government and Public Administration

Principles of Hospitality and Tourism

Principles of Human Services

Principles of Law, Public Safety, Corrections and Security

Public Speaking

Science and Health

Designed to cultivate students' interest in the life, physical and behavioral sciences. In addition, the planning, managing and providing of therapeutic services, diagnostic services, health information and biochemistry research development.

- Career Clusters: Science, Technology, Engineering, and Math; Agriculture, Food, and Natural Resources, Health Sciences &

Related Electives:

*Anatomy

Anthropology 1: Uncovering Human Mysteries

Applied Medical Terminology

*Contemporary Social Issues

*Conservation of Resources

Communication Systems/Video Production

Certified Nurses Aid

Health Careers

Health Science

Introduction to Agriscience

Introduction to Nursing

*Marine Biology

Principles of Agriculture, Food & Natural Resources

Principles of Health Science

*Space Exploration

Course Catalog By Department

Business and Career Technology

Communications Systems / Video Production

Course Length: Full Year

Grade Levels: 12, 11, 10

Credits: 1.0

Department: Business and Career Technology

Prerequisites: None

This course will cover basics of communications systems and video production.

CompTIA A+ 220-901 Exam Preparation

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: Technology and Design with 3D Printing

This course is focused on the exam objectives of CompTIA A+ 220-901. Students will learn about computer hardware and networking. Students will learn about mobile devices and their features. Students will learn how to identify and troubleshoot problems related to hardware, networking, printers, storage devices, and mobile devices. Unit activities in the course help students to develop and apply critical thinking skills. Animations and screenshot-based slideshows included in the lesson keep students engaged. Students can understand technical concepts very easily. Simulations provide students a real computer environment to practice various procedural steps. These simulations emulate the CompTIA A+ performance-based questions. Practice Test at the end of the course help students to attempt questions that are similar to CompTIA A+ 220-901 certification exam.

CompTIA A+ 220-902 Exam Preparation

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: CompTIA A+ 220-901 Exam Preparation

This course is focused on the exam objectives of CompTIA A+ 220-902. Students will learn about Windows operating system and mobile operating systems. Students will learn about security, cloud computing, and operational procedures. Students will also learn how to identify and troubleshoot problems related to Windows operating system, security, and mobile operating systems. Unit activities in the course help students to develop and apply critical thinking skills. Animations and screenshot-based slideshows included in the lesson keep students engaged. Students can understand technical concepts very easily. Simulations provide students a real computer environment to practice various procedural steps. These simulations emulate the CompTIA A+ performance-based questions. Practice Test at the end of the course help students to attempt questions that are similar to CompTIA A+ 220-902 certification exam.

Computer Programming I

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: Technology and Design with 3D Printing

Part of the Courseware Career and Technical Education (CTE) Library, Computer Programming combines engaging online and offline activities in a rigorous one-semester course for your high school students who may be aspiring to technical careers. Building on lessons covering the software development lifecycle and software development methodologies, the course uses online discussions, activities, and lessons to lead your students through additional key topics such as quality control, system implementation, and maintenance and the increasingly important issue of system security.

***Cooperative Education**

Course Length: Full Year

Grade Levels: 12, 11, 10 with special permission

Credits: 1.0

Department: Business and Career Technology

Prerequisites: C or higher in core courses

This full year is an elective program open to juniors and seniors. Co-op provides goal-oriented occupational education to students electing this program through on-the-job training. Successfully completing the Cooperative Work Experience will provide the student with a better understanding of the world of work as well as occupational training. Goals of the course will include:

- Enhancing the co-op student's educational experience with real-world career related work experience.
- Allow the co-op student to explore, through on-the-job experience, the career options related to their academic work, and to verify their career choice.
- Increase the co-op student's maturity level by exposure to the profession work environment.
- Establish credentials for the co-op student to enhance their opportunities after graduation for employment or admission to college.

***Technology and Design with 3-D Printing**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

This is a one semester course designed to teach the basic function of a computer, types of computers, the hardware of a computer, operating systems, browsers, Internet-based programs, mobile devices and supportive devices such as 3-D Printing. This course provides studies with the opportunity to design, create, build, communicate and share ideas in solution concerning real-world problems.

Electronic Communication Skills

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

This semester-long course is based on Career and Technical Education (CTE) standards to help students prepare for entry into a wide range of careers and/or into postsecondary education. It is designed to enable students at high school level to develop electronic communication skills that they can use in their careers.

Game Development

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: Technology and Design with 3D Printing

In this course, students learn the ins and outs of game development to prepare them for a career in the field. Whether it is the history of video games, character development, mobile game design, user interface design, social gaming, or the principles of development design and methodologies, this 20-lesson course covers it all. As you might guess, games are included in the course to enhance the learning experience and help assess student progress. While fun and highly engaging, the course focuses on laying a strong foundation for a career in game development.

Graphic Design and Illustration

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: Technology and Design with 3D Printing

This course will help students develop an understanding of the industry with a focus on topics such as the history of graphic design, types of digital images, graphic design tools, storing and manipulating images, design elements and principles, copyright laws, and printing images. The course is based on Career Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the graphic design industry.

International Business

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

International Business is a one-semester course that covers the fundamentals of international business, international business transactions, and how a business can go global. In this course, students will learn about what international business is and how globalization has impacted it. They will learn about global trade and investment policies, and politics and laws that impact international business. Students will also learn about the International Monetary Fund, foreign exchange and global capital markets, key world economies, and economic cooperation across countries. The course also covers strategies to enter the international market along with factors like strategic planning, marketing, global sourcing, and logistics, human resource management, and employability skills. Students also learn about the cultural elements involved in conducting international business. Online discussions and course activities require students to develop and apply critical thinking skills, while the included games appeal to a variety of learning styles and keep students engaged.

Introduction to Criminology

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

Introduction to Criminology is a one-semester course with 14 lessons that cover the theories related to criminology. The target audience for this course is high school students. This course covers subject areas such as: classical theory, positivist theory, punishing offenders, routine activity theory, labeling theory, social disorganization theory, peacemaking criminology, and many more.

Introduction to Cybersecurity

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

This course introduces students to the field of cybersecurity, focusing primarily on personal computer use and vulnerabilities while also highlighting the wider scope of cybersecurity from a societal and career perspective. Specific topics include computer security, VPN and wireless security, risk management, and laws, standards, and ethics related to cybersecurity.

Introduction to Military Careers

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

This one semester course will introduce the student to the various careers available by joining a branch of the military.

Marketing, Advertising and Sales

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

Issues in marketing, advertising, and sales promotion are evolving rapidly in an increasingly digital environment. This course effectively helps your students prepare for a career in that environment through a comprehensive look at essential marketing principles, interactive tools and channels, and the growing impact of data in marketing and advertising. Simple to manage and easy to customize, the course provides an overview of all of the fundamental topics necessary to effectively put your students on a career path that unleashes their creativity and develops and leverages their critical thinking skills.

Personal Finance

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

This semester course is designed to help students prepare for the financial decisions they must face and to make informed decisions relating to budgeting, banking, credit, insurance, spending, taxes, saving and investing, and living independently. They also learn the importance of investing in themselves in order to gain the knowledge and skills valued in the marketplace. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

Sports and Entertainment Marketing

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

This course is designed to enable all students at the high school level to develop skills they will need to be successful in sports, entertainment, and recreational marketing professions. Students learn about the structure of a business firm and financial statements. Students also learn about the basics of sports, entertainment, and recreation marketing. Finally, students explore essential career skills, such as teamwork and time management. This course covers topics such as marketing staples, mapping markets, marketing communication, and making the sale. The course is based on Career Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in sports, entertainment, and recreational marketing field.

Veterinary Science: The Care of Animals

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. This course examines some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times humans as well. Through veterinary medicine and science, the prevention and treatment of diseases and health issues are studied and applied.

Web Technologies

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Business and Career Technology

Prerequisites: None

Whether they know it or not, almost all students have an interest in web design. This course takes students inside the essentials of web design and helps them discover what makes a site truly engaging and interactive. Lessons such as Elements of Design, Effects of Color, and Typography help students understand the elements of effective and dynamic web design. This course covers the basics of HTML, CSS, and how to organize content, and helps to prepare them for a career in web design.

Health, Physical Education and Family and Consumer Science

Culinary Arts

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Health, Physical Education, and Family and Consumer Sciences

Prerequisites: None

This course is designed to enable all students at the high school level to learn the basics of culinary arts. Students will trace the origin and development of the culinary arts. They will also discuss important contributions made by chefs, notable culinary figures, and entrepreneurs. They'll analyze how trends in society influence trends in the food service industry. In addition, they'll examine the social and economic significance of the food service industry. This course also covers topics in health, sanitation, and sanitation, culinary skills, and more. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in the culinary industry.

***Health I**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Health, Physical Education, and Family and Consumer Sciences

Prerequisites: None

Health I is a one semester, three-unit course designed to explore health and wellness, looking at the different types of health and all of the influences on healthy decisions. Students will investigate life skills, communication skills, decision-making strategies. Additional topics will include adolescence, mental & emotional health, and physical health topics such as nutrition, body image, metabolism, and fitness. Finally, students will learn about methods to minimize health risks in the environment, prevent injuries, and when to visit a health care provider.

***Health II**

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Health, Physical Education, and Family and Consumer Sciences

Prerequisites: None

Health II is a one semester, three-unit course designed to continue the exploration of health and wellness, looking at the different types of health concerns teenager and young adult face. Students will explore topics such as tobacco, alcohol, illegal drug use, as well as appropriate use of medicine and prescription drugs. Other topics will include communicable & non-communicable diseases, physical injuries, and prevention methods. Finally, students will study family dynamics, life changing events, healthy relationships, sexual health, reproduction, fetal development, life staging, and the aging process.

Health Careers

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Health, Physical Education and Family and Consumer Science

Prerequisites: None

In this course, students explore a variety of career options related to the health care field, including medicine, nursing, physical therapy, pharmacy, dental careers, sports medicine, personal training, social work, psychology, and more. Students will learn about various options within each field, what each of these jobs entails, and the education and knowledge required to be successful. In addition, they will focus on basic job skills and information that would aid them in health care and other career paths.

Health Science I

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Health, Physical Education, and Family and Consumer Sciences

Prerequisites: None

The course is based on Career and Technical Education (CTE) standards to help students develop technical knowledge and skills needed for success in the health science industry. Semester A is designed to enable all students at the high-school level to understand the basic structure and function of the human body and it will help the students identify and analyze the diseases and medical procedures related to each body system. This course will help the students develop an understanding of biomolecules such as proteins, carbohydrates, and lipids; biological and chemical processes; and various diseases that affect the body.

Health Science II

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Health, Physical Education, and Family and Consumer Sciences

Prerequisites: None

This course is designed to enable all students at the high-school level to learn the basics of health science. The course will help the students develop an understanding of the academic qualifications, personal skills, training, and use of healthcare tools required to work in the healthcare industry. The course is based on Career and Technical Education (CTE) standards to help students develop technical knowledge and skills needed for success in the healthcare industry.

***Parenting**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Health, Physical Education, and Family and Consumer Sciences

Prerequisites: None

Parenting is a one-semester, 0.5 credit stand-alone course designed to teach the importance of caring for children and the unique challenges individuals face as parents. Topics will include: childhood and human development, basic parenting skills, meeting a child's needs, understanding temperament & emotions, developing intellect, teaching values, instilling self-esteem, age-appropriate communication, the dynamics of behavior & discipline, the importance of being a good role model, and reflecting, learning from one's own childhood. This course is not only for current parents, but also future parents, relatives, caregivers, professionals, and people who may have a role in any child's growth and development.

***Physical Education Online**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Health, Physical Education, and Family and Consumer Sciences

Prerequisites: None

This is a one semester, four-unit course designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. In this course, students will participate in fitness pre and post assessments in which they will measure and analyze their levels of fitness based on the five components of physical fitness: muscular strength, endurance, cardiovascular fitness, flexibility, and body composition. Students will also learn more about the benefits of physical activity, as well as the exercise techniques and guidelines that will keep them safe and healthy.

Principles of Health Science

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Health, Physical Education, and Family and Consumer Sciences

Prerequisites: None

With an engaging and interactive instructional approach, this rigorous course provides your students with a comprehensive overview of health science topics and careers. Health science professionals are in increasing demand and of increasing interest, and this semester-long course is an effective way to introduce students to the wide array of health science careers. Beginning with medical terminology, the course includes an overview of physiology and human homeostasis and more.

***Wellness**

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Health, Physical Education, and Family and Consumer Sciences

Prerequisites: None

Wellness is a one semester course designed to explore teen components of healthful living. Students will receive iPads with pre-installed Apps that will monitor their wellness levels as it relates to physical health (PE, Health-based content) and environmental health (Health, Science-based content). Students will explore ways they can maintain or improve upon their current level of fitness, healthy diet, and environmental awareness and safety.

Humanities

Art History and Appreciation

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Humanities

Prerequisites: None

This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what art is; what creativity is; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

Foreign Languages

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Humanities

Prerequisites: Approval of Student Services

One semester long class in the student's choice of Chinese, French, German, Latin, Spanish.

Music Appreciation

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Humanities

Prerequisites: None

In a time of an increasing emphasis on STEM courses and skills, it remains essential to provide your students with opportunities to explore the arts from both an informational and career-oriented perspective. In Music Appreciation, students will explore the history and evolution of music, learn the elements of music and musical notations, and the contributions of popular music artists and composers. A variety of lessons, activities, and discussions will help to develop an awareness and appreciation of music that will develop not only critical thinking skills, but life enriching skills as well.

Language Arts

*American Protest Literature

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Language Arts

Prerequisites: Passed last English course

Experience the dramatic impact of literature to achieve social change in this survey of a selection of American literary works. This course examines a variety of influential pieces, including Thomas Paine's pamphlet Common Sense, which challenged the British government's authority over the American colonies; Harriet Beecher Stowe's novel, Uncle Tom's Cabin, credited for intensifying abolitionist sentiments prior to the Civil War; and Rebecca Harding Davis's novella, Life in the Iron Mills, realistically depicting the life of an iron-mill worker and the hardships suffered by the working class during the age of growing industrialization.

*Career Language Arts A

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Language Arts

Prerequisites: None

Career Language Arts A is the first half of a two-part course that prepares students for real-world application of reading, comprehension, analysis, synthesis, writing, listening, and speaking skills at the level they will need to be successful beyond high school. Students read and analyze primarily non-fiction texts, draft intelligent and insightful written responses, and participate in verbal discussions in live sessions and on discussion boards. Students will learn how to engage with, analyze, and respond to media. They will also read, interpret, and respond to career and field-related texts. Students will create career and skill-related instructional videos using their iPads to demonstrate proficient communication and the ability to teach peers a practical skill.

*Career Language Arts B

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Language Arts

Prerequisites: None

Career Language Arts B is the second half of a two-part course that prepares students for real-world application of reading, comprehension, analysis, synthesis, writing, listening, and speaking skills at the level they will need to be successful beyond high school. Students read and analyze primarily non-fiction texts, draft intelligent and insightful written responses, and participate in verbal discussions in live sessions and on discussion boards. Students will learn how to engage with, analyze, and respond to media. They will also read, interpret, and respond to career and field-related texts. Students will create career and skill-related instructional videos using their iPads to demonstrate proficient communication and the ability to teach peers a practical skill. Part B of the course adds practical reading and comprehension of literature that is helpful and necessary for students' success beyond high school, including legal forms, along with tax, financial, and real estate documents.

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***Communication Studies through Computer Applications**

Course Length: Full Year

Grade Levels: 12, 11, 10, 9

Credits: 1.0

Department: Language Arts

Prerequisites: None

This course is designed for students to apply and evaluate basic computer operations and concepts. Throughout the year, students will focus on applying and enhancing word processing, spreadsheet, presentation, and database skills. Students will begin to research potential post-secondary options and create a resume and cover letter, as well as explore and participate in the job application process. 21st Century Communications Skills such as Web 2.0, Internet safety and digital citizenship will also be addressed. Students will also learn about different styles of writing and practicing correct grammar.

***English 2**

Course Length: Full Year

Grade Levels: 12, 11, 10

Credits: 1.0

Department: Language Arts

Prerequisites: Communication Studies Through Computer Applications or English 1

English II students study literature, reading comprehension, vocabulary, essay development, research, functional text, and communication. Through the study of novels, short stories, poetry drama, and nonfiction, students analyze literary elements and devices, text structure, author's purpose, and historical significance. Students develop strategies for reading comprehension and vocabulary acquisition through explicit instruction, teacher models, and think-alouds. Students write a variety of multi-paragraph essays with emphasis on the writing process. Grammar instruction is integrated within writing activities. Students study the research process and complete a research paper. Students study a variety of communication strategies and applications.

***English 3 Part 1**

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Language Arts *Prerequisites:* Career Language Arts or English 2

English 3 Part 1 is the first semester of a two-part course. Students study literature, reading comprehension, vocabulary, essay development, functional text, and research. Through the study of American literature covering the periods of Exploration to Post- Revolution/Early Nationalism, students analyze literary elements and devices, text structure, author's purpose, and historical significance. Students develop strategies for reading comprehension and vocabulary acquisition through explicit instruction, teacher models, and think-alouds. Grammar instruction is integrated within writing activities. Students study the research process.

***English 3 Part 2**

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Language Arts

Prerequisites: Career Language Arts or English 2

English 3 Part 2 is the second semester of a two-part course. Students study literature, reading comprehension, vocabulary, essay development, functional text, and research. Through the study of American literature covering the literary periods of American Romanticism to Post-Modernism, students analyze literary elements and devices, text structure, author's purpose, and historical significance. Students develop strategies for reading comprehension and vocabulary acquisition through explicit instruction, teacher models, and think-alouds. Grammar instruction is integrated within writing activities.

***English 4 Part 1**

Course Length: One Semester

Grade Levels: 12

Credits: 0.5

Department: Language Arts

Prerequisites: English 3

English 4 Part 1 is the first semester of a two-part course. Students study literature, reading comprehension, vocabulary, and functional text. Through the study of British literature, covering the Anglo-Saxon through the Renaissance periods, students analyze literary elements and devices, text structure, author's purpose, and historical significance. Students develop strategies for reading comprehension and vocabulary acquisition through explicit instruction, teacher models, and think-alouds and apply these strategies to complex texts. Students write a variety of essays with an emphasis on responding to literature through analysis and synthesis.

***English 4 Part 2**

Course Length: One Semester

Grade Levels: 12

Credits: 0.5

Department: Language Arts

Prerequisites: English 3

English 4 Part 2 is the second semester of a two-part course. Students study literature, reading comprehension, vocabulary, and functional text. Through the study of British literature, covering the Restoration/Enlightenment through the Contemporary period, students analyze literary elements and devices, text structure, author's purpose, and historical significance. Students develop strategies for reading comprehension and vocabulary acquisition through explicit instruction, teacher models, and think-alouds and apply these strategies to complex texts. Students write a variety of essays with an emphasis on responding to literature through analysis and synthesis.

***Keystone Literature**

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Language Arts

Prerequisites: Below Basic or Basic on Keystone Literature Exam

This one-semester, half-credit course provides remediation as preparation for retaking the Keystone Literature Exam for those students who scored “basic” or “below basic” on their most recent attempt on the exam. The curriculum includes review of Keystone Literature vocabulary terms; Tier 3 vocabulary; comprehension, analysis, and interpretation of literary fiction and non-fiction; analysis of informational texts; and open-ended writing practice. The course utilizes a variety of texts and teacher-generated resources, as well as practice and assessment in Study Island.

***Literature of Early America**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Language Arts

Prerequisites: Passed last English course

This course is a survey of some well-known and more obscure literature of the early American period, roughly 1607-1790. We will begin with accounts of colonial settlement in Captain John Smith’s “A Description of New England” and end with John Woolman’s journal essays on social reform and the abolition of slavery in the newly emancipated United States. Get inside the minds of America’s earliest settlers and most influential thinkers and rediscover our American heritage.

***Readings in the Short Story**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Language Arts

Prerequisites: None

In this course students read a variety of short stories and learn about the elements of plot, character and setting, as well as other literary elements such as suspense and irony. Assessment: weekly quizzes & unit tests.

***Thinking Through Media**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Language Arts

Prerequisites: None

Thinking Through Media is designed to assist students in developing the critical thinking and creative skills necessary for utilizing today's media to the benefit of themselves and society. We will examine various forms of media, such as media for information, entertainment, social connection, and business/industry. We will examine, interpret, and evaluate the representations in media and discuss how this media and these representations impact our society and ourselves, as individuals. Students will watch videos, read articles, listen to the news, and more. They will analyze the messages and impressions communicated through media, as well as the social changes and movements created by them. Assessments for this course will consist of discussions, essays, blog posts, verbal responses, and small projects in the forms of a radio advertisement, video, and magazine article.

Mathematics

*Algebra 1

Course Length: Full Year
Grade Levels: 12, 11, 10, 9
Credits: 1.0

Department: Mathematics

Prerequisites: Pre-Algebra

Algebra I includes the continued study of variables, equations, and functions. Topics include: solving equations and inequalities, simplifying expressions, polynomials and factoring, graphing, radicals and expanding arithmetic knowledge.

*Algebra 2

Course Length: Full Year
Grade Levels: 12, 11, 10, 9
Credits: 1.0

Department: Mathematics

Prerequisites: Algebra 1

Algebra 2 is a continuation of the topics of Algebra 1. The main concept covered is functions, including linear, quadratic, radical, rational, exponential and logarithmic, as well as their transformations. Counting principles, probability, and sequences and series are also presented during the course. Graphing calculators are used throughout the course as a tool to help provide a better understanding of the concepts.

*Business Math

Course Length: Full Year
Grade Levels: 12, 11, 10
Credits: 1.0

Department: Mathematics

Prerequisites: Algebra 1

This course covers the various aspects of consumer-oriented business practices, which include keeping financial records; figuring pay rates, benefits, and commissions; understanding metric measures; and borrowing, saving and investing money. Practice problems in the course promote proficiency in dealing with everyday mathematical situations.

*Geometry

Course Length: Full Year
Grade Levels: 12, 11, 10, 9
Credits: 1.0

Department: Mathematics

Prerequisites: Algebra 1

Geometry emphasizes skills necessary for problem-solving and continued growth in mathematics through the use of geometric terms and processes, logic and problem-solving. Topics covered include properties, congruence, and similarity of triangles, area, and perimeter of polygons, properties of circles and coordinate geometry. Methods of completing proofs are also presented.

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***Pre-Algebra**

Course Length: Full Year

Grade Levels: 10, 9

Credits: 1.0

Department: Mathematics

Prerequisites: None

Pre-Algebra is designed to help prepare you for Algebra 1. The major concepts covered in this course include using variables and finding solutions, solving equations, working with integers, geometry concepts, working with graphs, and probability.

***Precalculus**

Course Length: Full Year

Grade Levels: 12, 11, 10

Credits: 1.0

Department: Mathematics

Prerequisites: Algebra 2, Geometry

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

***Probability and Statistics**

Course Length: Block Scheduled

Grade Levels: 12, 11

Credits: 1.0

Department: Mathematics

Prerequisites: Algebra 1

This course is geared toward students who have at least completed Algebra I. This course introduces students to the basic concepts and logic of statistical reasoning and probability. Topics covered include Data Collections and Displays, Linear Relationships, Distributions, Representations of Data Sets, Central Tendency and Dispersion, Probabilities of Simple Events, Probabilities of Dependent/Independent Events.

Science

*Anatomy

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Science

Prerequisites: None

This one-semester course centers on the function and organization of living organisms. Students will explore the body systems such as cardiovascular, muscular, skeletal, and digestive. In addition, students will look more closely at the cells of each of these systems and compare their functions and structures. This is a great follow-up course for students who have completed biology. Some labs and projects will be required.

*Applications in Chemistry

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Science

Prerequisites: Introduction to Chemistry

This course will be part two of two, worth 0.5 credits. It will build from the fundamentals of chemistry learned in the introduction to chemistry course. During this course, we will cover balancing chemical equations, stoichiometry, limiting reagents, kinetic molecular theory, gas laws, solutions, and concentration.

*Biology

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Science

Prerequisites: Ecology

This course will be part two of two worth 0.5 credits and must be taken after ecology. It will cover the cell and cell processes, cell cycle, heredity, and genetics. We will be utilizing simulations, labs, and projects to demonstrate mastery of the content.

*Conservation of Resources

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Science

Prerequisites: None

Students will learn about our natural resources and how they contribute to our lives. Some resources, such as air, are renewable and, with proper management, will never be exhausted. Other resources, such as coal, are limited. We have to plan how to use them intelligently and plan for an era when they no longer will be available. This course will help students make wise decisions about resources and investigate related careers in their field.

***Earth Science**

Course Length: Full Year

Grade Levels: 12, 11, 10, 9

Credits: 1.0

Department: Science

Prerequisites: None

This course is designed as a two semester, third or fourth-year course in high school. Both Geology and Astronomy topics are presented, building on earlier science competencies that students have gained. Topics from the history of the universe and the Earth to modern topics are presented. Additional topics from Oceanography and Atmospheric Science are included as well. Approximately 150 hours of seat time are required to complete the course.

***Ecology**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Science

Prerequisites: None

This course will be part one of two worth 0.5 credits and must be taken before Biology. It will cover the scientific method, Ecological Organization and Energy Flow, Biomes, Biodiversity and conservation, Biogeochemical Cycles, and evolution. We will be utilizing simulations, labs, and projects to demonstrate mastery of the content.

***General Science**

Course Length: Block Scheduled

Grade Levels: 12, 11, 10, 9

Credits: 1.0

Department: Science

Prerequisites: None

This is a full credit course designed to summarize what students have learned in their other science courses. Some of the topics covered throughout the course include the methods for scientific measurement, the structure and function of cells, the construction of the universe, and the ecological interaction of ecosystems. This course is a great way to pull everything in science together. Some labs and projects will be required.

***Introduction to Chemistry**

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Science

Prerequisites: 80% in Algebra 1

This course will be part one of two, worth 0.5 credits. It will cover the fundamentals of chemistry including measurements and calculations, matter and change atomic structure, the periodic table and chemical names and formulas. Upon successful completion of this course, students will have the option to go into Applications of Chemistry. We will be utilizing simulations, labs, and projects to demonstrate mastery of the content.

***Keystone Biology**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Science

Prerequisites: Below Basic or Basic on Keystone Biology Exam

This course revisits concepts introduced in the full-year biology course. Students who enroll in this course will have additional practice and remediation of scientific topics, focusing on improving their scores on the Keystone Biology exam. Topics covered include the scientific method, cell, cell processes, genetics, evolution, and ecology.

***Kitchen Chemistry**

Course Length: Full Year

Grade Levels: 12, 11

Credits: 1.0

Department: Science

Prerequisites: Biology, Introduction to Chemistry, Applications in Chemistry

This course will be a full year course worth 1.0 credits. It will build from the fundamentals of chemistry and biology by going in exploring how the chemistry impacts our experiences related to food. Students will be asked to design their own food related experiments related to each topic. Some of the topics that will be covered include how salt affects our food and cooking, the chemistry of baking powder, chemical changes during cooking, the chemistry of flavor and an exploration into the chemistry of vegetables. This course will require students to have successfully completed Biology, Introduction to Chemistry and Applications of Chemistry.

***Marine Biology**

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Science

Prerequisites: None

About 70% of the Earth is covered by water. Even today, much of the world's oceans remain unexplored. Marine scientists make new discoveries about aquatic life every day. Marine Biology is a one-semester course in which students will learn about the vast network of life that exists beneath the ocean's surface, from tiny plankton to great white sharks and giant sperm whales. Students will also find out more about the impact that humans have on the oceans, and how everyone can play a role in protecting the many organisms that live in the vast oceans of Earth.

***Motion and Energy**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Science

Prerequisites: None

This course will be part two of two, worth 0.5 credits. It will be an introductory course to the interactions of matter. It will cover Newton's laws, energy, and waves and how these topics relate.

***Physics A**

Course Length: Full Year

Grade Levels: 12, 11, 10

Credits: 1.0

Department: Science

Prerequisites: Algebra 2

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

***Scientific Measure and Matter**

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Science

Prerequisites: None

This course is designed to be a standalone course, worth 0.5 credits. It will be an introductory course to focusing on describing matter. It will cover scientific method, making measurements and calculations, matter and atomic structure, the periodic table and chemical names and formulas. This is part one of a two-part course.

***Space Exploration**

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Science

Prerequisites: None

Throughout this semester long course, students will explore the history and future of space exploration. We will cover such topics as the space race, the development of NASA, and the possibilities of living on other planets. Students will complete some readings, web quests, and projects as well as quizzes and exams.

Social Studies

***AP® Psychology**

Course Length: Full Year

Grade Levels: 12, 11

Credits: 1.0

Department: Social Studies

Prerequisites: None

The purpose of AP® Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. A variety of activities, demonstrations, and projects will be provided to meet this goal of instructing scientific and empirical approaches.

***Civics**

Course Length: Full Year

Grade Levels: 9

Credits: 1.0

Department: Social Studies

Prerequisites: None

In this two-semester course students learn the beliefs and principles on which the United States was founded and on the functions, structure, and powers of government at the local, state, and national levels. Students learn major political ideas and forms of government throughout history. A significant emphasis is placed on the U.S. Constitution, its fundamental principles and ideas, and the form of government it created. Students thoroughly analyze major concepts of republicanism, federalism, checks, and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and compare it to the economic systems. Students analyze the impact of individuals, political parties, interest groups, and the media on the U.S. political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.

***Contemporary Social Issues**

Course Length: One Semester

Grade Levels: 12

Credits: 0.5

Department: Social Studies

Prerequisites: None

This course encourages critical thought and discussion on contemporary issues. It will provide students an opportunity to identify and evaluate political, cultural, and economic issues on a local, state, national, and international level. A variety of current news media are used to help students learn how contemporary social issues affect them and an emphasis is placed on their role as constructive citizens in an interdependent world.

***Economics**

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Social Studies

Prerequisites: None

This course focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

***General Social Studies**

Course Length: Block Scheduled

Grade Levels: 12, 11

Credits: 1.0

Department: Social Studies

Prerequisites: None

This course provides students with an opportunity to explore the interconnection between the social sciences. Students will explore history, geography, civics, and economics with a focus on mastering the main ideas and themes presented in each of these areas.

***US History**

Course Length: Full Year

Grade Levels: 10

Credits: 1.0

Department: Social Studies

Prerequisites: None

In this two semester, course students study the history of the United States from the Civil War to the present. Historical content focuses on the political, economic, and social events and issues related to sectionalism and slavery, industrialization and urbanization, major international wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including the expansion of democratic processes and civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on U.S. society, evaluate the dynamic relationship of the three branches of the federal government and analyze efforts to expand the democratic process. Students analyze the impact of technological innovations on the American labor force. Students will learn contemporary US history including the terrorist threat of the early 21st century and efforts to combat this threat.

***World Geography**

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Social Studies

Prerequisites: None

World Geography students study people places and environments with local, regional, national, and international perspectives. Students will understand the influence of geography on the present and past. The course includes study of the physical processes that shape patterns in the physical environment; the characteristics and interrelationships of climates, major land forms, and ecosystems; the political, economic, and social processes that shape regions; types of settlement; the distribution and dispersion of world population; relationships between people, places and environments; and the idea of region. Students will analyze how location affects economic activities in different economic systems. Throughout the world. Students will identify the processes that influence political divisions and analyze how different points of view affect public policy priorities. Students will analyze the effects of technology and human modifications on the physical environment.

***World History**

Course Length: Full Year

Grade Levels: 11

Credits: 1.0

Department: Social Studies

Prerequisites: None

In this two-semester World History course, the student will develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes the development of relevant factual knowledge, leading interpretive issues, and types of historical evidence. Beginning with the earliest known civilizations, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage up to the present. The division of world history into broad chronological periods forms the organizing principle for dealing with change and continuity from the earliest civilizations of the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. A significant portion of the content dealing with the 20th and 21st century is accompanied by video footage, which brings the content alive for students. An interactive timeline helps the student better understand the chronology of the vast history of civilizations.

Electives

Accounting

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers high school students with the essential skills they need to understand accounting basics. Lessons include Account Types (assets, liabilities, expenses, etc.), Fundamentals of Bookkeeping, Financial Statements, and Careers in Accounting. Engaging and relevant, this course particularly helps both those students with an accounting career orientation, and those in need of an overview of essential accounting principles.

Anthropology 1: Uncovering Human Mysteries

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Anthropology uses a broad approach to give students an understanding of our past, present, and future, and also addresses the problems humans face in biological, social, and cultural life. This course explores the evolution, similarity, and diversity of humankind through time. It looks at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys are just one of the powerful learning tools utilized in this course.

Applied Medical Terminology

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Built on the same sound pedagogy and proven course design methodologies as all of our courses, Medical Terminology helps students understand the structure and meaning of medical terms and identify medical terminology associated with various body systems. As the health care industry becomes more and more complex, developing expertise in accurately and efficiently identifying medical terms and their specific application is essential to a growing variety of health care careers. This course begins to prepare your students for those careers.

Art in World Culture

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Who is the greatest artist of all time? Is it Leonardo daVinci? Claude Monet? Michelangelo? Pablo Picasso? Is the greatest artist of all time someone whose name has been lost to history? You will learn about some of the greatest artists while also creating art of your own, including digital art. We will explore the basic principles and elements of art, learn how to critique art, and examine some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.

Audio Video Production I

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

This course is designed to enable all students at the high school level to learn the basics of audio video production. The course will help the students develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. The course is based on Career and Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the audio video production industry.

Audio Video Production II

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Electives

Prerequisites: Audio Video Production I

This course is designed to enable students at high school level to develop the knowledge and skills related to audio video techniques that they can use in their careers. This course discusses the elements of audio video production, preproduction activities, media production techniques, and postproduction activities. The course is based on Career Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the audio video production industry.

Audio Video Production III

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Electives

Prerequisites: Audio Video Production II

This course is designed to enable all students at the high school level to students understand the basic concepts in audio video manufacturing. Students will learn about preproduction techniques, advanced production techniques, advanced post-production techniques, mastering production techniques, special effects and animation, careers, and audio video production laws. The course is based on Career Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in audio video production.

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Business Information Management

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

This course is designed to enable students at high school level to develop information management skills that they can use during in their careers in business organizations. This course discusses career opportunities available in Business Information Management, computing technology for business, connecting through the internet, working with documents, working with spreadsheets, working with a presentation program, working with databases, web page design, and project management. The course is based on Career Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the business information management industry.

Careers in Criminal Justice

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

The criminal justice system offers a wide range of career opportunities. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.

Certified Nurse Aid

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

The course is designed to enable students to learn the key skills and information that they need to work as certified nurse aides. The course will help students develop an understanding of the human body, physical and nutritional needs, mental health needs and teach them to provide culturally competent and quality care to clients in a safe and healthy environment. The course is based on the NNAAP Exam syllabus and is designed to prepare students to take the exam and become certified nurse aides. The course has animations and videos that demonstrate key skills that students must acquire to work as nurse aides. The practice test at the end of the course gives students practice on the written exam that they'll need to give to become certified nurse aides.

Cosmetology: Cutting Edge Styles

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Interested in a career in cosmetology? This course provides an introduction to the basics of cosmetology. Students will explore career options in the field of cosmetology, learn about the common equipment and technologies used by cosmetologists, and examine the skills and characteristics that make someone a good cosmetologist. Students will also learn more about some of the common techniques used in caring for hair, nails, and skin in salons, spas, and other cosmetology related businesses.

Criminology: Inside the Criminal Mind

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Crime and deviant behavior rank at or near the top of many people's concerns. This course looks at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their crimes. Why do some individuals commit crimes and others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors shape the criminal case process?

Digital Photography I: Creating Images with Impact

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Digital Photography I focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students use basic techniques of composition and camera functions to build a personal portfolio of images, capturing people, landscapes, close-ups, and action photographs.

Digital Photography II: Discovering Your Creative Potential

Course Length: One Semester

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Electives

Prerequisites: Digital Photography I: Creating Images with Impact

In this course, we examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas in which professional photographers may choose to specialize, such as wedding photography and product photography. Students also learn about some of the most respected professional photographers in history and how to critique photographs in order to better understand what creates an eye-catching photograph.

Entrepreneurship

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

This course is based on Career Technical Education (CTE) standards designed to help students understand the roles and attributes of an entrepreneur, marketing and its components, selling process, and operations management. This course discusses entrepreneurship and the economy, marketing fundamentals, managing customers, production and operations management, money, and business law and taxation.

Fashion and Interior Design

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Do you have a flair for fashion? Are you constantly redecorating your room? If so, the design industry might just be for you! In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects. In addition, you'll develop the essential communication skills that build success in any business. By the end of the course, you'll be well on your way to developing the portfolio you need to get your stylishly clad foot in the door of this exciting field.

Forensic Science I: Secrets of the Dead

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

In this unit, students are introduced to forensic science. We discuss what forensic science consists of and how the field developed through history. Topics covered include some of the responsibilities of forensic scientists and about some of the specialty areas that forensic scientists may work in. Objective and critical thinking questions are combined with lab activities to introduce students to analyzing the crime scene, a wide variety of physical evidence such as firearm and explosion evidence, and DNA evidence.

Introduction to Agriscience

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Agriculture has played an important role in the lives of humans for thousands of years. It has fed us and given us materials that have helped us survive. Today, scientists and practitioners are working to improve and better understand agriculture and how it can be used to continue to sustain human life. In this course, students learn about the development and maintenance of agriculture, animal systems, natural resources, and other food sources. Students also examine the relationship between agriculture and natural resources and the environment, health, politics, and world trade.

Introduction to Manufacturing: Product Design and Innovation

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Think about the last time you visited your favorite store. Now picture the infinite number of products you see. Have you ever wondered how all those things actually made it to the shelves? Whether video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In Introduction to Manufacturing: Product Design and Innovation, you will learn about the different types of manufacturing systems used to create the everyday products we depend on. Discover the various career opportunities in the manufacturing industry, including those for engineers, technicians, and supervisors. As a culminating project, you will plan your own manufacturing process and create an entirely original product! If you thought manufacturing was little more than mundane assembly lines, this course will show you just how exciting, creative, and practical this industry can be.

Introduction to Nursing 1

Course Length: One Semester

Grade Levels: 12, 11

Credits: 0.5

Department: Miscellaneous

Prerequisites: None

This semester course introduces students to the field of nursing. Students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. Students will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention.

Introduction to Visual Arts

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

This course is designed to enable all students at the high school level to familiarize themselves with different types of visual arts. The students will explore units in: Creativity and Expression in Art, Elements of Art, History of Art, Cultural Heritage of Art, Drawing, Printing, Painting, Graphic Design and Illustration, and Multimedia.

Law and Order: Introduction to Legal Studies

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society.

Mythology and Folklore

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Introduction to Mythology and Folklore is a one-semester course with 15 lessons that discuss myths, legends, and folklore from around the world. This course covers subjects such as Mythology, Legend, Folklore, Gods and the Goddesses, natural events, and wonders of the world.

Peer Counseling

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Helping people achieve their goals is one of the most rewarding of human experiences. Peer counselors help individuals reach their goals by offering them support, encouragement, and resource information. This course explains the role of a peer counselor, teaches the observation, listening, and emphatic communication skills that counselors need, and provides basic training in conflict resolution, and group leadership. Not only will this course prepare you for working as a peer counselor, but the skills taught will enhance your ability to communicate effectively in your personal and work relationships.

Principles of Agriculture, Food and Natural Resources

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Throughout this course, your students will learn about various career options in the agriculture, food, and natural resources industries. They will learn about technology, safety, and regulatory issues in agricultural science. They will also learn about some topics related to agriculture, such as international agriculture and world trade, sustainability, environmental management, research, development, and future trends in the industry. The course helps students navigate the rising demand for sustainable food sources while also meeting the challenge of producing higher yields to feed a growing world.

Principles of Business, Marketing and Finance

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

This course has a broad application for almost every career path that your students might choose. This course supplies both essential career skills and life skills. Designed for early high school students, the course offers you the flexibility to customize it to the unique needs of your program and your students. Interactive games and other engaging online and offline activities make practical real-life application of essential business principles understandable useful in the daily lives of your students and in the careers that they choose.

Principles of Education and Training

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

This course is designed to enable all students at the high school level to learn the basics of education and training. Students will learn about the various trends and factors that influence the education industry. This course introduces various career opportunities in the field of education. The units in this course include personal and professional skills needed in various education careers, child growth and development, child health, delivering instruction, and technology in education. The course is based on Career Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the education industry.

Principles of Engineering and Technology

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

This easy-to-manage course provides students with essential STEM knowledge and an effective overview of STEM careers. The course's 15 lessons are interspersed with activities and online discussions that engage learners and promote understanding and achievement. Topics covered include biotechnology, mechanics, and fluid and thermal systems. The concluding lesson provides a valuable overview of the overall engineering design process.

Principles of Government and Public Administration

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

This course is designed to enable all students at the high school level to learn the basics of government and public administration. Students explore career opportunities in the field of government and public administration. They also learn about the career-related skills, such as job acquisition skills, reading and writing, and mathematics they need to possess as professionals in this field. They learn about the safe and healthy working conditions necessary in the field of government and public administration. This course covers topics such as: the influence of geography and technology, and networking and communication as they relate to government and public administration. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in government and public administration industry.

Principles of Hospitality and Tourism

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

The hospitality and tourism industry offers a dynamic career path that will pique the interest of many of your students. This course emphasizes learning the practical aspects of the industry and the development of critical-thinking skills that lead to real-world solutions. This 14-lesson course will introduce your students to an exciting industry and will help them evaluate and prepare for a career in this growing and exciting industry.

Principles of Human Services

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

This course is designed to enable all students at the high school level to develop the critical skills and knowledge necessary in the human services industry. Students will learn about various personal characteristics that they need to demonstrate in the workplace, such as integrity, and positive work ethics. This course covers topics such as employability skills, counseling and mental health services, and consumer services. The course is based on Career Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in the human services field.

Principles of Law, Public Safety, Corrections and Security

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

For many reasons, high school students are drawn to learning about the careers addressed in this course. This course includes 15 lessons that help students learn about careers that make a powerful impact in all of our lives. From criminal law to every phase of the trial process, the course moves on to include lessons on the correctional system and the implications of legal ethics and the constitution.

Principles of Manufacturing

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Principles of Manufacturing is a course comprising of 15 lessons to help your students understand various manufacturing processes, concepts, and systems, and to introduce them to the various career paths available to them in manufacturing. This course emphasizes STEM principles while also covering practical aspects of manufacturing such as marketing and regulatory issues, as well as issues related to launching and managing a manufacturing business.

Courses marked with an * are synchronous courses instructed by SusQ-Cyber Faculty.

Principles of Transportation, Distribution and Logistics

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

In an increasingly interconnected world, this course will introduce your students to an industry that delivers what people want, when and how they want it. The TDL industry is essential to creating global economic growth through increasingly more efficient delivery of goods and services. This course will help to develop both the quantitative and qualitative skills and knowledge required for students to prepare themselves for a successful TDL career. The course addresses the relevant logistical and geopolitical issues that impact global trade.

Professional Photography

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

Few recent technical innovations have changed an industry as fundamentally as digital photography has changed everything about the way we capture our lives in the way we take, edit, store, and share pictures. Digital Photography provides you with the flexibility to not only use it as an independent individual course or as a group or class course, but to also easily customize the course to the unique needs of your situation. The course combines 15 lessons with online discussions that promote the development of critical thinking skills as your students explore digital photography as an enriching activity or a career.

Public Speaking

Course Length: One Semester

Grade Levels: 12, 11, 10, 9

Credits: 0.5

Department: Electives

Prerequisites: None

The art of public speaking is one which underpins the very foundations of Western society. This course examines those foundations in both Aristotle and Cicero's views of rhetoric, and then traces those foundations into the modern world. Students will learn not just the theory, but also the practice of effective public speaking, including how to analyze the speeches of others, build a strong argument, and speak with confidence and flair. By the end of this course, students will know exactly what makes a truly successful speech and will be able to put that knowledge to practical use.

Miscellaneous

*Cooperative Education

Course Length: Full Year

Grade Levels: 12, 11, 10 with special permission

Credits: 1.0

Department: Business and Career Technology

Prerequisites: C or higher in core courses

This full year is an elective program open to juniors and seniors. Co-op provides goal-oriented occupational education to students electing this program through on-the-job training. Successfully completing the Cooperative Work Experience will provide the student with a better understanding of the world of work as well as occupational training. Goals of the course will include:

- Enhancing the co-op student's educational experience with real-world career related work experience.
- Allow the co-op student to explore, through on-the-job experience, the career options related to their academic work, and to verify their career choice.
- Increase the co-op student's maturity level by exposure to the profession work environment.
- Establish credentials for the co-op student to enhance their opportunities after graduation for employment or admission to college.

*Dual Enrollment

Course Length: Full Year

Grade Levels: 12, 11

Credits: 1.0

Department: Miscellaneous

Prerequisites: C or higher in core courses

Dual Enrollment provides students with the opportunity to attend a local college or university in order to complete college level work while still enrolled in high school. The following courses may be available: English, Psychology, Sociology, Philosophy, Math, including upper-level courses such as Trigonometry, and Calculus, Science, and History.

SAT Prep

Course Length: Full Year

Grade Levels: 12, 11, 10

Credits: 0.5

Department: Miscellaneous

Prerequisites: None

This full year course prepares for the SAT asynchronously using study.com video and quiz resources. This course will range in reading, writing, math and test taking skills necessary to prepare students for the SAT test. Completion of this course will require a little over one video lesson and a quiz for each school day.

***Study Skills**

Course Length: One Semester or Full Year

Grade Levels: 12, 11, 10, 9

Credits: 0.5 or 1.0

Department: Miscellaneous

Prerequisites: None

To support students who are included for academic subject areas. This course will emphasize support in the included area through individualized instruction, study, and organizational skills along with other specially designed instructional strategies.

SusQ-Cyber Charter School Directory

Telephone Number: 570.245.0252
 Student Services Fax: 570.245.0246
 Administrative Office Fax: 570.245.0255

Ms. Kimberly Breiner	Administrative Assistant	kbreiner@susqcyber.org	Extension 1000
Mr. Ryan Craig	System Administrator	rcraig@susqcyber.org	Extension 1005
Mrs. Myra Golomb	School Nurse	mgolomb@susqcyber.org	Extension 1004
Mrs. Terri Lazar	Executive Assistant to the Chief Executive Officer	tlazar@susqcyber.org	Extension 1002
Ms. Patricia Leighow	Chief Executive Officer	pleighow@susqcyber.org	Extension 1003
Ms. Amber Mausteller	Faculty - Science	amausteller@susqcyber.org	Extension 1011
Ms. Amanda McGinley	Paraprofessional	amcginley@susqcyber.org	Extension 1013
Mr. Caleb Petrin	Faculty - Health, Physical Education and Technology	cpetrin@susqcyber.org	Extension 1006
Mr. Patrick Ritter	Faculty - Social Studies	pritter@susqcyber.org	Extension 1010
Mrs. Lindsey Shultz	Faculty - Transition Coordinator	lshultz@susqcyber.org	Extension 1008
Ms. Christine Smith	Faculty - Language Arts	csmith@susqcyber.org	Extension 1009
Mrs. Kristin Trenholm	Student Services Coordinator	ktrenholm@susqcyber.org	Extension 1001
Mr. Stephen Trevino	Faculty - Special Education and Language Arts	strevino@susqcyber.org	Extension 1007
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Notes

Notes

SusQ-Cyber Charter School



*240 Market Street
Suite 15, Box 1A
Bloomsburg, PA 17815*

570.245.0252

www.susqcyber.org

LINDSEY N ALLEGAR-SHULTZ

11/1/2018



Participant Professional Personnel ID: [Redacted]
Course/Activity: Transition Training
Subject Area: Teaching and Learning Professional Development

Dear Educator,

This is to certify that on 10/17/2018 you satisfactorily completed a course/activity entitled, "Transition Training" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 6.00 continuing professional education hour(s) in the subject area referenced above.

We will report to the PA Department of Education's Act 48 Continuing Professional Education Record System all courses and/or activities sponsored by Susq-Cyber CS, in accordance with Act 48 of 1999 and/or Act 45 of 2007. It is important that you retain this letter in your files. You may forward a copy of this letter to your school entity if required.

If you have any questions concerning this matter, please feel free to contact Susq-Cyber CS at the number below.

Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

AMBER C MAUSTELLER

9/18/2018

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 8/31/18
Subject Area: Teaching and Learning Professional Development

Dear Educator,

This is to certify that on 8/31/2018 you satisfactorily completed a course/activity entitled, "In-Service 8/31/18" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 6.50 continuing professional education hour(s) in the subject area referenced above.

We will report to the PA Department of Education's Act 48 Continuing Professional Education Record System all courses and/or activities sponsored by Susq-Cyber CS, in accordance with Act 48 of 1999 and/or Act 45 of 2007. It is important that you retain this letter in your files. You may forward a copy of this letter to your school entity if required.

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Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

CALEB A PETRIN
[REDACTED]

9/18/2018

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 8/31/18
Subject Area: Teaching and Learning Professional Development

Dear Educator,

This is to certify that on 8/31/2018 you satisfactorily completed a course/activity entitled, "In-Service 8/31/18" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 6.50 continuing professional education hour(s) in the subject area referenced above.

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Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

CHRISTINE M SMITH

9/18/2018

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 8/31/18
Subject Area: Teaching and Learning Professional Development

Dear Educator,

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Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

CHRISTIAN H WERKEISER

9/18/2018

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 8/31/18
Subject Area: Teaching and Learning Professional Development

Dear Educator,

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Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

LINDSEY N ALLEGAR-SHULTZ

9/18/2018

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 8/31/18
Subject Area: Teaching and Learning Professional Development

Dear Educator,

This is to certify that on 8/31/2018 you satisfactorily completed a course/activity entitled, "In-Service 8/31/18" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 6.50 continuing professional education hour(s) in the subject area referenced above.

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Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

PATRICIA A LEIGHOW

9/18/2018

Participant Professional Personnel ID: [REDACTED]

Course/Activity: In-Service 8/31/18

Subject Area: Teaching and Learning Professional Development

Dear Educator,

This is to certify that on 8/31/2018 you satisfactorily completed a course/activity entitled, "In-Service 8/31/18" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 6.50 continuing professional education hour(s) in the subject area referenced above.

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Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

PATRICK W RITTER

9/18/2018

Participant Professional Personnel ID: [REDACTED]

Course/Activity: In-Service 8/31/18

Subject Area: Teaching and Learning Professional Development

Dear Educator,

This is to certify that on 8/31/2018 you satisfactorily completed a course/activity entitled, "In-Service 8/31/18" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 6.50 continuing professional education hour(s) in the subject area referenced above.

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Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

PATRICK W RITTER

1/31/2019

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 1/21/19
Subject Area: Student Social and Health Issues

Dear Educator,

This is to certify that on 1/21/2019 you satisfactorily completed a course/activity entitled, "In-Service 1/21/19" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 3.00 continuing professional education hour(s) in the subject area referenced above.

We will report to the PA Department of Education's Act 48 Continuing Professional Education Record System all courses and/or activities sponsored by Susq-Cyber CS, in accordance with Act 48 of 1999 and/or Act 45 of 2007. It is important that you retain this letter in your files. You may forward a copy of this letter to your school entity if required.

If you have any questions concerning this matter, please feel free to contact Susq-Cyber CS at the number below.

Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

PATRICIA A LEIGHOW

1/31/2019

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 1/21/19
Subject Area: Student Social and Health Issues

Dear Educator,

This is to certify that on 1/21/2019 you satisfactorily completed a course/activity entitled, "In-Service 1/21/19" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 3.00 continuing professional education hour(s) in the subject area referenced above.

We will report to the PA Department of Education's Act 48 Continuing Professional Education Record System all courses and/or activities sponsored by Susq-Cyber CS, in accordance with Act 48 of 1999 and/or Act 45 of 2007. It is important that you retain this letter in your files. You may forward a copy of this letter to your school entity if required.

If you have any questions concerning this matter, please feel free to contact Susq-Cyber CS at the number below.

Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

LINDSEY N ALLEGAR-SHULTZ

1/31/2019

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 1/21/19
Subject Area: Student Social and Health Issues

Dear Educator,

This is to certify that on 1/21/2019 you satisfactorily completed a course/activity entitled, "In-Service 1/21/19" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 3.00 continuing professional education hour(s) in the subject area referenced above.

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If you have any questions concerning this matter, please feel free to contact Susq-Cyber CS at the number below.

Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

CHRISTIAN H WERKEISER

1/31/2019

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 1/21/19
Subject Area: Student Social and Health Issues

Dear Educator,

This is to certify that on 1/21/2019 you satisfactorily completed a course/activity entitled, "In-Service 1/21/19" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 3.00 continuing professional education hour(s) in the subject area referenced above.

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If you have any questions concerning this matter, please feel free to contact Susq-Cyber CS at the number below.

Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

CHRISTINE M SMITH

1/31/2019

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 1/21/19
Subject Area: Student Social and Health Issues

Dear Educator,

This is to certify that on 1/21/2019 you satisfactorily completed a course/activity entitled, "In-Service 1/21/19" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 3.00 continuing professional education hour(s) in the subject area referenced above.

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If you have any questions concerning this matter, please feel free to contact Susq-Cyber CS at the number below.

Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

CALEB A PETRIN

1/31/2019

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 1/21/19
Subject Area: Student Social and Health Issues

Dear Educator,

This is to certify that on 1/21/2019 you satisfactorily completed a course/activity entitled, "In-Service 1/21/19" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 3.00 continuing professional education hour(s) in the subject area referenced above.

We will report to the PA Department of Education's Act 48 Continuing Professional Education Record System all courses and/or activities sponsored by Susq-Cyber CS, in accordance with Act 48 of 1999 and/or Act 45 of 2007. It is important that you retain this letter in your files. You may forward a copy of this letter to your school entity if required.

If you have any questions concerning this matter, please feel free to contact Susq-Cyber CS at the number below.

Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

AMBER C MAUSTELLER

1/31/2019

Participant Professional Personnel ID: [REDACTED]
Course/Activity: In-Service 1/21/19
Subject Area: Student Social and Health Issues

Dear Educator,

This is to certify that on 1/21/2019 you satisfactorily completed a course/activity entitled, "In-Service 1/21/19" that was provided by Susq-Cyber CS. In recognition of your effort, you have been awarded 3.00 continuing professional education hour(s) in the subject area referenced above.

We will report to the PA Department of Education's Act 48 Continuing Professional Education Record System all courses and/or activities sponsored by Susq-Cyber CS, in accordance with Act 48 of 1999 and/or Act 45 of 2007. It is important that you retain this letter in your files. You may forward a copy of this letter to your school entity if required.

If you have any questions concerning this matter, please feel free to contact Susq-Cyber CS at the number below.

Sincerely,

Terri Lazar
Executive Assistant to the CEO
Susq-Cyber CS
(570) 245-0252 300

SUSQ-CYBER CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR the YEAR ENDED JUNE 30, 2014

SUSQ-CYBER CHARTER SCHOOL

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Randall G. Herring, CPA
William J. Roll, CPA
Courtney M. Solomon, CPA

Members of American and Pennsylvania Institute of Certified Public Accountants

• • •

41 South Fifth Street, Sunbury, Pennsylvania 17801
Phone: 570.286.5895 • Fax: 570.286.5976

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
SusQ-Cyber Charter School
240 Market Street, Suite #15
Bloomsburg, PA 17815

We have audited the accompanying financial statements of the governmental activities of SusQ-Cyber Charter School as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the Cyber Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities of the SusQ-Cyber Charter School, as of June 30, 2014, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 3-9 and 16 be presented to supplement the 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. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about 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 do 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.

Herron, Roll & Solomon

February 24, 2015

**SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS**

This Management's Discussion and Analysis (MD&A) is intended to provide a narrative overview and analysis of the financial activities of the SusQ-Cyber Charter School (the "Cyber Charter School") for the year ended June 30, 2014. The Cyber Charter School's financial performance is discussed and analyzed within the context of the financial statements and the disclosures that follow. This discussion focuses on the Cyber Charter School's financial performance as a whole; readers should also review the basic financial statements and the notes thereto to enhance their understanding of the Cyber Charter School's financial performance.

The MD&A is an element of the new reporting model adopted by the Governmental Accounting Standards Board (GASB) in Statement Number 34.

FINANCIAL HIGHLIGHTS

Total net position of the Cyber Charter School decreased \$100,819 in 2013-14. Since the Cyber Charter School does not have business type activities, this decrease was in governmental activities reflecting a 12.16% decrease from 2012-13.

Revenues totaled \$1,668,385. Program specific revenues in the form of charges for services accounted for \$1,549,281 or 92.9% of total revenues, grants and contributions accounted for \$115,614 or 6.9%, of total revenues, with general revenues in the amount of \$3,490 or 0.2%, accounting for the balance of the revenues.

The Cyber Charter School had \$1,769,204 in expenses relating to governmental activities. These expenses were covered by charges for services, operating grants and contributions.

As of June 30, 2014, \$767,753 of unrestricted net position was available to meet the Cyber Charter School's ongoing obligations to employees and creditors. This amount indicates that the Cyber Charter School has a positive financial condition.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the Cyber Charter School's basic financial statements. The Cyber Charter School's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements are designed to provide readers with a broad overview of the Cyber Charter School's finances, in a manner similar to a private-sector business. These statements are prepared using the accrual basis of accounting. The focus of these statements is long-term.

The statement of net position presents information on all of the Cyber Charter School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the Cyber Charter School is improving or deteriorating.

The statement of activities presents information showing how the Cyber Charter School's net position changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The governmental-wide financial statements distinguish functions of the Cyber Charter School that are principally supported by charges for services. The governmental activities include all of the Cyber Charter School's basic services which are primarily education services to grades nine through twelve via the internet and/or other emerging technologies. Tuition received from local education agencies (as required by Pennsylvania Act 88 of 2002) finances the majority of these activities.

FUND FINANCIAL STATEMENTS

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Cyber Charter School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The focus of fund financial statements is short-term. Fund financial statements are prepared using the modified accrual basis of accounting. The Cyber Charter School records all of its financial activity in the general fund which is a governmental fund type.

GOVERNMENTAL FUNDS

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the Cyber Charter School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand whether there are more or less financial resources available to finance services provided by the Cyber Charter School. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

NOTES TO THE FINANCIAL STATEMENTS

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

GENERAL FUND BUDGETARY HIGHLIGHTS

The Cyber Charter School prepares a budget each year for its General Fund according to Pennsylvania law. The budget includes the accounting for all transactions of the Cyber Charter School. A budgetary comparison of the General Fund is provided in the annual financial report to demonstrate compliance with this budget.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The Cyber Charter School adopted the financial reporting model required by GASB Statement No. 34 in 2004. Comparative information showing the current year's operations to the prior year are shown on pages 6 and 7 of this report.

The Cyber Charter School's total net position at June 30, 2014 was \$767,753.

SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS

**STATEMENT OF NET POSITION
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013**

	GOVERN- MENTAL ACTIVITIES <u>2014</u>	BUSINESS- TYPE ACTIVITIES <u>2014</u>	TOTAL <u>2014</u>	TOTAL <u>2013</u>
ASSETS:				
CURRENT AND OTHER ASSETS	\$ 846,539	\$ -0-	\$ 846,539	\$ 1,024,182
NONCURRENT ASSETS, NET	<u>101,403</u>	<u>-0-</u>	<u>101,403</u>	<u>47,747</u>
TOTAL ASSETS	<u>\$ 947,942</u>	<u>\$-0-</u>	<u>\$ 947,942</u>	<u>\$ 1,071,929</u>
LIABILITIES:				
CURRENT LIABILITIES	\$ 158,534	\$ -0-	\$ 158,534	\$ 213,737
NONCURRENT LIABILITIES	<u>21,655</u>	<u>-0-</u>	<u>21,655</u>	<u>29,375</u>
TOTAL LIABILITIES	<u>180,189</u>	<u>-0-</u>	<u>180,189</u>	<u>243,112</u>
NET ASSETS:				
INVESTED IN CAPITAL ASSETS, NET OF RELATED DEBT	101,403	-0-	101,403	47,747
RESTRICTED	-0-	-0-	-0-	-0-
UNRESTRICTED	<u>666,350</u>	<u>-0-</u>	<u>666,350</u>	<u>781,070</u>
TOTAL NET ASSETS	<u>767,753</u>	<u>-0-</u>	<u>767,753</u>	<u>828,817</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 947,942</u>	<u>\$ -0-</u>	<u>\$ 947,942</u>	<u>\$ 1,071,929</u>

Total Assets at June 30, 2014 decreased \$123,987 from the amount at June 30, 2013. This decrease consisted principally of a \$177,643 decrease in Current Assets (\$139,619 decrease in cash, \$28,920 decrease in Receivables and a \$19,741 decrease in Prepaid Expenses and a \$10,637 increase in Other Receivables), and an increase of \$53,656 in Non-Current Assets (\$53,656 increase in Furniture and Equipment). Total Liabilities at June 30, 2014 decreased by \$62,923 from the amount at June 30, 2013 (\$55,203 decrease in current liabilities and a \$7,720 decrease in Non-Current Liabilities). Net Position at June 30, 2014 decreased \$100,819 from the amount at June 30, 2013. Of this amount approximately \$114,720 represented a decrease in Unrestricted Net Position and \$53,656 increase in Invested in Capital Assets.

SUSQ-CYBER CHARTER SCHOOL
 MANAGEMENT'S DISCUSSION AND ANALYSIS

The following table shows the activities that affected the change in net position for the fiscal year ended June 30, 2014.

**STATEMENT OF ACTIVITIES
 FOR THE YEARS ENDED JUNE 30, 2014 AND 2013**

	GOVERN- MENTAL ACTIVITIES <u>2014</u>	BUSINESS- TYPE ACTIVITIES <u>2014</u>	TOTAL <u>2014</u>	TOTAL <u>2013</u>
REVENUES:				
PROGRAM REVENUES:				
CHARGES FOR SERVICES	\$1,549,281		\$1,549,281	\$1,615,572
OPERATING GRANTS AND CONTRIBUTIONS	115,614		115,614	89,189
GENERAL REVENUES:				
GRANTS, SUBSIDIES AND CONTRIBUTIONS NOT RESTRICTED	-0-		-0-	-0-
OTHER	<u>3,490</u>		<u>3,490</u>	<u>706</u>
TOTAL REVENUES	<u>1,668,385</u>	<u>-0-</u>	<u>1,668,385</u>	<u>1,705,467</u>
PROGRAM EXPENSES:				
DEPRECIATION-UNALLOCATED	-0-		-0-	-0-
INSTRUCTION	998,976		998,976	1,119,812
INSTRUCTIONAL STUDENT SUPPORT	115,270		115,270	204,757
ADMINISTRATION AND FINANCIAL SUPPORT SERVICES	589,525		589,525	609,909
OPERATION AND MAINTENANCE OF PLANT SERVICES	65,433		65,433	61,962
PUPIL TRANSPORTATION	-0-		-0-	-0-
FOOD SERVICE	-0-		-0-	-0-
COMMUNITY SERVICES	-0-		-0-	-0-
INTEREST ON LONG-TERM DEBT	-0-		-0-	-0-
OTHER ENTERPRISE FUNDS	<u>-0-</u>		<u>-0-</u>	<u>-0-</u>
TOTAL EXPENSES	<u>1,769,204</u>	<u>-0-</u>	<u>1,769,204</u>	<u>1,996,440</u>
Change in net position	(100,819)	-0-	(100,819)	(209,973)
Prior period adjustment	39,755	-0-	-0-	-0-
Net position, beginning	<u>828,817</u>	<u>-0-</u>	<u>828,817</u>	<u>1,119,790</u>
Net position, ending	<u>\$ 767,753</u>	<u>\$-0-</u>	<u>\$ 767,753</u>	<u>\$ 828,817</u>

SUSQ-CYBER CHARTER SCHOOL
 MANAGEMENT'S DISCUSSION AND ANALYSIS

Total revenue decreased approximately \$37,082 for the year ended June 30, 2014.

Charges for services decreased approximately \$66,300 (4.1% decrease over the prior year.) This was a result of a decrease in aggregate days membership of students, an increase in the number of schools billed, and an increase in expenses as shown on the PDE-363. Operating grants and contributions increased approximately \$26,400 (29.6% higher than the prior year). Federal IDEA funding decreased \$8,600 from the prior year. Health care subsidy and general revenue decreased \$300 from the prior year and retirement revenue increased \$35,300.

Days billed to school districts decreased approximately 1,306 days for all students from the previous year.

CAPITAL ASSETS

The Cyber Charter School's investment in capital assets for its governmental and business-type activities as of June 30, 2014 and June 30, 2013 is summarized below.

	<u>GOVERNMENTAL</u> <u>ACTIVITIES</u>		<u>BUSINESS-TYPE</u> <u>ACTIVITIES</u>		<u>TOTALS</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
FURNITURE AND EQUIPMENT	<u>766,585</u>	<u>705,307</u>	<u>\$-0-</u>	<u>\$-0-</u>	<u>766,585</u>	<u>705,307</u>
LESS ACCUMULATED DEPRECIATION	<u>(665,182)</u>	<u>(657,560)</u>	<u>-0-</u>	<u>-0-</u>	<u>(665,182)</u>	<u>657,560)</u>
NET	<u>\$ 101,403</u>	<u>\$ 47,747</u>	<u>\$ -0-</u>	<u>\$-0-</u>	<u>101,403</u>	<u>\$ 47,747</u>

STRATEGIC PLAN

The SusQ-Cyber Charter School continues to execute the elements of its mission statement, which is to use the internet or other emerging technologies to deliver a personalized educational program to learners who express the desire and/or demonstrate the need for a non-traditional, flexible delivery of curriculum – a “school without walls.”

SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS

REQUESTS FOR INFORMATION

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Chief Executive Officer, SusQ-Cyber Charter School, 240 Market Street, Suite 15, Box 1A Bloomsburg, PA 17815.

SusQ-Cyber Charter School
Statement of Net Position
June 30, 2014

	Governmental
<i>Assets:</i>	
Current assets:	
Cash and cash equivalents (Note 2)	\$ 191,197
Due from governments (Note 3)	617,221
Other receivables	11,533
Prepaid expenses (Note 4)	22,605
Other current assets	<u>3,983</u>
Total current assets	846,539
Noncurrent assets:	
Furniture and equipment - net (Note 5)	<u>101,403</u>
Total noncurrent assets	<u>101,403</u>
Total Assets	<u><u>\$ 947,942</u></u>
<i>Liabilities:</i>	
Current liabilities:	
Accounts payable	\$ 11,676
Accrued salaries and benefits (Note 7)	136,172
Payroll deductions and withholdings	8,207
Due to other governments	513
Other current liabilities	<u>1,966</u>
Total current liabilities	158,534
Noncurrent liabilities:	
Long-term portion of compensated absences (Note 6)	9,330
Other Post Employment Benefits	<u>12,325</u>
Total noncurrent liabilities	<u>21,655</u>
Total Liabilities	180,189
<i>Net Position:</i>	
Net Investment in Capital Assets	101,403
Unrestricted	<u>666,350</u>
Total Net Position	<u>767,753</u>
Total Liabilities and Net Position	<u><u>\$ 947,942</u></u>

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Activities
For the Year Ended June 30, 2014

Functions/Programs	Expenses	Indirect Expenses Allocation	Program Revenues			Net (Expense) Revenue and Changes in Net Assets		
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Business-type Activities	Total
<i>Governmental Activities:</i>								
Instruction	\$ 998,976	\$ -	\$ 871,935	\$ 84,415	\$ -	\$ (42,626)	\$ -	\$ (42,626)
Instructional Student Support	115,270	-	100,548	4,722	-	(10,000)	-	(10,000)
Admin. & Financial Support Serv.	589,525	-	519,629	26,477	-	(43,419)	-	(43,419)
Operation & Maint. of Facilities	65,433	-	57,169	-	-	(8,264)	-	(8,264)
Total Governmental Activities	1,769,204	-	1,549,281	115,614	-	(104,309)	-	(104,309)
<i>Business-type Activities:</i>								
	-	-	-	-	-	-	-	-
Total Primary Government	<u>\$ 1,769,204</u>	<u>\$ -</u>	<u>\$ 1,549,281</u>	<u>\$ 115,614</u>	<u>\$ -</u>	<u>\$ (104,309)</u>	<u>\$ -</u>	<u>\$ (104,309)</u>
 General revenues:								
Investment earnings						445	-	445
Miscellaneous income						3,128		3,128
Loss on asset disposal						(83)		(83)
Total general revenues, special items, extraordinary items and transfers						<u>3,490</u>	<u>-</u>	<u>3,490</u>
Change in Net Position						(100,819)	-	(100,819)
Net Position - beginning						828,817	-	828,817
Prior Period Adjustment (Note 11)						39,755	-	39,755
Net Position - ending						<u>\$ 767,753</u>	<u>\$ -</u>	<u>\$ 767,753</u>

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Balance Sheet - Governmental Funds
 June 30, 2014

	<u>General Fund</u>
<i>Assets:</i>	
Cash and cash equivalents	\$ 191,197
Due from governments	617,221
Other receivables	11,533
Prepaid expenses	22,605
Other current assets	<u>3,983</u>
 Total Assets	 <u>\$ 846,539</u>
 <i>Liabilities and Fund Balances --</i>	
<i>Liabilities:</i>	
Due to other governments	\$ 513
Accounts payable	11,676
Accrued salaries and benefits	136,172
Payroll deductions and withholdings	8,207
Other current liabilities	<u>1,966</u>
 Total Liabilities	 158,534
 <i>Fund Balances:</i>	
Restricted fund balance	-
Committed fund balance	300,000
Unassigned fund balance	<u>388,005</u>
 Total Fund Balance	 <u>688,005</u>
 Total Liabilities & Fund Balance	 <u>\$ 846,539</u>

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Reconciliation of the Governmental Funds Balance Sheet
 to the Statement of Net Position
 June 30, 2014

Total Fund Balances - Governmental Funds	\$	688,005
--	----	---------

Amounts reported for governmental activities in the Statement of Net Assets are different because:

Capital Assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of assets is \$766,585, and the accumulated depreciation is \$665,182.		101,403
--	--	---------

Long-term liabilities, including compensated absences, are not due and payable in the current period, and, therefore, are not reported as liabilities in the funds. Long-term liabilities at year-end consist of:

Compensated absences		(9,330)
Other Post Employment Benefits		<u>(12,325)</u>

Total Net Position- Governmental Activities	\$	<u>767,753</u>
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The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances -
Governmental Funds
For the Year Ended June 30, 2014

	<u>General Fund</u>
<i>REVENUES</i>	
Local Sources	\$ 1,584,185
State Sources	84,283
Total Revenues	1,668,468
 <i>EXPENDITURES</i>	
Instruction	1,055,889
Support Services	774,774
Total Expenditures	1,830,663
Excess of Revenues Over Expenditures	(162,195)
 Net Change in Fund Balances	 (162,195)
Fund Balance - July 1, 2013	810,445
Prior Period Adjustment (Note 11)	39,755
Fund Balance - June 30, 2014	\$ 688,005

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Reconciliation of the Governmental Funds
 Statement of Revenues, Expenditures and Changes in Fund Balance
 to the Statement of Activities
 For the Year Ended June 30, 2014

Total net change in fund balances - governmental funds	\$	(162,195)
--	----	-----------

Amounts reported for governmental activities in the Statement of Activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amounts by which depreciation exceeds capital outlays in the period.

Depreciation expense		(43,533)
Capital outlays		97,272
Disposal of equipment not fully depreciated		(83)
Current year portion of compensated absences		9,910
Current Year Other Post Employment Benefits		<u>(2,190)</u>
Change in net position of governmental activities	\$	<u>(100,819)</u>

=

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds - Budget and Actual
For the Year Ended June 30, 2014

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
REVENUES				
Local sources	\$ 1,659,955	\$ 1,659,955	\$ 1,584,185	\$ (75,770)
State sources	2,550	2,550	84,283	81,733
Total Revenues	1,662,505	1,662,505	1,668,468	5,963
EXPENDITURES				
Regular education programs	808,691	933,210	879,582	53,628
Special education programs	237,397	237,397	176,307	61,090
Other Instructional Programs	500	500	-	500
Pupil personnel support services	99,492	99,492	93,959	5,533
Instructional staff support serv.	53,256	17,056	5,704	11,352
Administrative services	347,423	383,423	376,668	6,755
Pupil health services	17,364	17,364	16,206	1,158
Business services	125,700	125,900	125,900	-
Operation & maint. of facilities	66,221	66,221	64,959	1,262
Central & other support services	150,143	150,143	91,378	58,765
Total Expenditures	1,906,187	2,030,706	1,830,663	200,043
Excess (Deficiency) of Revenues Over (Under) Expenditures	(243,682)	(368,201)	(162,195)	206,006
OTHER FINANCING SOURCES (USES)				
Budgetary reserve	(288,705)	(164,186)	-	164,186
Net Change in Fund Balances	(532,387)	(532,387)	(162,195)	370,192
Fund Balance - July 1, 2013	532,387	532,387	810,445	278,058
Prior Period Adjustment (Note 11)	-	-	39,755	39,755
Fund Balance - June 30, 2014	\$ -	\$ -	\$ 688,005	\$ 688,005

The accompanying notes are an integral part of these financial statements.

SUSQ-CYBER CHARTER SCHOOL
A.U.N. 1-16-49-313-0
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

**1. NATURE OF OPERATIONS AND SUMMARY OF
SIGNIFICANT ACCOUNTING POLICIES**

The major accounting principles and practices followed by the SusQ-Cyber Charter School (the cyber charter school) are summarized below:

NATURE OF OPERATIONS

The SusQ-Cyber Charter School is chartered under Pennsylvania Act 88 of 2002 by the Pennsylvania Department of Education to provide education to students from grades nine through twelve via the internet and/or other emerging technologies.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the cyber charter school conform to generally accepted accounting principles for local government units. The more significant accounting policies are summarized below:

REPORTING MODEL CHANGE

In June 1999, the Governmental Accounting Standards Board ("GASB") issued Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* ("GASB 34"). GASB 34 requires significant changes including the preparation of full accrual financial statements on a government-wide basis, the addition of a management discussion and analysis section providing an overall analysis of the cyber charter school's financial position and results of operations, and a change in focus of the fund financial statements to major funds.

In June 2001, GASB issued Statements No. 37, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments: Omnibus*, which amended GASB 34 by clarifying or modifying certain of its provisions and Statement No. 38, *Certain Financial Statement Note Disclosures*, which modified, established or rescinded certain financial statement disclosure requirements.

The cyber charter school was required to adopt GASB 34, 37 and 38 in its 2004 fiscal year. Accordingly, the accompanying financial statements and notes thereto reflect the changes required by these statements.

REPORTING ENTITY

The reporting entity has been defined in accordance with the criteria established in Statement 14 issued by the Governmental Accounting Standards Board ("GASB"). The specific criteria used in determining whether other organizations should be included in the cyber charter school's financial reporting entity are financial accountability, fiscal dependency, and legal separation.

As defined above, there are no other related organizations that should be included in the cyber charter school's financial statements, nor is the cyber charter school considered a component unit of another government.

BASIS OF PRESENTATION – GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements include the statement of net position and the statement of activities. These financial statements report financial information for the cyber charter school as a whole on a full accrual, economic resource basis. The cyber charter school's activities are reported in the general fund and are classified as governmental activities. The cyber charter school does not have business-type activities.

The statement of activities reports the expenses of a given function or program offset by program revenues directly connected with that function or program. Program revenues include (1) charges for services to users of the cyber charter school's services, (2) operating grants and contributions that finance annual operating activities and (3) capital grants and contributions that fund the acquisition, construction, or rehabilitation of capital assets. These revenues are subject to externally imposed restrictions to these program uses. Other revenue sources not properly included with program revenues are reported as general revenues.

BASIS OF PRESENTATION – FUND FINANCIAL STATEMENTS

The accounts of the cyber charter school are organized on the basis of funds, each of which constitutes a separate accounting entity. The operations of each fund are accounted for within a separate set of self-balancing accounts that comprises its assets, liabilities, fund balances, revenues, and expenditures/expenses. Resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent.

The only fund that the cyber charter school uses is the general fund, which is a governmental fund type. All governmental functions of the cyber charter school are financed through this fund. The acquisition, use, and balances of the cyber

charter school's expendable financial resources and the related liabilities are accounted for through this fund.

MEASUREMENT FOCUS

GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements are prepared using the economic resources measurement focus. With this measurement focus, all assets and all liabilities associated with the operation of the cyber charter school are included on the statement of net position. The statement of activities presents increases (i.e., revenues) and decreases (i.e., expenses) in the cyber charter school's net total position..

FUND FINANCIAL STATEMENTS

Governmental funds are accounted for using the current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

BASIS OF ACCOUNTING

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

ACCRUAL BASIS

Government-wide financial statements are prepared using the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred. Grant revenue is recognized when grantor eligibility requirements are met.

MODIFIED ACCRUAL BASIS

Governmental funds use the modified accrual basis of accounting. Under the modified accrual basis, revenues are recognized when susceptible to accrual (i.e., when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay the liabilities of the

current period. A one-year availability period is used for revenue recognition for all governmental fund revenues. Expenditures, other than principal and interest on long-term debt, compensated absences and claims and judgments, are recorded when the related fund liability is incurred. Principal and interest on long-term debt, compensated absences and claims and judgments are recorded as fund liabilities when due and unpaid.

The cyber charter school applies all relevant GASB pronouncements and applicable Financial Accounting Standards Board ("FASB") pronouncements issued on or before November 30, 1989, unless they conflict with GASB pronouncements. The cyber charter school does not apply FASB pronouncements issued after November 30, 1989.

ALLOCATION OF INDIRECT EXPENSES

The cyber charter school does not allocate any indirect costs including depreciation.

BUDGETS AND BUDGETARY ACCOUNTING

An operating budget is adopted each year for the General Fund on a modified accrual basis of accounting.

ENCUMBRANCES

Encumbrances accounting, under which purchase orders, contracts and other commitments for the expenditure of funds are recorded in order to reserve that portion of the applicable appropriation, is employed as an extension of formal budgetary integration in governmental funds. Encumbrances at year-end are reported as reservations of fund balance since they do not constitute expenditures or liabilities but serve as authorization for expenditures in the subsequent year. At June 30, 2014, the cyber charter school had no outstanding encumbrances.

CASH AND INVESTMENTS

Cash and investments consist of cash and deposits held in liquid asset funds. All are carried at cost, which approximate fair value.

CAPITAL ASSETS

General capital assets are those assets (primarily computers) resulting from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net position but are not reported in the fund financial statements.

All capital assets are stated at cost, net of accumulated depreciation. The cyber charter school capitalizes all asset purchases. All capital assets are depreciated. Depreciation is computed using the straight-line method over an estimated useful life of five years.

The cyber charter school does not have any infrastructure capital assets.

COMMITTED FUND BALANCE

In the fund financial statements, committed fund balances represent tentative management plans that are subject to change. These amounts are committed by the Board of Trustees.

COMPENSATED ABSENCES

Accumulated compensated absences consist of vacation days payable and unused sick days attributable to all full-time employees.

VACATION

Full-time cyber charter school employees are credited with vacation at rates that vary with length of service and/or job classification. Vacation may be taken or accumulated within certain limits and is paid prior to retirement or termination at the employee's then current rate of pay.

SICK LEAVE AND PERSONAL LEAVE

Effective with the 2011-12 school year, the board of trustees approved the following sick leave policy:

All professional staff will be credited with ten days sick days per year.

All 12-month employees will be credited with twelve sick days per year.

Any unused days will be carried over to the next fiscal year.

Any employee retiring will be paid for accumulated sick days at the rate of \$50.00 per day to a maximum of \$1,000.00. Remaining accumulated days may be donated to the sick leave bank.

CASH FLOWS

The cyber charter school considers highly liquid short-term instruments purchased with a maturity of three months or less (excluding certain short-term instruments which are classified as investments) to be cash equivalents.

USE OF ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

SUBSEQUENT EVENTS

Management has evaluated subsequent events through February 24, 2015, the date on which the financial statements were available to be issued.

2. CASH AND INVESTMENTS

DEPOSITS

At June 30, 2014, the carrying amount of the cyber charter school's deposits was \$190,897 and the bank balance was \$192,868. The total bank balance that was insured by federal depository insurance was \$250,000 ("category 1 risk" pursuant to GASB No. 3). The remaining balance was covered by securities pledged by the financial institution for such funds, but not held in the cyber charter school's name ("category 3 risk" pursuant to GASB No. 3).

INVESTMENTS

The cyber charter school had no investments at June 30, 2014.

3. DUE FROM OTHER GOVERNMENTS

Amounts due from other governments represent receivables for revenues earned by the cyber charter school. At June 30, 2014, the total amount due from other governments is \$617,221, which is comprised of \$564,306 due from local governmental units, \$21,584 was state revenue receivable, and \$31,331 was federal revenue receivable.

4. PREPAID EXPENSES

Prepaid expenses at June 30, 2014 consist of:

Insurance	\$ 15,333
Advertising/Booth Rentals	1,750
Remote Software Licensing/Maintenance	4,522
Prepaid Postage	500
Other prepaid expenses	500
	<u>\$ 22,605</u>

5. FURNITURE & EQUIPMENT

Fixed asset activity for the fiscal year ending June 30, 2014 is as follows:

Cost, July 1, 2013	\$705,307
Purchases	\$ 97,272
Dispositions	<u>\$(35,994)</u>
Cost, June 30, 2014	\$766,585
Less accumulated depreciation	<u>\$(665,182)</u>
Furniture & Equipment, net	<u>\$ 101,403</u>

Depreciation Expense for the fiscal year ending June 30, 2014 is \$43,533.

Loss on the Sale of Fixed Assets for the fiscal year ending June 30, 2014 is \$83.

6. COMPENSATED ABSENCES

The changes in the cyber charter school's compensated absences for the fiscal year ending June 30, 2014 are summarized as follows:

Balance, July 1, 2013	\$ 19,240
Increase	\$ 225
Decrease	<u>\$(10,135)</u>
Balance, June 30, 2014	<u>\$ 9,330</u>

The cyber charter school pays its compensated absences from the general fund.

7. ACCRUED SALARIES AND BENEFITS

Accrued salaries and benefits totaling \$136,172 represent employees' wages and applicable employer paid benefits for services during the 2013-14 fiscal year that were paid after June 30, 2014.

8. RETIREMENT BENEFITS

All full-time and certain part-time employees of the cyber charter school participate in the Commonwealth of Pennsylvania Public School Employees' Retirement System ("PSERS"), a governmental cost-sharing multiple-employer defined benefit pension plan. The System was established as of July 18, 1917, under the provisions of Public Law 1043, No. 343.

PSERS provides retirement and disability, legislatively mandated ad hoc cost-of-living adjustments and healthcare premium assistance benefits to qualifying annuitants. The cyber charter school's and its employees' obligation to contribute to PSERS are established by authority of Act 96 of the Public School Employees' Retirement Code. Benefit provisions are established and amended by the PSERS board of trustees. PSERS issues a comprehensive annual financial report that includes stand-alone financial statements and required supplementary information for the plan. A copy may be obtained from Pennsylvania Public School Employees' Retirement System, P.O. Box 125, Harrisburg, Pennsylvania 17108-0125, Attention: Barbara D. Flurie, Office of Financial Management. The report is also available on the Internet, in the publication section of the PSERS website, www.psers.state.pa.

The cyber charter school's contribution rate was 16.93% in 2014, 12.36% in 2013, 8.65% in 2012, 5.64% in 2011, 4.78% in 2010, 4.76% in 2009, 7.13% in 2008, 6.46% in 2007, 4.69% in 2006, 4.23% in 2005, 3.77% in 2004, and 1.15% in 2003 of covered payroll. The employees' contribution rates range from 5.25% to 7.50%, depending on date of hire and whether they elected to participate in the TD membership class.

9. OTHER POST-EMPLOYMENT BENEFITS

Plan Description:

The cyber charter school provides a defined benefit post employment healthcare benefit, which provides medical benefits to eligible retirees and their spouses. Coverage is provided until the retiree is eligible for Medicare or until the retiree's death, whichever is earlier.

All employees are eligible after retirement with 30 years of PSERS service or upon superannuation retirement (age 60 with 30 years of service, age 62 with 1 year of

service, or 35 years of service, regardless of age). In order to obtain coverage, retired employees must provide payment equal to the premium determined for the purpose.

The plan's coverage includes medical, prescription drug, and dental & vision coverage for retiree, spouse and dependents. This coverage is provided as an option through PSERS and is not a liability on the fund financial statements of the cyber charter school.

Funding Policy:

As of June 30, 2014, the cyber charter school has no designations to fund this liability.

Funding Progress:

As of July 1, 2012, the date of the most recent actuarial report, the actuarial accrued liability for benefits was \$11,066, all of which was unfunded. The covered payroll (annual payroll of active employees covered by the plan) was \$989,537 and the ratio of the unfunded actuarial accrued liability to the covered payroll was 1.12%.

The actuarial valuation of an ongoing plan involves estimates of the value of the reported amounts and assumptions about the probability of occurrences of events far into the future. Examples include assumptions about future employment and mortality. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revisions as actual results are compared with past expectations and new estimates are made into the future.

Actuarial Methods and Assumptions

Projections of benefits for financial purposes are based on the substantive plan and include the types of benefits provided at the time of each valuation and the historical sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short term volatility in actuarial accrued liabilities and the actual value of assets, consistent with the long term perspective of the calculations. In the July 1, 2012 actuarial valuation, the following actuarial assumptions were used:

Interest	4.5% compounded annually net of investment expenses
Amortization Method	Level dollar method at the valuation interest rate
Amortization Period	30 Years

Salary Increases are composed of a 3% cost of living adjustment, 1% real wage growth, and for teachers and administrators a merit increase which varies by age from 3% to .25%

Actuarial Valuation Cost Method Entry Age Normal

Annual OPEB Cost and NET OPEB Obligations

The cyber charter school's annual other Post-employment (OPEB) cost (expenses) is calculated based on the annual required contribution of the employer (ARC). The ARC represents a level of fund that, if paid on an ongoing basis, is projected to cover normal costs each year and to amortize any unfunded actuarial liabilities over a period not to exceed thirty years. The following table shows the components of the charter school's annual OPEB cost for the year, the amount contributed to the plan and the changes in the charter school's net OPEB obligation.

Annual OPEB Cost	
Normal Cost	\$ 2,373
Amortization of Unfunded Actuarial Accrued Liability	679
Estimated Interest on Net OPEB Obligation	456
Estimated Funding Adjustment	(622)
Estimated Increase in Net OPEB Obligation	<u>(696)</u>
ANNUAL OPEB COST	<u>\$ 2,190</u>
Net OPEB Obligation (Liability)	
Normal OPEB Obligation for year needed June 30, 2013	\$10,135
OPEB Cost for the year ended June 30, 2014	2,190
Contributions	<u>0</u>
NET OPEB OBLIGATION (LIABILITY)	<u>\$12,325</u>

10. SIGNIFICANT GROUP CONCENTRATIONS OF CREDIT RISK

The cyber charter school grants credit to various local education associations during the ordinary course of its operations. The ability of each of the cyber charter school's debtors to honor their obligations to the cyber charter school is dependent upon economic and other factors affecting these entities. Should sending districts fail to remit tuition payments to the cyber charter school, payment is made to the cyber

charter school directly from the Pennsylvania Department of Education. In addition, subsidy revenue also comes from the Pennsylvania Department of Education.

11. PRIOR PERIOD ADJUSTMENT

A prior period adjustment was made to adjust the beginning balance of the current liability-"due to other governments". A liability was originally established to account for a possible difference in the aid ratio based on the location of the Cyber charter school office. The State has since clarified that the calculation is based on a blended ratio for social security and retirement subsidy reimbursement since the student base is statewide. The amount received by the State was calculated using this blended ratio and there is no amount due back to them. The prior period adjustment increases net position on the Statement of Net Position and the fund balance on the Statement of Revenues, Expenditures, and Changes in Fund Balances by \$39,755.

SUSQ-CYBER CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2015

SUSQ-CYBER CHARTER SCHOOL

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41 South Fifth Street, Sunbury, Pennsylvania 17801

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
SusQ-Cyber Charter School
240 Market Street, Suite #15
Bloomsburg, PA 17815

We have audited the accompanying financial statements of the governmental activities of SusQ-Cyber Charter School as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the Cyber Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities of the SusQ-Cyber Charter School, as of June 30, 2015, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1 to the financial statements, the SusQ-Cyber Charter School adopted new accounting guidance from GASB Statement No. 68 for the 2014-2015 fiscal year. Our opinion is not modified with respect to this pronouncement.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3-9, budgetary comparison information on page 16, and the Schedule of Proportionate Share of the Net Pension Liability and School Contributions on page 34 be presented to supplement the 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. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about 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 do 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.

Herring, Roll & Schombert

February 19, 2016

**SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS**

This Management's Discussion and Analysis (MD&A) is intended to provide a narrative overview and analysis of the financial activities of the SusQ-Cyber Charter School (the "Cyber Charter School") for the year ended June 30, 2015. The Cyber Charter School's financial performance is discussed and analyzed within the context of the financial statements and the disclosures that follow. This discussion focuses on the Cyber Charter School's financial performance as a whole; readers should also review the basic financial statements and the notes thereto to enhance their understanding of the Cyber Charter School's financial performance.

The MD&A is an element of the new reporting model adopted by the Governmental Accounting Standards Board (GASB) in Statement Number 34.

FINANCIAL HIGHLIGHTS

Total net position of the Cyber Charter School decreased \$164,539 in 2014-15, compared to a decrease of \$100,819 in 2013-2014.

Revenues totaled \$1,275,516. Program specific revenues in the form of charges for services accounted for \$1,219,414 or 95.6% of total revenues, grants and contributions accounted for \$49,836 or 3.9%, of total revenues, with general revenues in the amount of \$6,266 or 0.5%, accounting for the balance of the revenues.

The Cyber Charter School had \$1,440,055 in expenses relating to governmental activities. These expenses were covered by charges for services, operating grants and contributions.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the Cyber Charter School's basic financial statements. The Cyber Charter School's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements are designed to provide readers with a broad overview of the Cyber Charter School's finances, in a manner similar to a private-sector business. These statements are prepared using the accrual basis of accounting. The focus of these statements is long-term.

The statement of net position presents information on all of the Cyber Charter School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the Cyber Charter School is improving or deteriorating.

The statement of activities presents information showing how the Cyber Charter School's net position changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The governmental-wide financial statements distinguish functions of the Cyber Charter School that are principally supported by charges for services. The governmental activities include all of the Cyber Charter School's basic services which are primarily education services to grades nine through twelve via the internet and/or other emerging technologies. Tuition received from local education agencies (as required by Pennsylvania Act 88 of 2002) finances the majority of these activities.

FUND FINANCIAL STATEMENTS

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Cyber Charter School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The focus of fund financial statements is short-term. Fund financial statements are prepared using the modified accrual basis of accounting. The Cyber Charter School records all of its financial activity in the general fund which is a governmental fund type.

GOVERNMENTAL FUNDS

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the Cyber Charter School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand whether there are more or less financial resources available to finance services provided by the Cyber Charter School. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

NOTES TO THE FINANCIAL STATEMENTS

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

GENERAL FUND BUDGETARY HIGHLIGHTS

The Cyber Charter School prepares a budget each year for its General Fund according to Pennsylvania law. The budget includes the accounting for all transactions of the Cyber Charter School. A budgetary comparison of the General Fund is provided in the annual financial report to demonstrate compliance with this budget.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The Cyber Charter School adopted the financial reporting model required by GASB Statement No. 34 in 2004. Comparative information showing the current year's operations to the prior year are shown on pages 6 and 7 of this report.

The Cyber Charter School's total net position at June 30, 2015 was \$(2,213,823). This negative balance is due primarily to the adoption of GASB Statement No. 68, resulting in a net pension liability of \$2,454,000, representing its proportionate share of PSERS' net position liability.

SUSQ-CYBER CHARTER SCHOOL
 MANAGEMENT'S DISCUSSION AND ANALYSIS

**STATEMENT OF NET POSITION
 FOR THE YEARS ENDED JUNE 30, 2015 AND 2014**

	GOVERN- MENTAL ACTIVITIES <u>2015</u>	GOVERN- MENTAL ACTIVITIES 2014, AS ORIGINALLY <u>STATED</u>
<u>ASSETS:</u>		
CURRENT ASSETS	\$ 703,126	\$ 846,539
NONCURRENT ASSETS, NET	<u>93,541</u>	<u>101,403</u>
TOTAL ASSETS	<u>\$ 796,667</u>	<u>\$ 947,942</u>
DEFERRED OUTFLOWS	143,215	-0-
<u>LIABILITIES:</u>		
CURRENT LIABILITIES	\$ 175,353	\$ 158,534
NONCURRENT LIABILITIES	<u>2,473,352</u>	<u>21,655</u>
TOTAL LIABILITIES	<u>2,648,705</u>	<u>180,189</u>
DEFERRED INFLOWS	505,000	-0-
<u>NET ASSETS:</u>		
INVESTED IN CAPITAL ASSETS, NET OF RELATED DEBT	93,541	101,403
RESTRICTED	-0-	-0-
UNRESTRICTED	<u>(2,307,364)</u>	<u>666,350</u>
TOTAL NET POSITION	<u>(2,213,823)</u>	<u>767,753</u>

Total Assets at June 30, 2015 decreased \$151,275 from the amount at June 30, 2014. This decrease consisted principally of a \$143,413 decrease in Current Assets (\$325,123 increase in cash, \$459,407 decrease in Receivables and a \$9,129 decrease in Prepaid Expenses), and a decrease of \$7,862 in Non-Current Assets (\$7,862 decrease in Furniture and Equipment). Net Position at June 30, 2015 decreased \$2,981,576 from the originally stated amount at June 30, 2014. Noncurrent liabilities for 2015 include the net pension

SUSQ-CYBER CHARTER SCHOOL
 MANAGEMENT'S DISCUSSION AND ANALYSIS

liability of \$2,454,000. This decrease includes the restatement adjustment resulting from adoption of GASB 68 in the amount of \$2,817,037. The decrease less the restatement amount nets to a decrease of \$164,539 for the '14-'15 fiscal year. This change in net position for the '14-'15 year agrees to the amount as reported on the Statement of Activities.

The following table shows the activities that affected the change in net position for the fiscal year ended June 30, 2015.

**STATEMENT OF ACTIVITIES
 FOR THE YEARS ENDED JUNE 30, 2015 AND 2014**

	GOVERN- MENTAL ACTIVITIES <u>2015</u>	GOVERN- MENTAL ACTIVITIES 2014, AS ORIGINALLY <u>STATED</u>
REVENUES:		
PROGRAM REVENUES:		
CHARGES FOR SERVICES	\$1,219,414	\$1,549,281
OPERATING GRANTS AND CONTRIBUTIONS	49,836	115,614
GENERAL REVENUES:		
OTHER	<u>6,266</u>	<u>3,490</u>
TOTAL REVENUES	<u>1,275,516</u>	<u>1,668,385</u>
PROGRAM EXPENSES:		
INSTRUCTION	854,719	998,976
INSTRUCTIONAL STUDENT SUPPORT	76,559	115,270
ADMINISTRATION AND FINANCIAL SUPPORT SERVICES	462,394	589,525
OPERATION AND MAINTENANCE OF PLANT SERVICES	<u>46,383</u>	<u>65,433</u>
TOTAL EXPENSES	<u>1,440,055</u>	<u>1,769,204</u>
Change in net position	(164,539)	(100,819)
Net position, beginning	767,753	828,817
EFFECT OF RESTATEMENT	<u>(2,817,037)</u>	<u>-0-</u>
Net position, ending	<u>\$ (2,213,823)</u>	<u>\$ 767,753</u>

SUSQ-CYBER CHARTER SCHOOL
 MANAGEMENT'S DISCUSSION AND ANALYSIS

Total revenue decreased approximately \$392,869 for the year ended June 30, 2015.

Charges for services decreased \$329,867 (21.3% decrease over the prior year.) This was a result of a decrease in aggregate days membership of students, a decrease in the number of School Districts billed, and a stabilization of tuition rates for School Districts. Operating grants and contributions decreased approximately \$65,778. Federal IDEA funding increased \$7,342 from the prior year. Health care subsidy decreased \$276 from the prior year and retirement revenue decreased \$72,844. The retirement revenue decrease is attributed to the stop of state reimbursement to cyber charter schools for public school employees' retirement in 2014. Other revenue increased \$2,776.

CAPITAL ASSETS

The Cyber Charter School's investment in capital assets for its governmental and business-type activities as of June 30, 2015 and June 30, 2014 is summarized below.

	<u>GOVERNMENTAL ACTIVITIES</u>	
	<u>2015</u>	<u>2014</u>
FURNITURE AND EQUIPMENT	<u>782,563</u>	<u>766,585</u>
LESS ACCUMULATED DEPRECIATION	<u>(689,022)</u>	<u>(685,182)</u>
NET	<u>\$ 93,541</u>	<u>\$ 101,403</u>

STRATEGIC PLAN

The SusQ-Cyber Charter School continues to execute the elements of its mission statement, which is to use the internet or other emerging technologies to deliver a personalized educational program to learners who express the desire and/or demonstrate the need for a non-traditional, flexible delivery of curriculum – a “school without walls.”

SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS

REQUESTS FOR INFORMATION

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Chief Executive Officer, SusQ-Cyber Charter School, 240 Market Street, Suite 15, Box 1A Bloomsburg, PA 17815.

SusQ-Cyber Charter School
Statement of Net Position
June 30, 2015

	Governmental
<i>Assets:</i>	
Current assets:	
Cash and cash equivalents (Note 2)	\$ 516,320
Due from governments (Note 3)	168,182
Other receivables	1,165
Prepaid expenses (Note 4)	13,476
Other current assets	3,983
Total current assets	703,126
Noncurrent assets:	
Furniture and equipment - net (Note 5)	93,541
Total noncurrent assets	93,541
Total Assets	796,667
<i>Deferred Outflows of Resources:</i>	
Pensions, net of accumulated amortization (Note 8)	143,215
<i>Liabilities:</i>	
Current liabilities:	
Accounts payable	30,347
Accrued salaries and benefits (Note 7)	136,750
Payroll deductions and withholdings	6,389
Other current liabilities	1,867
Total current liabilities	175,353
Noncurrent liabilities:	
Net Pension Liability (Note 8)	2,454,000
Long-term portion of compensated absences (Note 6)	4,910
Other Post Employment Benefits (Note 9)	14,442
Total noncurrent liabilities	2,473,352
Total Liabilities	2,648,705
<i>Deferred Inflows of Resources:</i>	
Pensions, net of amortization (Note 8)	505,000
<i>Net Position:</i>	
Net Investment in Capital Assets	93,541
Unrestricted	(2,307,364)
Total Net Position	(2,213,823)

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Activities
For the Year Ended June 30, 2015

Functions/Programs	Expenses	Indirect Expenses Allocation	Program Revenues			Net (Expense) Revenue and Changes in Net Assets		
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Business-type Activities	Total
<i>Governmental Activities:</i>								
Instruction	\$ 854,719	\$ -	\$ 740,696	\$ 43,805	\$ -	\$ (70,218)	\$ -	\$ (70,218)
Instructional Student Support	76,559	-	66,347	3,165	-	(7,047)	-	(7,047)
Admin. & Financial Support Serv.	462,394	-	372,176	2,866	-	(87,352)	-	(87,352)
Operation & Maint. of Facilities	46,383	-	40,195	-	-	(6,188)	-	(6,188)
Total Governmental Activities	1,440,055	-	1,219,414	49,836	-	(170,805)	-	(170,805)
<i>Business-type Activities:</i>								
	-	-	-	-	-	-	-	-
Total Primary Government	\$ 1,440,055	\$ -	\$ 1,219,414	\$ 49,836	\$ -	\$ (170,805)	\$ -	\$ (170,805)
 <i>General revenues:</i>								
Investment earnings						23	-	23
Miscellaneous income						6,243		6,243
Total general revenues, special items, extraordinary items and transfers						6,266	-	6,266
Change in Net Position						(164,539)	-	(164,539)
Net Position - beginning- as Restated (Note 11)						(2,049,284)	-	(2,049,284)
Net Position - ending						\$ (2,213,823)	\$ -	\$ (2,213,823)

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Balance Sheet - Governmental Funds
June 30, 2015

	<u>General Fund</u>
<i>Assets:</i>	
Cash and cash equivalents	\$ 516,320
Due from governments	168,182
Other receivables	1,165
Prepaid expenses	13,476
Other current assets	<u>3,983</u>
 Total Assets	 <u>\$ 703,126</u>
 <i>Liabilities and Fund Balances --</i>	
<i>Liabilities:</i>	
Due to other governments	\$ -
Accounts payable	30,347
Accrued salaries and benefits	136,750
Payroll deductions and withholdings	6,389
Other current liabilities	<u>1,867</u>
 Total Liabilities	 175,353
 <i>Fund Balances:</i>	
Restricted fund balance	-
Committed fund balance	300,000
Unassigned fund balance	<u>227,773</u>
 Total Fund Balance	 <u>527,773</u>
 Total Liabilities & Fund Balance	 <u>\$ 703,126</u>

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Reconciliation of the Governmental Funds Balance Sheet
 to the Statement of Net Position
 June 30, 2014

Total Fund Balances - Governmental Funds	\$	527,773
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Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital Assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of assets is \$782,563, and the accumulated depreciation is \$689,022.		93,541
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Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds
 Long-term liabilities at year-end consist of:

Compensated absences		(4,910)
Other Post Employment Benefits		(14,442)
Net Pension Liability		(2,454,000)

Deferred outflows and inflows of resources related to pensions are applicable to future periods and, therefore, are not reported in the funds.

Deferred outflows of resources related to pensions		143,215
Deferred inflows of resources related to pensions		(505,000)

Total Net Position- Governmental Activities	\$	(2,213,823)
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The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances -
Governmental Funds
For the Year Ended June 30, 2015

	<u>General Fund</u>
<i>REVENUES</i>	
Local Sources	\$ 1,264,353
State Sources	<u>11,163</u>
Total Revenues	1,275,516
 <i>EXPENDITURES</i>	
Instruction	844,129
Support Services	<u>591,619</u>
Total Expenditures	1,435,748
Excess of Revenues Over Expenditures	(160,232)
 Net Change in Fund Balances	 (160,232)
Fund Balance - July 1, 2014	<u>688,005</u>
Fund Balance - June 30, 2015	<u><u>\$ 527,773</u></u>

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Reconciliation of the Governmental Funds
 Statement of Revenues, Expenditures and Changes in Fund Balance
 to the Statement of Activities
 For the Year Ended June 30, 2014

Total net change in fund balances - governmental funds	\$	(160,232)
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Amounts reported for governmental activities in the Statement of Activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amounts by which depreciation exceeds capital outlays in the period.

Depreciation expense		(23,840)
Capital outlays		15,978
Current year portion of compensated absences		4,420
Current Year Other Post Employment Benefits		(2,117)

Governmental funds report cyber charter school pension contributions as expenditures. However, in the Statement of Activities, the cost of pension benefits earned net of employee contributions is reported as pension expense.

Pension contributions- governmental funds		136,252
Cost of benefits earned net of employee contributions- governmental funds		<u>(135,000)</u>

Change in net position of governmental activities	\$	<u>(164,539)</u>
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The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances-
Budget and Actual- General Fund
For the Year Ended June 30, 2015

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
REVENUES				
Local sources	\$ 1,674,801	\$ 1,674,801	\$ 1,264,353	\$ (410,448)
State sources	2,250	2,250	11,163	8,913
Total Revenues	1,677,051	1,677,051	1,275,516	(401,535)
EXPENDITURES				
Regular education programs	713,031	713,031	692,803	20,228
Special education programs	120,153	120,153	151,326	(31,173)
Other Instructional Programs	500	500	-	500
Pupil personnel support services	93,576	93,576	62,621	30,955
Instructional staff support serv.	5,600	5,600		5,600
Administrative services	398,566	398,566	351,244	47,322
Pupil health services	19,081	19,081	13,961	5,120
Business services	36,400	36,400	32,925	3,475
Operation & maint. of facilities	53,676	53,676	46,383	7,293
Central & other support services	136,610	136,610	84,485	52,125
Total Expenditures	1,577,193	1,577,193	1,435,748	141,445
Excess (Deficiency) of Revenues Over (Under) Expenditures	99,858	99,858	(160,232)	(260,090)
OTHER FINANCING SOURCES (USES)				
Budgetary reserve	(406,586)	(406,586)	-	406,586
Net Change in Fund Balances	(306,728)	(306,728)	(160,232)	146,496
Fund Balance - July 1, 2014	606,728	606,728	688,005	81,277
Fund Balance - June 30, 2015	\$ 300,000	\$ 300,000	\$ 527,773	\$ 227,773

The accompanying notes are an integral part of these financial statements.

SUSQ-CYBER CHARTER SCHOOL
A.U.N. 1-16-49-313-0
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015

**1. NATURE OF OPERATIONS AND SUMMARY OF
SIGNIFICANT ACCOUNTING POLICIES**

The major accounting principles and practices followed by the SusQ-Cyber Charter School (the cyber charter school) are summarized below:

NATURE OF OPERATIONS

The SusQ-Cyber Charter School is chartered under Pennsylvania Act 88 of 2002 by the Pennsylvania Department of Education to provide education to students from grades nine through twelve via the internet and/or other emerging technologies.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the cyber charter school conform to generally accepted accounting principles for local government units. The more significant accounting policies are summarized below:

REPORTING MODEL CHANGE

In June 1999, the Governmental Accounting Standards Board ("GASB") issued Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* ("GASB 34"). GASB 34 requires significant changes including the preparation of full accrual financial statements on a government-wide basis, the addition of a management discussion and analysis section providing an overall analysis of the cyber charter school's financial position and results of operations, and a change in focus of the fund financial statements to major funds.

In June 2001, GASB issued Statements No. 37, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments: Omnibus*, which amended GASB 34 by clarifying or modifying certain of its provisions and Statement No. 38, *Certain Financial Statement Note Disclosures*, which modified, established or rescinded certain financial statement disclosure requirements.

The cyber charter school was required to adopt GASB 34, 37 and 38 in its 2004 fiscal year. Accordingly, the accompanying financial statements and notes thereto reflect the changes required by these statements.

The School District adopted Statement of Governmental Accounting Standards (GASB Statement) No. 68, *“Accounting and Financial Reporting for Pensions- an amendment of GASB Statement No. 27”* in the fiscal year ended June 30, 2015. The School District also adopted the provisions of GASB Statement No. 71, *“Pension Transition for Contributions made Subsequent to the Measurement Date- an amendment of GASB Statement No. 68”*. The adoption of these statements resulted in a restatement of net position as described in Note 11.

REPORTING ENTITY

The reporting entity has been defined in accordance with the criteria established in Statement 14 issued by the Governmental Accounting Standards Board ("GASB"). The specific criteria used in determining whether other organizations should be included in the cyber charter school's financial reporting entity are financial interdependency, selection of governing authority, designation of management, ability to significantly influence operations, and accountability for fiscal matters.

As defined above, there are no other related organizations that should be included in the cyber charter school's financial statements, nor is the cyber charter school considered a component unit of another government.

BASIS OF PRESENTATION – GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements include the statement of net position and the statement of activities. These financial statements report financial information for the cyber charter school as a whole on a full accrual, economic resource basis. The cyber charter school's activities are reported in the general fund and are classified as governmental activities. The cyber charter school does not have business-type activities.

The statement of activities reports the expenses of a given function or program offset by program revenues directly connected with that function or program. Program revenues include (1) charges for services to users of the cyber charter school's services, (2) operating grants and contributions that finance annual operating activities and (3) capital grants and contributions that fund the acquisition, construction, or rehabilitation of capital assets. These revenues are subject to externally imposed restrictions to these program uses. Other revenue sources not properly included with program revenues are reported as general revenues.

BASIS OF PRESENTATION – FUND FINANCIAL STATEMENTS

The accounts of the cyber charter school are organized on the basis of funds, each of which constitutes a separate accounting entity. The operations of each fund are accounted for within a separate set of self-balancing accounts that comprises its assets, liabilities, fund balances, revenues, and expenditures/expenses. Resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent.

The only fund that the cyber charter school uses is the general fund, which is a governmental fund type. All governmental functions of the cyber charter school are financed through this fund. The acquisition, use, and balances of the cyber charter school's expendable financial resources and the related liabilities are accounted for through this fund.

MEASUREMENT FOCUS

GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements are prepared using the economic resources measurement focus. With this measurement focus, all assets and all liabilities associated with the operation of the cyber charter school are included on the statement of net position. The statement of activities presents increases (i.e., revenues) and decreases (i.e., expenses) in the cyber charter school's net total position..

FUND FINANCIAL STATEMENTS

Governmental funds are accounted for using the current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

BASIS OF ACCOUNTING

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

ACCRUAL BASIS

Government-wide financial statements are prepared using the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred. Grant revenue is recognized when grantor eligibility requirements are met.

MODIFIED ACCRUAL BASIS

Governmental funds use the modified accrual basis of accounting. Under the modified accrual basis, revenues are recognized when susceptible to accrual (i.e., when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay the liabilities of the current period. A one-year availability period is used for revenue recognition for all governmental fund revenues. Expenditures, other than principal and interest on long-term debt, compensated absences and claims and judgments, are recorded when the related fund liability is incurred. Principal and interest on long-term debt, compensated absences and claims and judgments are recorded as fund liabilities when due and unpaid.

The cyber charter school applies all relevant GASB pronouncements and applicable Financial Accounting Standards Board ("FASB") pronouncements issued on or before November 30, 1989, unless they conflict with GASB pronouncements. The cyber charter school does not apply FASB pronouncements issued after November 30, 1989.

ALLOCATION OF INDIRECT EXPENSES

The cyber charter school does not allocate any indirect costs including depreciation.

BUDGETS AND BUDGETARY ACCOUNTING

An operating budget is adopted each year for the General Fund on a modified accrual basis of accounting.

ENCUMBRANCES

Encumbrances accounting, under which purchase orders, contracts and other commitments for the expenditure of funds are recorded in order to reserve that portion of the applicable appropriation, is employed as an extension of formal budgetary integration in governmental funds. Encumbrances at year-end are reported as reservations of fund balance since they do not constitute expenditures or liabilities but serve as authorization for expenditures in the subsequent year. At June 30, 2015, the cyber charter school had no outstanding encumbrances.

CASH AND INVESTMENTS

Cash and investments consist of cash and deposits held in liquid asset funds. All are carried at cost, which approximate fair value.

CAPITAL ASSETS

General capital assets are those assets (primarily computers) resulting from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net position but are not reported in the fund financial statements.

All capital assets are stated at cost, net of accumulated depreciation. The cyber charter school capitalizes all asset purchases. All capital assets are depreciated. Depreciation is computed using the straight-line method over an estimated useful life of five years.

The cyber charter school does not have any infrastructure capital assets.

COMMITTED FUND BALANCE

In the fund financial statements, committed fund balances represent tentative management plans that are subject to change. These amounts are committed by the Board of Trustees.

COMPENSATED ABSENCES

Accumulated compensated absences consist of vacation days payable and unused sick days attributable to all full-time employees.

VACATION

Full-time cyber charter school employees are credited with vacation at rates that vary with length of service and/or job classification. Vacation may be taken or accumulated within certain limits and is paid prior to retirement or termination at the employee's then current rate of pay.

SICK LEAVE AND PERSONAL LEAVE

Effective with the 2011-12 school year, the board of trustees approved the following sick leave policy:

All professional staff will be credited with ten days sick days per year.

All 12-month employees will be credited with twelve sick days per year.

Any unused days will be carried over to the next fiscal year.

Any employee retiring will be paid for accumulated sick days at the rate of \$50.00 per day to a maximum of \$1,000.00. Remaining accumulated days may be donated to the sick leave bank.

CASH FLOWS

The cyber charter school considers highly liquid short-term instruments purchased with a maturity of three months or less (excluding certain short-term instruments which are classified as investments) to be cash equivalents.

NET POSITION

Net position represents the difference between assets and liabilities in the entity-wide financial statements. Net investment in capital assets consists of capital assets, net of accumulated depreciation.

USE OF ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

SUBSEQUENT EVENTS

Management has evaluated subsequent events through February 19, 2016, the date on which the financial statements were available to be issued.

2. CASH AND INVESTMENTS

CASH AND CASH EQUIVALENTS

Custodial credit risk is the risk that in the event of a bank failure, the cyber charter school's deposits may not be returned. The deposit policy of the cyber charter school adheres to state statutes and prudent business practice. Cash equivalents are defined as short-term, highly liquid investments that are readily convertible to known amounts of cash and include investments with original maturities of three months or less. Cash and cash equivalents consist of demand deposits at a financial institution. The market values of deposits are equal to the cost of the deposits.

At June 30, 2015, the carrying amount of the cyber charter school's deposits was \$516,020 and the bank balance was \$512,310. The total bank balance that was insured by federal depository insurance was \$250,000 ("category 1 risk" pursuant to GASB No. 3). The remaining balance was covered by securities pledged by the financial institution for such funds, but not held in the cyber charter school's name ("category 3 risk" pursuant to GASB No. 3).

INVESTMENTS

The cyber charter school had no investments at June 30, 2015.

3. DUE FROM OTHER GOVERNMENTS

Amounts due from other governments represent receivables for revenues earned by the cyber charter school. At June 30, 2015, the total amount due from other governments is \$168,182, which is comprised of \$155,751 due from local governmental units and \$12,431 was federal revenue receivable.

4. PREPAID EXPENSES

Prepaid expenses at June 30, 2015 consist of:

Insurance	\$ 12,976
Prepaid Postage	<u>500</u>
	<u>\$ 13,476</u>

5. FURNITURE & EQUIPMENT

Fixed asset activity for the fiscal year ending June 30, 2015 is as follows:

Cost, July 1, 2014	\$766,585
Purchases	<u>\$ 15,978</u>
Cost, June 30, 2015	\$782,563
Less accumulated depreciation	<u>\$(689,022)</u>
Furniture & Equipment, net	<u>\$ 93,541</u>

Depreciation Expense for the fiscal year ending June 30, 2015 is \$23,840.

6. COMPENSATED ABSENCES

The changes in the cyber charter school's compensated absences for the fiscal year ending June 30, 2015 are summarized as follows:

Balance, July 1, 2014	\$ 9,330
Increase	2,173
Decrease	<u>(6,593)</u>
Balance, June 30, 2015	<u>\$ 4,910</u>

The cyber charter school pays its compensated absences from the general fund.

7. ACCRUED SALARIES AND BENEFITS

Accrued salaries and benefits totaling \$136,750 represent employees' wages and applicable employer paid benefits for services during the 2014-15 fiscal year that were paid after June 30, 2015.

8. PENSION PLAN

PENSIONS

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Public School Employees' Retirement System ("PSERS") and additions to/ deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms investments are reported at fair value.

PLAN DESCRIPTION

PSERS is a governmental cost-sharing multi-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days for service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.state.pa.us.

BENEFITS PROVIDED

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (3) 35 or more years of service regardless of age. Act 120 of 2010 (act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

CONTRIBUTIONS

Member Contributions:

Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

Employer Contributions:

The cyber charter school's contractually required contribution rate for fiscal year ended June 30, 2015 was 20.50% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the District were \$136,252 for the year ended June 30, 2015.

PENSION LIABILITIES, PENSION EXPENSE, AND DEFERRED OUTFLOWS OF RESOURCES AND DEFERRED INFLOWS OF RESOURCES RELATED TO PENSIONS

At June 30, 2015, the cyber-charter school reported a liability of \$2,454,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2014, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2013 to June 30, 2014. The cyber charter school's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2014, the cyber charter school's proportion was 0.0062 percent, which was a decrease of 0.001 from its proportion measured as of June 30, 2013.

For the year ended June 30, 2015, the District recognized pension expense of \$135,000. At June 30, 2015, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ -0-	\$ -0-
Changes in assumptions	-0-	-0-
Net difference between projected and actual investment earnings	-0-	175,000
Changes in proportions	-0-	330,000
Difference between employer contributions and proportionate share of total contributions	6,963	-0-
Contributions subsequent to the measurement date	136,252	-0-
	<u>\$ 143,215</u>	<u>\$ 505,000</u>

SUSQ-CYBER CHARTER SCHOOL
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015

\$136,252 reported as deferred outflows and inflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2015. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	
2016	\$ (119,595)
2017	(119,595)
2018	(119,595)
2019	(119,595)
2020	(19,657)
Thereafter	-0-

Actuarial assumptions:

The total pension liability as of June 30, 2014 was determined by rolling forward the System's total pension liability as of the June 30, 2013 actuarial valuation to June 30, 2014 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal -level % of pay • Investment return - 7.50%- includes inflation at 3.00%
- Salary increases - Effective average of 5.50%, which reflects an allowance for inflation of 3.00%, real wage growth of 1%, and merit or seniority increases of 1.50%
- Mortality rates were based on the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set back 3 years for both males and females. For disabled annuitants the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females.

The actuarial assumptions used in the June 30, 2013 valuation were based on the experience study that was performed for the five-year period ending June 30, 2010. The recommended assumption changes based on this experience study were adopted by the Board at its March 11, 2011 Board meeting, and were effective beginning with the June 30, 2011 actuarial valuation.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Public markets global equity	19%	5.0%
Private markets (equity)	21%	6.5%
Private real estate	13%	4.7%
Global fixed income	8%	2.0%
U.S. long treasuries	3%	1.4%
TIPS	12%	1.2%
High yield bonds	6%	1.7%
Cash	3%	0.9%
Absolute return	10%	4.8%
Risk parity	5%	3.9%
MLPs/Infrastructure	3%	5.3%
Commodities	6%	3.3%
Financing (LIBOR)	<u>(9%)</u>	1.1%
	<u>100%</u>	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2014.

Discount rate

The discount rate used to measure the total pension liability was 7.50%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined.

Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate

The following presents the net pension liability, calculated using the discount rate of 7.50%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.50%) or 1-percentage-point higher (8.50%) than the current rate:

	1% Decrease 6.50%	Current Discount Rate 7.50%	1% Increase 8.50%
District's proportionate share of the net pension liability	\$1,936,000	2,454,000	\$3,061,000

Pension plan fiduciary net position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at www.psers.state.pa.us.

9. OTHER POST-EMPLOYMENT BENEFITS

Plan Description:

The cyber charter school provides a defined benefit post employment healthcare benefit, which provides medical benefits to eligible retirees and their spouses. Coverage is provided until the retiree is eligible for Medicare or until the retiree's death, whichever is earlier.

All employees are eligible after retirement with 30 years of PSERS service or upon superannuation retirement (age 60 with 30 years of service, age 62 with 1 year of service, or 35 years of service, regardless of age). In order to obtain coverage, retired employees must provide payment equal to the premium determined for the purpose.

The plan's coverage includes medical, prescription drug, and dental & vision coverage for retiree, spouse and dependents. This coverage is provided as an option through PSERS and is not a liability on the fund financial statements of the cyber charter school.

Funding Policy:

As of June 30, 2015, the cyber charter school has no designations to fund this liability.

Funding Progress:

As of July 1, 2012, the date of the most recent actuarial report, the actuarial accrued liability for benefits was \$11,066, all of which was unfunded. The covered payroll (annual payroll of active employees covered by the plan) was \$989,537 and the ratio of the unfunded actuarial accrued liability to the covered payroll was 1.12%.

The actuarial valuation of an ongoing plan involves estimates of the value of the reported amounts and assumptions about the probability of occurrences of events far into the future. Examples include assumptions about future employment and mortality. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revisions as actual results are compared with past expectations and new estimates are made into the future.

Actuarial Methods and Assumptions

Projections of benefits for financial purposes are based on the substantive plan and include the types of benefits provided at the time of each valuation and the historical sharing of benefit costs between the employer and plan members to that point,. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short term volatility in actuarial accrued liabilities and the actual value of assets, consistent with the long term perspective of the calculations. In the July 1, 2012 actuarial valuation, the following actuarial assumptions were used:

Interest	4.5% compounded annually net of investment expenses
Amortization Method	Level dollar method at the valuation interest rate
Amortization Period	30 Years

Salary Increases are composed of a 3% cost of living adjustment, 1% real wage growth, and for teachers and administrators a merit increase which varies by age from 3% to .25%

Actuarial Valuation Cost Method Entry Age Normal

Annual OPEB Cost and NET OPEB Obligations

The cyber charter school's annual other Post-employment (OPEB) cost (expenses) is calculated based on the annual required contribution of the employer (ARC). The ARC represents a level of fund that, if paid on an ongoing basis, is projected to cover normal costs each year and to amortize any unfunded actuarial liabilities over a period not to exceed thirty years. The following table shows the components of the charter school's annual OPEB cost for the year, the amount contributed to the plan and the changes in the charter school's net OPEB obligation.

Annual OPEB Cost	
Normal Cost	\$ 2,373
Amortization of Unfunded Actuarial Accrued Liability	679
Estimated Interest on Net OPEB Obligation	555
Estimated Funding Adjustment	(757)
Estimated Increase in Net OPEB Obligation	<u>(733)</u>
ANNUAL OPEB COST	<u>\$ 2,117</u>
Net OPEB Obligation (Liability)	
Normal OPEB Obligation for year needed June 30, 2014	\$12,325
OPEB Cost for the year ended June 30, 2015	2,117
Contributions	<u>0</u>
NET OPEB OBLIGATION (LIABILITY)	<u>\$14,442</u>

10. SIGNIFICANT GROUP CONCENTRATIONS OF CREDIT RISK

The cyber charter school grants credit to various local education associations during the ordinary course of its operations. The ability of each of the cyber charter school's debtors to honor their obligations to the cyber charter school is dependent upon economic and other factors affecting these entities. Should sending districts fail to remit tuition payments to the cyber charter school, payment is made to the cyber charter school directly from the Pennsylvania Department of Education. In addition, subsidy revenue also comes from the Pennsylvania Department of Education.

11. RESTATEMENT OF NET POSITION/ ACCOUNTING CHANGE

For the year ended June 30, 2015, the School adopted the standards of Governmental Accounting Standards Board Statement No. 68 *Accounting and Financial Reporting for Pensions*. As a result, net position of the governmental activities at June 30, 2014 has been re-stated to reflect the cumulative effect of adopting the standard.

Certain balances of deferred outflows of resources and deferred inflows or resources related to pensions at June 30, 2014, were not available and have not been reported in the financial statements.

	Governmental Activities
Net Position June 30, 2014 as originally stated	\$ 767,753
Deferred outflows of resources	130,963
Net Pension Liability	<u>(2,948,000)</u>
Net position June 30, 2014 as re-stated	<u>\$ (2,049,284)</u>

12. SUBSEQUENT EVENT- LITIGATION SETTLEMENT

On November 5, 2015 the litigation involving the alleged impermissible age discrimination against the SusQ-Cyber Charter School was settled and dismissed by the Federal Court. The loss was covered by the cyber charter school's Employment Practices Liability Insurance, with the exception of the \$2,500 deductible which was met in a prior year.

SUSQ-CYBER CHARTER SCHOOL
 REQUIRED SUPPLEMENTARY INFORMATION
 SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION
 LIABILITY AND SCHOOL CONTRIBUTIONS

	<u>2015</u>
PROPORTIONATE SHARE OF THE NET PENSION LIABILITY	
District's Proportion of the Net Pension Liability	0.0062%
District's Proportionate Share of Net Pension Liability	\$ 2,454,000
District's Covered-Employee Payroll	\$ 796,122
District's Proportionate Share of the Net Pension Liability as a Percentage of Covered-Employee Payroll	308.2%

	<u>2015</u>
CYBER CHARTER CONTRIBUTIONS	
Statutorily Required Contribution	\$ 136,252
Contributions in Relation to the Statutorily Required Contribution	<u>(136,252)</u>
Contribution Deficiency (Excess)	<u> -</u>
District's Covered-Employee Payroll	796,122
Contributions as a Percentage of Covered-Employee Payroll	17.11%

The Cyber Charter School adopted GASB 68 on a prospective basis in 2015; therefore only one year is present in the above schedule.

This schedule is presented to show information for 10 years. Until information for the full 10-year period is available, information will be presented for the years it is available.

The Public School Employees' Retirement System Trust Fund's net pension liability and associated amounts are measured annually at June 30, based on an actuarial valuation as of the previous June 30. The Cyber Charter School's contributions and related ratios represent cash contributions and any related accruals that coincide with the School's fiscal year ending June 30.

SUSQ-CYBER CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

SUSQ-CYBER CHARTER SCHOOL

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
SusQ-Cyber Charter School
240 Market Street, Suite #15
Bloomsburg, PA 17815

We have audited the accompanying financial statements of the governmental activities of SusQ-Cyber Charter School as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the Cyber Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities of the SusQ-Cyber Charter School, as of June 30, 2016, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3-9, budgetary comparison information on page 16, and the Schedule of Proportionate Share of the Net Pension Liability and School Contributions on page 33 be presented to supplement the 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. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about 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 do 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.

Herring, Rull & Solomon

May 3, 2017

**SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS**

This Management's Discussion and Analysis (MD&A) is intended to provide a narrative overview and analysis of the financial activities of the SusQ-Cyber charter school (the "cyber charter school") for the year ended June 30, 2016. The cyber charter school's financial performance is discussed and analyzed within the context of the financial statements and the disclosures that follow. This discussion focuses on the cyber charter school's financial performance as a whole; readers should also review the basic financial statements and the notes thereto to enhance their understanding of the cyber charter school's financial performance.

The MD&A is an element of the new reporting model adopted by the Governmental Accounting Standards Board (GASB) in Statement Number 34.

FINANCIAL HIGHLIGHTS

Total net position of the cyber charter school increased \$104,849 in 2015-16, compared to a decrease of \$164,539 in 2014-2015.

Revenues totaled \$1,260,469. Program specific revenues in the form of charges for services accounted for \$1,218,236 or 96.6% of total revenues, grants and contributions accounted for \$17,909 or 1.4%, of total revenues, with general revenues in the amount of \$24,324 or 2.0%, accounting for the balance of the revenues.

The cyber charter school had \$1,155,620 in expenses relating to governmental activities. These expenses were covered by charges for services, operating grants and contributions.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the cyber charter school's basic financial statements. The cyber charter school's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements are designed to provide readers with a broad overview of the cyber charter school's finances, in a manner similar to a private-sector business. These statements are prepared using the accrual basis of accounting. The focus of these statements is long-term.

The statement of net position presents information on all of the cyber charter school's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the cyber charter school is improving or deteriorating.

The statement of activities presents information showing how the cyber charter school's net position changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The governmental-wide financial statements distinguish functions of the cyber charter school that are principally supported by charges for services. The governmental activities include all of the cyber charter school's basic services which are primarily education services to grades nine through twelve via the internet and/or other emerging technologies. Tuition received from local education agencies (as required by Pennsylvania Act 88 of 2002) finances the majority of these activities.

FUND FINANCIAL STATEMENTS

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The cyber charter school uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The focus of fund financial statements is short-term. Fund financial statements are prepared using the modified accrual basis of accounting. The cyber charter school records all of its financial activity in the general fund which is a governmental fund type.

GOVERNMENTAL FUNDS

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the cyber charter school's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand whether there are more or less financial resources available to finance services provided by the cyber charter school. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

NOTES TO THE FINANCIAL STATEMENTS

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

GENERAL FUND BUDGETARY HIGHLIGHTS

The cyber charter school prepares a budget each year for its General Fund according to Pennsylvania law. The budget includes the accounting for all transactions of the cyber charter school. A budgetary comparison of the General Fund is provided in the annual financial report to demonstrate compliance with this budget.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The cyber charter school adopted the financial reporting model required by GASB Statement No. 34 in 2004. Comparative information showing the current year's operations to the prior year are shown on pages 6 and 7 of this report.

The cyber charter school's total net position at June 30, 2016 was \$(2,108,974). This negative balance is due primarily to the adoption of GASB Statement No. 68 during the fiscal year ended June 30, 2015. The cyber charter school's net pension liability at June 30, 2016 was \$2,166,000, representing its proportionate share of PSERS' net position liability.

SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS

**STATEMENT OF NET POSITION
FOR THE YEARS ENDED JUNE 30, 2016 AND 2015**

	GOVERN- MENTAL ACTIVITIES <u>2016</u>	GOVERN- MENTAL ACTIVITIES <u>2015</u>
ASSETS:		
CURRENT ASSETS	\$ 687,398	\$ 703,126
NONCURRENT ASSETS, NET	<u>84,689</u>	<u>93,541</u>
TOTAL ASSETS	<u>\$ 772,087</u>	<u>\$ 796,667</u>
DEFERRED OUTFLOWS	162,787	143,215
LIABILITIES:		
CURRENT LIABILITIES	\$ 192,301	\$ 175,353
NONCURRENT LIABILITIES	<u>2,180,547</u>	<u>2,473,352</u>
TOTAL LIABILITIES	<u>2,372,848</u>	<u>2,648,705</u>
DEFERRED INFLOWS	671,000	505,000
NET ASSETS:		
INVESTED IN CAPITAL ASSETS, NET OF RELATED DEBT	84,689	93,541
RESTRICTED	-0-	-0-
UNRESTRICTED	<u>(2,193,663)</u>	<u>(2,307,364)</u>
TOTAL NET POSITION	<u>(2,108,974)</u>	<u>(2,213,823)</u>

Total assets at June 30, 2016 decreased \$24,580 from the amount at June 30, 2015. This decrease consisted of a \$15,728 decrease in Current Assets (\$52,337 increase in cash, \$82,200 decrease in Receivables and a \$14,135 increase in Prepaid Expenses), and a decrease of \$8,852 in Non-Current Assets (\$8,852 decrease in Furniture and Equipment). Total current liabilities at June 30, 2016 increased \$16,948 from the amount at June 30, 2015. This change consisted of an increase of \$20,662 in accrued salaries and benefits, an increase of \$1,261 in payroll deductions and withholdings, a decrease of \$3,108 in accounts payable and a decrease in other current liabilities of \$1,867. Noncurrent liabilities for 2016

SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS

include the net pension liability of \$2,166,000, compensated absences of \$8,493, and other post-employment benefits of \$6,054. Net Position at June 30, 2016 increased \$104,849 from the June 30, 2015 amount. This change in net position for the '15-'16 year agrees to the amount as reported on the Statement of Activities.

The following table shows the activities that affected the change in net position for the fiscal year ended June 30, 2016.

**STATEMENT OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2016 AND 2015**

	GOVERN- MENTAL ACTIVITIES <u>2016</u>	GOVERN- MENTAL ACTIVITIES <u>2015</u>
REVENUES:		
PROGRAM REVENUES:		
CHARGES FOR SERVICES	\$1,218,236	\$1,219,114
OPERATING GRANTS AND CONTRIBUTIONS	17,909	49,836
GENERAL REVENUES:		
OTHER	<u>24,324</u>	<u>6,266</u>
TOTAL REVENUES	<u>1,260,469</u>	<u>1,275,516</u>
PROGRAM EXPENSES:		
INSTRUCTION	727,851	854,719
INSTRUCTIONAL STUDENT SUPPORT	55,542	76,559
ADMINISTRATION AND FINANCIAL, SUPPORT SERVICES	326,251	462,394
OPERATION AND MAINTENANCE OF PLANT SERVICES	<u>45,976</u>	<u>46,383</u>
TOTAL EXPENSES	<u>1,155,620</u>	<u>1,440,055</u>
Change in net position	104,849	(164,539)
Net position, beginning	<u>(2,213,823)</u>	<u>(2,049,284)</u>
Net position, ending	<u>\$ (2,108,974)</u>	<u>\$ (2,213,823)</u>

SUSQ-CYBER CHARTER SCHOOL
 MANAGEMENT'S DISCUSSION AND ANALYSIS

Total revenue decreased approximately \$15,047 for the year ended June 30, 2016.

Charges for services decreased \$878 (.07% decrease over the prior year.) Operating grants and contributions decreased approximately \$31,927. Federal IDEA funding decreased \$20,764 from the prior year. Health care subsidy decreased \$2,714 from the prior year and retirement revenue decreased \$8,449. The retirement revenue decrease is attributed to the stop of state reimbursement to cyber charter schools for public school employees' retirement. Other revenue increased \$18,058. This increase is mainly attributed to a refund of prior year expenditures.

CAPITAL ASSETS

The Cyber charter school's investment in capital assets for its governmental and business-type activities as of June 30, 2016 and June 30, 2015 is summarized below.

	<u>GOVERNMENTAL ACTIVITIES</u>	
	<u>2016</u>	<u>2015</u>
FURNITURE AND EQUIPMENT	<u>798,694</u>	<u>782,563</u>
LESS ACCUMULATED DEPRECIATION	<u>(714,005)</u>	<u>(689,022)</u>
NET	<u>\$ 84,689</u>	<u>\$ 93,541</u>

STRATEGIC PLAN

The SusQ-Cyber charter school continues to execute the elements of its mission statement, which is to use the internet or other emerging technologies to deliver a personalized educational program to learners who express the desire and/or demonstrate the need for a non-traditional, flexible delivery of curriculum – a “school without walls.”

SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS

REQUESTS FOR INFORMATION

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Chief Executive Officer, SusQ-Cyber charter school, 240 Market Street, Suite 15, Box 1A Bloomsburg, PA 17815.

SusQ-Cyber Charter School
Statement of Net Position
June 30, 2016

	Governmental
<i>Assets:</i>	
Current assets:	
Cash and cash equivalents (Note 2)	\$ 568,657
Due from governments (Note 3)	84,588
Other receivables	2,559
Prepaid expenses (Note 4)	27,611
Other current assets	3,983
Total current assets	687,398
Noncurrent assets:	
Furniture and equipment - net (Note 5)	84,689
Total noncurrent assets	84,689
Total Assets	772,087
<i>Deferred Outflows of Resources:</i>	
Pensions, net of accumulated amortization (Note 8)	162,787
<i>Liabilities:</i>	
Current liabilities:	
Accounts payable	27,239
Accrued salaries and benefits (Note 7)	157,412
Payroll deductions and withholdings	7,650
Other current liabilities	-
Total current liabilities	192,301
Noncurrent liabilities:	
Net Pension Liability (Note 8)	2,166,000
Long-term portion of compensated absences (Note 6)	8,493
Other Post Employment Benefits (Note 9)	6,054
Total noncurrent liabilities	2,180,547
Total Liabilities	2,372,848
<i>Deferred Inflows of Resources:</i>	
Pensions, net of amortization (Note 8)	671,000
<i>Net Position:</i>	
Net Investment in Capital Assets	84,689
Unrestricted	(2,193,663)
Total Net Position	(2,108,974)

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Activities
For the Year Ended June 30, 2016

Functions/Programs	Expenses	Indirect Expenses Allocation	Program Revenues			Net (Expense) Revenue and Changes in Net Assets		
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Business-type Activities	Total
<i>Governmental Activities:</i>								
Instruction	\$ 727,851	\$ -	\$ 773,392	\$ 17,909	\$ -	\$ 63,450	\$ -	\$ 63,450
Instructional Student Support	55,542	-	56,065	-	-	523	-	523
Admin. & Financial Support Serv.	326,251	-	345,466	-	-	19,215	-	19,215
Operation & Maint. of Facilities	45,976	-	43,313	-	-	(2,663)	-	(2,663)
Total Governmental Activities	1,155,620	-	1,218,236	17,909	-	80,525	-	80,525
<i>Business-type Activities:</i>								
	-	-	-	-	-	-	-	-
Total Primary Government	<u>\$ 1,155,620</u>	<u>\$ -</u>	<u>\$ 1,218,236</u>	<u>\$ 17,909</u>	<u>\$ -</u>	<u>\$ 80,525</u>	<u>\$ -</u>	<u>\$ 80,525</u>
General revenues:								
Refund of prior years expenditures						21,124	-	21,124
Miscellaneous income						3,200		3,200
Total general revenues, special items, extraordinary items and transfers						24,324	-	24,324
Change in Net Position						104,849	-	104,849
Net Position - beginning						(2,213,823)	-	(2,213,823)
Net Position - ending						<u>\$ (2,108,974)</u>	<u>\$ -</u>	<u>\$ (2,108,974)</u>

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Balance Sheet - Governmental Funds
June 30, 2016

	<u>General Fund</u>
<i>ASSETS</i>	
Cash and cash equivalents	\$ 568,657
Due from governments	84,588
Other receivables	2,559
Prepaid expenses	27,611
Other current assets	<u>3,983</u>
Total Assets	<u><u>\$ 687,398</u></u>
 <i>LIABILITIES AND FUND BALANCES</i>	
<i>LIABILITIES</i>	
Accounts payable	\$ 27,239
Accrued salaries and benefits	157,412
Payroll deductions and withholdings	<u>7,650</u>
Total Liabilities	192,301
 <i>FUND BALANCES</i>	
Restricted fund balance	-
Committed fund balance	300,000
Unassigned fund balance	<u>195,097</u>
Total Fund Balance	<u>495,097</u>
Total Liabilities & Fund Balance	<u><u>\$ 687,398</u></u>

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Reconciliation of the Governmental Funds Balance Sheet
 to the Statement of Net Position
 June 30, 2016

Total Fund Balances - Governmental Funds	\$	495,097
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Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital Assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of assets is \$798,694, and the accumulated depreciation is \$714,005.		84,689
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Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds
 Long-term liabilities at year-end consist of:

Compensated absences		(8,493)
Other Post Employment Benefits		(6,054)
Net Pension Liability		(2,166,000)

Deferred outflows and inflows of resources related to pensions are applicable to future periods and, therefore, are not reported in the funds.

Deferred outflows of resources related to pensions		162,787
Deferred inflows of resources related to pensions		(671,000)

Total Net Position- Governmental Activities	\$	(2,108,974)
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The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances -
Governmental Funds
For the Year Ended June 30, 2016

	<u>General Fund</u>
<i>REVENUES</i>	
Local Sources	\$ 1,260,469
Total Revenues	1,260,469
 <i>EXPENDITURES</i>	
Instruction	820,948
Support Services	472,197
Total Expenditures	1,293,145
Excess of Revenues Over Expenditures	(32,676)
Net Change in Fund Balances	(32,676)
Fund Balance - July 1, 2015	527,773
Fund Balance - June 30, 2016	\$ 495,097

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Reconciliation of the Governmental Funds
 Statement of Revenues, Expenditures and Changes in Fund Balance
 to the Statement of Activities
 For the Year Ended June 30, 2016

Total net change in fund balances - governmental funds	\$	(32,676)
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Amounts reported for governmental activities in the Statement of Activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amounts by which depreciation exceeds capital outlays in the period.

Depreciation expense		(28,031)
Capital outlays		19,179
Change in compensated absences		(3,583)
Change in Other Post Employment Benefits		8,388

Governmental funds report cyber charter school pension contributions as expenditures. However, in the Statement of Activities, the cost of pension benefits earned net of employee contributions is reported as pension expense.

Pension contributions- governmental funds		148,572
Proportionate share of pension expense less net amortization of deferred amounts from changes in proportion		(7,000)
		(7,000)
Change in net position of governmental activities	\$	104,849

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances-
Budget and Actual- General Fund
For the Year Ended June 30, 2016

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
<i>REVENUES</i>				
Local sources	\$ 1,251,253	\$ 1,251,253	\$ 1,260,469	\$ 9,216
State sources	1,530	1,530	-	(1,530)
 Total Revenues	 1,252,783	 1,252,783	 1,260,469	 7,686
 <i>EXPENDITURES</i>				
Regular education programs	715,582	715,582	728,404	(12,822)
Special education programs	110,651	110,651	92,544	18,107
Other Instructional Programs	500	500	-	500
Pupil personnel support services	67,044	67,044	59,512	7,532
Instructional staff support serv.	2,300	2,300	-	2,300
Administrative & Business services	289,039	289,039	306,788	(17,749)
Operation & maint. of facilities	46,870	46,870	45,976	894
Central & other support services	110,668	110,668	59,921	50,747
 Total Expenditures	 1,342,654	 1,342,654	 1,293,145	 49,509
 Excess (Deficiency) of Revenues Over (Under) Expenditures	 (89,871)	 (89,871)	 (32,676)	 57,195
 <i>OTHER FINANCING SOURCES (USES)</i>				
Budgetary reserve	-	-	-	-
 Net Change in Fund Balances	 (89,871)	 (89,871)	 (32,676)	 57,195
 Fund Balance - July 1, 2015	 527,773	 527,773	 527,773	 -
 Fund Balance - June 30, 2016	 <u>\$ 437,902</u>	 <u>\$ 437,902</u>	 <u>\$ 495,097</u>	 <u>\$ 57,195</u>

The accompanying notes are an integral part of these financial statements.

SUSQ-CYBER CHARTER SCHOOL
A.U.N. 1-16-49-313-0
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

**1. NATURE OF OPERATIONS AND SUMMARY OF
SIGNIFICANT ACCOUNTING POLICIES**

The major accounting principles and practices followed by the SusQ-Cyber Charter School (the cyber charter school) are summarized below:

NATURE OF OPERATIONS

The SusQ-Cyber Charter School is chartered under Pennsylvania Act 88 of 2002 by the Pennsylvania Department of Education to provide education to students from grades nine through twelve via the internet and/or other emerging technologies.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the cyber charter school conform to generally accepted accounting principles for local government units. The more significant accounting policies are summarized below:

REPORTING MODEL CHANGE

In June 1999, the Governmental Accounting Standards Board ("GASB") issued Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* ("GASB 34"). GASB 34 requires significant changes including the preparation of full accrual financial statements on a government-wide basis, the addition of a management discussion and analysis section providing an overall analysis of the cyber charter school's financial position and results of operations, and a change in focus of the fund financial statements to major funds.

In June 2001, GASB issued Statements No. 37, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments: Omnibus*, which amended GASB 34 by clarifying or modifying certain of its provisions and Statement No. 38, *Certain Financial Statement Note Disclosures*, which modified, established or rescinded certain financial statement disclosure requirements.

The cyber charter school was required to adopt GASB 34, 37 and 38 in its 2004 fiscal year. Accordingly, the accompanying financial statements and notes thereto reflect the changes required by these statements.

The cyber charter school adopted Statement of Governmental Accounting Standards (GASB Statement) No. 68, *Accounting and Financial Reporting for Pensions- an amendment of GASB Statement No. 27* in the fiscal year ended June 30, 2015. The School District also adopted the provisions of GASB Statement No. 71, *Pension Transition for Contributions made Subsequent to the Measurement Date- an amendment of GASB Statement No. 68*.

REPORTING ENTITY

The reporting entity has been defined in accordance with the criteria established in Statement 14 issued by the Governmental Accounting Standards Board ("GASB"). The specific criteria used in determining whether other organizations should be included in the cyber charter school's financial reporting entity are financial interdependency, selection of governing authority, designation of management, ability to significantly influence operations, and accountability for fiscal matters.

As defined above, there are no other related organizations that should be included in the cyber charter school's financial statements, nor is the cyber charter school considered a component unit of another government.

BASIS OF PRESENTATION – GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements include the statement of net position and the statement of activities. These financial statements report financial information for the cyber charter school as a whole on a full accrual, economic resource basis. The cyber charter school's activities are reported in the general fund and are classified as governmental activities. The cyber charter school does not have business-type activities.

The statement of activities reports the expenses of a given function or program offset by program revenues directly connected with that function or program. Program revenues include (1) charges for services to users of the cyber charter school's services, (2) operating grants and contributions that finance annual operating activities and (3) capital grants and contributions that fund the acquisition, construction, or rehabilitation of capital assets. These revenues are subject to externally imposed restrictions to these program uses. Other revenue sources not properly included with program revenues are reported as general revenues.

BASIS OF PRESENTATION – FUND FINANCIAL STATEMENTS

The accounts of the cyber charter school are organized on the basis of funds, each of which constitutes a separate accounting entity. The operations of each fund are accounted for within a separate set of self-balancing accounts that comprises its assets, liabilities, fund balances, revenues, and expenditures/expenses. Resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent.

The only fund that the cyber charter school uses is the general fund, which is a governmental fund type. All governmental functions of the cyber charter school are financed through this fund. The acquisition, use, and balances of the cyber charter school's expendable financial resources and the related liabilities are accounted for through this fund.

MEASUREMENT FOCUS

GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements are prepared using the economic resources measurement focus. With this measurement focus, all assets and all liabilities associated with the operation of the cyber charter school are included on the statement of net position. The statement of activities presents increases (i.e., revenues) and decreases (i.e., expenses) in the cyber charter school's net total position..

FUND FINANCIAL STATEMENTS

Governmental funds are accounted for using the current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

BASIS OF ACCOUNTING

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

ACCRUAL BASIS

Government-wide financial statements are prepared using the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred. Grant revenue is recognized when grantor eligibility requirements are met.

MODIFIED ACCRUAL BASIS

Governmental funds use the modified accrual basis of accounting. Under the modified accrual basis, revenues are recognized when susceptible to accrual (i.e., when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay the liabilities of the current period. A one-year availability period is used for revenue recognition for all governmental fund revenues. Expenditures, other than principal and interest on long-term debt, compensated absences and claims and judgments, are recorded when the related fund liability is incurred. Principal and interest on long-term debt, compensated absences and claims and judgments are recorded as fund liabilities when due and unpaid.

The cyber charter school applies all relevant GASB pronouncements and applicable Financial Accounting Standards Board ("FASB") pronouncements issued on or before November 30, 1989, unless they conflict with GASB pronouncements. The cyber charter school does not apply FASB pronouncements issued after November 30, 1989.

ALLOCATION OF INDIRECT EXPENSES

The cyber charter school does not allocate any indirect costs including depreciation.

BUDGETS AND BUDGETARY ACCOUNTING

An operating budget is adopted each year for the General Fund on a modified accrual basis of accounting.

ENCUMBRANCES

Encumbrances accounting, under which purchase orders, contracts and other commitments for the expenditure of funds are recorded in order to reserve that portion of the applicable appropriation, is employed as an extension of formal budgetary integration in governmental funds. Encumbrances at year-end are reported as reservations of fund balance since they do not constitute expenditures or liabilities but serve as authorization for expenditures in the subsequent year. At June 30, 2015, the cyber charter school had no outstanding encumbrances.

CASH AND INVESTMENTS

Cash and investments consist of cash and deposits held in liquid asset funds. All are carried at cost, which approximate fair value.

CAPITAL ASSETS

General capital assets are those assets (primarily computers) resulting from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net position but are not reported in the fund financial statements.

All capital assets are stated at cost, net of accumulated depreciation. The cyber charter school capitalizes all asset purchases. All capital assets are depreciated. Depreciation is computed using the straight-line method over an estimated useful life of five years.

The cyber charter school does not have any infrastructure capital assets.

COMMITTED FUND BALANCE

In the fund financial statements, committed fund balances represent tentative management plans that are subject to change. These amounts are committed by the Board of Trustees.

COMPENSATED ABSENCES

Accumulated compensated absences consist of vacation days payable and unused sick days attributable to all full-time employees.

VACATION

Full-time cyber charter school employees are credited with vacation at rates that vary with length of service and/or job classification. Vacation may be taken or accumulated within certain limits and is paid prior to retirement or termination at the employee's then current rate of pay.

SICK LEAVE AND PERSONAL LEAVE

Effective with the 2011-12 school year, the board of trustees approved the following sick leave policy:

All professional staff will be credited with ten days sick days per year.

All 12-month employees will be credited with twelve sick days per year.

Any unused days will be carried over to the next fiscal year.

Any employee retiring will be paid for accumulated sick days at the rate of \$50.00 per day to a maximum of \$1,000.00. Remaining accumulated days may be donated to the sick leave bank.

CASH FLOWS

The cyber charter school considers highly liquid short-term instruments purchased with a maturity of three months or less (excluding certain short-term instruments which are classified as investments) to be cash equivalents.

NET POSITION

Net position represents the difference between assets and liabilities in the entity-wide financial statements. Net investment in capital assets consists of capital assets, net of accumulated depreciation.

USE OF ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

SUBSEQUENT EVENTS

Management has evaluated subsequent events through May 3, 2017, the date on which the financial statements were available to be issued.

2. CASH AND INVESTMENTS

CASH AND CASH EQUIVALENTS

Custodial credit risk is the risk that in the event of a bank failure, the cyber charter school's deposits may not be returned. The deposit policy of the cyber charter school adheres to state statutes and prudent business practice. Cash equivalents are defined as short-term, highly liquid investments that are readily convertible to known amounts of cash and include investments with original maturities of three months or less. Cash and cash equivalents consist of demand deposits at a financial institution. The market values of deposits are equal to the cost of the deposits.

At June 30, 2016, the carrying amount of the cyber charter school's deposits was \$568,657 and the bank balance was \$571,635. The total bank balance that was insured by federal depository insurance was \$250,000 ("category 1 risk" pursuant to GASB No. 3). The remaining balance was covered by securities pledged by the financial institution for such funds, but not held in the cyber charter school's name ("category 3 risk" pursuant to GASB No. 3).

INVESTMENTS

The cyber charter school had no investments at June 30, 2016.

3. DUE FROM OTHER GOVERNMENTS

Amounts due from other governments represent receivables for revenues earned by the cyber charter school. At June 30, 2016, the total amount due from other governments is \$84,588, which is comprised of \$66,679 due from local governmental units and \$17,909 was federal revenue receivable.

4. PREPAID EXPENSES

Prepaid expenses at June 30, 2016 consist of:

Insurance	\$ 8,612
Telecommunications	16,904
Instructional Expenses	1,595
Prepaid Postage	<u>500</u>
	<u>\$ 27,611</u>

5. FURNITURE & EQUIPMENT

Fixed asset activity for the fiscal year ending June 30, 2015 is as follows:

Cost, July 1, 2015	\$782,563
Purchases	19,179
Disposals	<u>(3,048)</u>
Cost, June 30, 2016	\$798,694
Less accumulated depreciation	<u>\$(714,005)</u>
Furniture & Equipment, net	<u>\$ 84,689</u>

Depreciation Expense for the fiscal year ending June 30, 2016 is \$28,031.

6. COMPENSATED ABSENCES

The cyber charter school's compensated absences for the fiscal year ending June 30, 2016 are \$8,493.

The cyber charter school pays its compensated absences from the general fund.

7. ACCRUED SALARIES AND BENEFITS

Accrued salaries and benefits totaling \$157,412 represent employees' wages and applicable employer paid benefits for services during the 2015-16 fiscal year that were paid after June 30, 2016.

8. PENSION PLAN

PENSIONS

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Public-School Employees' Retirement System ("PSERS") and additions to/ deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms investments are reported at fair value.

GENERAL INFORMATION ABOUT THE PENSION PLAN

PLAN DESCRIPTION

PSERS is a governmental cost-sharing multi-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days for service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.state.pa.us.

BENEFITS PROVIDED

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (3) 35 or more years of service regardless of age. Act 120 of 2010 (act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

CONTRIBUTIONS

Member Contributions:

Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

Employer Contributions:

The cyber charter school's contractually required contribution rate for fiscal year ended June 30, 2016 was 25.00% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the District were \$148,572 for the year ended June 30, 2016.

PENSION LIABILITIES, PENSION EXPENSE, AND DEFERRED OUTFLOWS OF RESOURCES AND DEFERRED INFLOWS OF RESOURCES RELATED TO PENSIONS

At June 30, 2016, the cyber charter school reported a liability of \$2,166,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2014 to June 30, 2015. The cyber charter school's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2015, the cyber charter school's proportion was 0.0050 percent, which was a decrease of 0.0012 from its proportion measured as of June 30, 2014.

At June 30, 2016, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ -0-	\$ 9,000
Changes in assumptions	-0-	-0-
Net difference between projected and actual investment earnings	-0-	4,000
Changes in proportions	-0-	658,000
Difference between employer contributions and proportionate share of total contributions	14,215	-0-
Contributions subsequent to the measurement date	<u>148,572</u>	<u>-0-</u>
	<u>\$ 162,787</u>	<u>\$ 671,000</u>

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\$148,572 reported as deferred outflows and inflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	
2017	\$ (190,465)
2018	(190,465)
2019	(190,465)
2020	(85,390)
2021	-0-
Thereafter	-0-

Actuarial assumptions:

The total pension liability as of June 30, 2015, was determined by rolling forward the System's total pension liability as of the June 30, 2014 actuarial valuation to June 30, 2015 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal -level % of pay
- Investment return - 7.50%- includes inflation at 3.00%
- Salary increases - Effective average of 5.50%, which reflects an allowance for inflation of 3.00%, real wage growth of 1%, and merit or seniority increases of 1.50%
- Mortality rates were based on the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set back 3 years for both males and females. For disabled annuitants the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females.

The actuarial assumptions used in the June 30, 2014 valuation were based on the experience study that was performed for the five-year period ending June 30, 2010. The recommended assumption changes based on this experience study were adopted by the Board at its March 11, 2011 Board meeting, and were effective beginning with the June 30, 2011 actuarial valuation.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected

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rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Public markets global equity	22.5%	4.8%
Private markets (equity)	15%	6.6%
Private real estate	12%	4.5%
Global fixed income	7.5%	2.4%
U.S. long treasuries	3%	1.4%
TIPS	12%	1.1%
High yield bonds	6%	3.3%
Cash	3%	0.7%
Absolute return	10%	4.9%
Risk parity	10%	3.7%
MLPs/Infrastructure	5%	5.2%
Commodities	8%	3.1%
Financing (LIBOR)	(14%)	1.1%
	<u>100%</u>	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2015.

Discount rate

The discount rate used to measure the total pension liability was 7.50%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate

The following presents the net pension liability, calculated using the discount rate of 7.50%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.50%) or 1-percentage-point higher (8.50%) than the current rate:

	1% Decrease <u>6.50%</u>	Current Discount Rate <u>7.50%</u>	1% Increase <u>8.50%</u>
District's proportionate share of the net pension liability	\$2,670,000	2,166,000	\$1,742,000

Pension plan fiduciary net position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at www.psers.state.pa.us.

9. OTHER POST-EMPLOYMENT BENEFITS

Plan Description:

The cyber charter school provides a defined benefit post employment healthcare benefit, which provides medical benefits to eligible retirees and their spouses. Coverage is provided until the retiree is eligible for Medicare or until the retiree's death, whichever is earlier.

All employees are eligible after retirement with 30 years of PSERS service or upon superannuation retirement (age 60 with 30 years of service, age 62 with 1 year of service, or 35 years of service, regardless of age). In order to obtain coverage, retired employees must provide payment equal to the premium determined for the purpose.

The plan's coverage includes medical, prescription drug, and dental & vision coverage for retiree', spouse and dependents. This coverage is provided as an option through PSERS and is not a liability on the fund financial statements of the cyber charter school.

Funding Policy:

As of June 30, 2016, the cyber charter school has no designations to fund this liability.

Funding Progress:

As of July 1, 2015, the date of the most recent actuarial report, the actuarial accrued liability for benefits was \$18,897, all of which was unfunded. The covered payroll (annual payroll of active employees covered by the plan) was \$563,310 and the ratio of the unfunded actuarial accrued liability to the covered payroll was 3.35%.

The actuarial valuation of an ongoing plan involves estimates of the value of the reported amounts and assumptions about the probability of occurrences of events far into the future. Examples include assumptions about future employment and mortality. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revisions as actual results are compared with past expectations and new estimates are made into the future.

Actuarial Methods and Assumptions

Projections of benefits for financial purposes are based on the substantive plan and include the types of benefits provided at the time of each valuation and the historical sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short term volatility in actuarial accrued liabilities and the actual value of assets, consistent with the long-term perspective of the calculations. In the July 1, 2015 actuarial valuation, the following actuarial assumptions were used:

Interest	4.5% compounded annually net of investment expenses
Amortization Method	Level dollar method at the valuation interest rate
Amortization Period	30 Years

Salary Increases are composed of a 2.5% cost of living adjustment, 1% real wage growth, and for teachers and administrators a merit increase which varies by age from 2.75% to .25%

Actuarial Valuation Cost Method- Entry Age Normal

Annual OPEB Cost and NET OPEB Obligations

The cyber charter school's annual other Post-employment (OPEB) cost (expenses) is calculated based on the annual required contribution of the employer (ARC). The ARC represents a level of fund that, if paid on an ongoing basis, is projected to cover normal costs each year and to amortize any unfunded actuarial liabilities over a period not to exceed thirty years. The following table shows the components of the

charter school's annual OPEB cost for the year, the amount contributed to the plan and the changes in the charter school's net OPEB obligation.

Annual OPEB Cost	
Normal Cost	\$ 1,120
Amortization of Unfunded Actuarial Accrued Liability	1,160
Estimated Interest on Net OPEB Obligation	650
Estimated Funding Adjustment	<u>(887)</u>
ANNUAL OPEB COST	<u>\$ 2,043</u>
Net OPEB Obligation (Liability)	
Normal OPEB Obligation for year needed June 30, 2015	\$14,442
OPEB Cost for the year ended June 30, 2016	2,043
Contributions made (estimated)	<u>(10,431)</u>
NET OPEB OBLIGATION (LIABILITY)	<u>\$6,054</u>

10. SIGNIFICANT GROUP CONCENTRATIONS OF CREDIT RISK

The cyber charter school grants credit to various local education associations during the ordinary course of its operations. The ability of each of the cyber charter school's debtors to honor their obligations to the cyber charter school is dependent upon economic and other factors affecting these entities. Should sending districts fail to remit tuition payments to the cyber charter school, payment is made to the cyber charter school directly from the Pennsylvania Department of Education. In addition, subsidy revenue also comes from the Pennsylvania Department of Education.

11. LITIGATION

On November 5, 2015, litigation involving the alleged impermissible age discrimination against the SusQ-Cyber Charter School was settled and dismissed by the Federal Court. The loss was covered by the cyber charter school's Employment Practices Liability Insurance, with the exception of the \$2,500 deductible which was met in a prior year.

SUSQ-CYBER CHARTER SCHOOL
 REQUIRED SUPPLEMENTARY INFORMATION
 SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION
 LIABILITY AND SCHOOL CONTRIBUTIONS

	<u>2016</u>	<u>2015</u>
PROPORTIONATE SHARE OF THE NET PENSION LIABILITY		
Cyber Charter School's Proportion of the Net Pension Liability	0.0050%	0.0062%
Cyber Charter School's Proportionate Share of Net Pension Liability	\$2,166,000	\$2,454,000
Cyber Charter School's Covered-Employee Payroll	\$ 642,393	\$ 796,122
Cyber Charter School's Proportionate Share of the Net Pension Liability as a Percentage of Covered-Employee Payroll	336.90%	308.20%

	<u>2016</u>	<u>2015</u>
CYBER CHARTER CONTRIBUTIONS		
Statutorily Required Contribution	\$ 148,572	\$ 136,252
Contributions in Relation to the Statutorily Required Contribution	<u>(148,572)</u>	<u>(136,252)</u>
Contribution Deficiency (Excess)	<u>\$ -</u>	<u>\$ -</u>
Cyber Charter School's Covered-Employee Payroll	\$ 642,393	\$ 796,122
Contributions as a Percentage of Covered-Employee Payroll	23.13%	17.11%

The Cyber Charter School adopted GASB 68 on a prospective basis in 2015; therefore only two years are present in the above schedule.

This schedule is presented to show information for 10 years. Until information for the full 10-year period is available, information will be presented for the years it is available.

The Public School Employees' Retirement System Trust Fund's net pension liability and associated amounts are measured annually at June 30, based on an actuarial valuation as of the previous June 30. The Cyber Charter School's contributions and related ratios represent cash contributions and any related accruals that coincide with the School's fiscal year ending June 30.

SUSQ-CYBER CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

SUSQ-CYBER CHARTER SCHOOL

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
SusQ-Cyber Charter School
240 Market Street, Suite #15
Bloomsburg, PA 17815

We have audited the accompanying financial statements of the governmental activities of SusQ-Cyber Charter School as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the Cyber Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities of the SusQ-Cyber Charter School, as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3-9, budgetary comparison information on page 16, and the Schedule of Proportionate Share of the Net Pension Liability and School Contributions on page 33 be presented to supplement the 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. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about 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 do 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.

Henry, Roll & Solomon

July 16, 2018

SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS

**SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS**

This Management's Discussion and Analysis (MD&A) is intended to provide a narrative overview and analysis of the financial activities of the SusQ-Cyber charter school (the "cyber charter school") for the year ended June 30, 2017. The cyber charter school's financial performance is discussed and analyzed within the context of the financial statements and the disclosures that follow. This discussion focuses on the cyber charter school's financial performance as a whole; readers should also review the basic financial statements and the notes thereto to enhance their understanding of the cyber charter school's financial performance.

The MD&A is an element of the new reporting model adopted by the Governmental Accounting Standards Board (GASB) in Statement Number 34.

FINANCIAL HIGHLIGHTS

Total net position of the cyber charter school decreased \$9,937 in 2016-17, compared to an increase of \$104,849 in 2015-2016.

Revenues totaled \$1,105,973. Program specific revenues in the form of charges for services accounted for \$1,082,139 or 97.8% of total revenues, grants and contributions accounted for \$20,691 or 1.9%, of total revenues, with general revenues in the amount of \$3,143 or 0.3%, accounting for the balance of the revenues.

The cyber charter school had \$1,115,910 in expenses relating to governmental activities. These expenses were covered by charges for services, operating grants and contributions.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the cyber charter school's basic financial statements. The cyber charter school's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements are designed to provide readers with a broad overview of the cyber charter school's finances, in a manner similar to a private-sector business. These statements are prepared using the accrual basis of accounting. The focus of these statements is long-term.

The statement of net position presents information on all of the cyber charter school's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the cyber charter school is improving or deteriorating.

The statement of activities presents information showing how the cyber charter school's net position changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The governmental-wide financial statements distinguish functions of the cyber charter school that are principally supported by charges for services. The governmental activities include all of the cyber charter school's basic services which are primarily education services to grades nine through twelve via the internet and/or other emerging technologies. Tuition received from local education agencies (as required by Pennsylvania Act 88 of 2002) finances the majority of these activities.

FUND FINANCIAL STATEMENTS

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The cyber charter school uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The focus of fund financial statements is short-term. Fund financial statements are prepared using the modified accrual basis of accounting. The cyber charter school records all of its financial activity in the general fund which is a governmental fund type.

SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS

GOVERNMENTAL FUNDS

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the cyber charter school's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand whether there are more or less financial resources available to finance services provided by the cyber charter school. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

NOTES TO THE FINANCIAL STATEMENTS

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

GENERAL FUND BUDGETARY HIGHLIGHTS

The cyber charter school prepares a budget each year for its General Fund according to Pennsylvania law. The budget includes the accounting for all transactions of the cyber charter school. A budgetary comparison of the General Fund is provided in the annual financial report to demonstrate compliance with this budget.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The cyber charter school adopted the financial reporting model required by GASB Statement No. 34 in 2004. Comparative information showing the current year's operations to the prior year are shown on pages 6 and 7 of this report.

The cyber charter school's total net position at June 30, 2017 was \$(2,118,911). This negative balance is due primarily to the adoption of GASB Statement No. 68 during the fiscal year ended June 30, 2015. The cyber charter school's net pension liability at June 30, 2017 was \$2,081,000, representing its proportionate share of PSERS' net position liability.

SUSQ-CYBER CHARTER SCHOOL
 MANAGEMENT'S DISCUSSION AND ANALYSIS

**STATEMENT OF NET POSITION
 FOR THE YEARS ENDED JUNE 30, 2017 AND 2016**

	GOVERN- MENTAL ACTIVITIES <u>2017</u>	GOVERN- MENTAL ACTIVITIES <u>2016</u>
<u>ASSETS:</u>		
CURRENT ASSETS	\$ 475,344	\$ 687,398
NONCURRENT ASSETS, NET	<u>60,305</u>	<u>84,689</u>
TOTAL ASSETS	<u>\$ 535,649</u>	<u>\$ 772,087</u>
DEFERRED OUTFLOWS	373,051	162,787
<u>LIABILITIES:</u>		
CURRENT LIABILITIES	\$ 151,202	\$ 192,301
NONCURRENT LIABILITIES	<u>2,103,409</u>	<u>2,180,547</u>
TOTAL LIABILITIES	<u>2,254,611</u>	<u>2,372,848</u>
DEFERRED INFLOWS	773,000	671,000
<u>NET ASSETS:</u>		
INVESTED IN CAPITAL ASSETS, NET OF RELATED DEBT	60,305	84,689
RESTRICTED	-0-	-0-
UNRESTRICTED	<u>(2,179,216)</u>	<u>(2,193,663)</u>
TOTAL NET POSITION	<u>(2,118,911)</u>	<u>(2,108,974)</u>

Total assets at June 30, 2017 decreased \$236,438 from the amount at June 30, 2016. This decrease consisted of a \$212,054 decrease in Current Assets (\$195,736 decrease in cash, \$8,291 increase in Receivables and a \$24,609 decrease in Prepaid Expenses), and a decrease of \$24,384 in Non-Current Assets (\$24,384 decrease in Furniture and Equipment). Total current liabilities at June 30, 2017, decreased \$41,099 from the amount at June 30, 2016. This change consisted of a decrease of \$21,511 in accrued salaries and benefits, an increase of \$1,298 in payroll deductions and withholdings, and a decrease of \$20,886 in accounts payable. Noncurrent liabilities for 2017 include the net pension liability

SUSQ-CYBER CHARTER SCHOOL
 MANAGEMENT'S DISCUSSION AND ANALYSIS

of \$2,081,000, compensated absences of \$14,175, and other post-employment benefits of \$8,234. Net Position at June 30, 2017 decreased \$9,937 from the June 30, 2016 amount. This change in net position for the '16-'17 year agrees to the amount as reported on the Statement of Activities.

The following table shows the activities that affected the change in net position for the fiscal year ended June 30, 2017.

**STATEMENT OF ACTIVITIES
 FOR THE YEARS ENDED JUNE 30, 2017 AND 2016**

	GOVERN- MENTAL ACTIVITIES <u>2017</u>	GOVERN- MENTAL ACTIVITIES <u>2016</u>
REVENUES:		
PROGRAM REVENUES:		
CHARGES FOR SERVICES	\$1,082,139	\$1,218,236
OPERATING GRANTS AND CONTRIBUTIONS	20,691	17,909
GENERAL REVENUES:		
OTHER	<u>3,143</u>	<u>24,324</u>
TOTAL REVENUES	<u>1,105,973</u>	<u>1,260,469</u>
PROGRAM EXPENSES:		
INSTRUCTION	631,311	727,851
INSTRUCTIONAL STUDENT SUPPORT	22,362	55,542
ADMINISTRATION AND FINANCIAL SUPPORT SERVICES	404,825	326,251
OPERATION AND MAINTENANCE OF PLANT SERVICES	<u>57,412</u>	<u>45,976</u>
TOTAL EXPENSES	<u>1,115,910</u>	<u>1,155,620</u>
Change in net position	(9,937)	104,849
Net position, beginning	<u>(2,108,974)</u>	<u>(2,213,823)</u>
Net position, ending	<u>\$ (2,118,911)</u>	<u>\$ (2,108,974)</u>

SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS

Total revenue decreased \$154,496 for the year ended June 30, 2017. Charges for services decreased \$136,097 (11.17% decrease over the prior year.) Operating grants and contributions increased approximately \$2,782. Federal IDEA funding increased \$2,782 from the prior year. Other revenue decreased \$21,181. This decrease is mainly attributed to a refund of prior year expenditures for the year ended June 30, 2016. Total expenses decreased \$39,710 for the year ended June 30, 2017.

CAPITAL ASSETS

The Cyber charter school's investment in capital assets for its governmental and business-type activities as of June 30, 2017 and June 30, 2016 is summarized below.

	<u>GOVERNMENTAL ACTIVITIES</u>	
	<u>2017</u>	<u>2016</u>
FURNITURE AND EQUIPMENT	<u>800,356</u>	<u>798,694</u>
LESS ACCUMULATED DEPRECIATION	<u>(740,051)</u>	<u>(714,005)</u>
NET	<u>\$ 60,305</u>	<u>\$ 84,689</u>

STRATEGIC PLAN

The SusQ-Cyber charter school continues to execute the elements of its mission statement, which is to use the internet or other emerging technologies to deliver a personalized educational program to learners who express the desire and/or demonstrate the need for a non-traditional, flexible delivery of curriculum – a “school without walls.”

SUSQ-CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS

REQUESTS FOR INFORMATION

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Chief Executive Officer, SusQ-Cyber charter school, 240 Market Street, Suite 15, Box 1A Bloomsburg, PA 17815.

SusQ-Cyber Charter School
Statement of Net Position
June 30, 2017

	<u>Governmental</u>
<i>Assets:</i>	
Current assets:	
Cash and cash equivalents (Note 2)	\$ 372,921
Due from governments (Note 3)	95,438
Prepaid expenses (Note 4)	3,002
Other current assets	3,983
Total current assets	475,344
Noncurrent assets:	
Furniture and equipment - net (Note 5)	60,305
Total noncurrent assets	60,305
Total Assets	535,649
<i>Deferred Outflows of Resources:</i>	
Pensions, net of accumulated amortization (Note 8)	373,051
<i>Liabilities:</i>	
Current liabilities:	
Accounts payable	6,353
Accrued salaries and benefits (Note 7)	135,901
Payroll deductions and withholdings	8,948
Total current liabilities	151,202
Noncurrent liabilities:	
Net Pension Liability (Note 8)	2,081,000
Long-term portion of compensated absences (Note 6)	14,175
Other Post Employment Benefits (Note 9)	8,234
Total noncurrent liabilities	2,103,409
Total Liabilities	2,254,611
<i>Deferred Inflows of Resources:</i>	
Pensions, net of amortization (Note 8)	773,000
<i>Net Position:</i>	
Net Investment in Capital Assets	60,305
Unrestricted	(2,179,216)
Total Net Position	(2,118,911)

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Activities
For the Year Ended June 30, 2017

Functions/Programs	Expenses	Indirect Expenses Allocation	Program Revenues			Net (Expense) Revenue and Changes in Net Assets		
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Business-type Activities	Total
<i>Governmental Activities:</i>								
Instruction	\$ 631,311	\$ -	\$ 613,232	\$ 20,691	\$ -	\$ 2,612	\$ -	\$ 2,612
Instructional Student Support	22,362	-	38,866	-	-	16,504	-	16,504
Admin. & Financial Support Serv.	404,825	-	381,387	-	-	(23,438)	-	(23,438)
Operation & Maint. of Facilities	57,412	-	48,654	-	-	(8,758)	-	(8,758)
Total Governmental Activities	1,115,910	-	1,082,139	20,691	-	(13,080)	-	(13,080)
<i>Business-type Activities:</i>								
	-	-	-	-	-	-	-	-
Total Primary Government	<u>\$ 1,115,910</u>	<u>\$ -</u>	<u>\$ 1,082,139</u>	<u>\$ 20,691</u>	<u>\$ -</u>	<u>\$ (13,080)</u>	<u>\$ -</u>	<u>\$ (13,080)</u>
General revenues:								
Refund of prior years expenditures						-	-	-
Miscellaneous income						3,143		3,143
Total general revenues, special items, extraordinary items and transfers						3,143	-	3,143
Change in Net Position						(9,937)	-	(9,937)
Net Position - beginning						(2,108,974)	-	(2,108,974)
Net Position - ending						<u>\$ (2,118,911)</u>	<u>\$ -</u>	<u>\$ (2,118,911)</u>

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Balance Sheet - Governmental Funds
 June 30, 2017

	<u>General Fund</u>
<i>ASSETS</i>	
Cash and cash equivalents	\$ 372,921
Due from governments	95,438
Prepaid expenses	3,002
Other current assets	<u>3,983</u>
Total Assets	<u><u>\$ 475,344</u></u>
 <i>LIABILITIES AND FUND BALANCES</i>	
<i>LIABILITIES</i>	
Accounts payable	\$ 6,353
Accrued salaries and benefits	135,901
Payroll deductions and withholdings	<u>8,948</u>
Total Liabilities	151,202
 <i>FUND BALANCES</i>	
Restricted fund balance	-
Committed fund balance	300,000
Unassigned fund balance	<u>24,142</u>
Total Fund Balance	<u>324,142</u>
Total Liabilities & Fund Balance	<u><u>\$ 475,344</u></u>

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Reconciliation of the Governmental Funds Balance Sheet
 to the Statement of Net Position
 June 30, 2017

Total Fund Balances - Governmental Funds	\$	324,142
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Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital Assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of assets is \$800,356, and the accumulated depreciation is \$740,051.		60,305
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Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds.

Long-term liabilities at year-end consist of:

Compensated absences		(14,175)
Other Post Employment Benefits		(8,234)
Net Pension Liability		(2,081,000)

Deferred outflows and inflows of resources related to pensions are applicable to future periods and, therefore, are not reported in the funds.

Deferred outflows of resources related to pensions		373,051
Deferred inflows of resources related to pensions		<u>(773,000)</u>

Total Net Position- Governmental Activities	\$	<u><u>(2,118,911)</u></u>
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The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances -
Governmental Funds
For the Year Ended June 30, 2017

	<u>General Fund</u>
<i>REVENUES</i>	
Local Sources	\$ 1,105,973
Total Revenues	1,105,973
 <i>EXPENDITURES</i>	
Instruction	723,615
Support Services	553,313
Total Expenditures	1,276,928
Excess of Expenditures Over Revenues	(170,955)
Net Change in Fund Balances	(170,955)
Fund Balance - July 1, 2016	495,097
Fund Balance - June 30, 2017	\$ 324,142

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Reconciliation of the Governmental Funds
 Statement of Revenues, Expenditures and Changes in Fund Balance
 to the Statement of Activities
 For the Year Ended June 30, 2017

Total net change in fund balances - governmental funds	\$	(170,955)
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Amounts reported for governmental activities in the Statement of Activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amounts by which depreciation exceeds capital outlays in the period.

Depreciation expense		(27,644)
Capital outlays		3,260
Change in compensated absences		(5,682)
Change in Other Post Employment Benefits		(2,180)

Governmental funds report cyber charter school pension contributions as expenditures. However, in the Statement of Activities, the cost of pension benefits earned net of employee contributions is reported as pension expense.

Pension contributions- governmental funds		153,264
Proportionate share of pension expense less net amortization of deferred amounts from changes in proportion		40,000

Change in net position of governmental activities	\$	<u>(9,937)</u>
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The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances-
Budget and Actual- General Fund
For the Year Ended June 30, 2017

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
REVENUES				
Local sources	\$ 1,156,651	\$ 1,156,651	\$ 1,105,973	\$ (50,678)
State sources	2,100	2,100	-	(2,100)
Total Revenues	1,158,751	1,158,751	1,105,973	(52,778)
EXPENDITURES				
Regular education programs	555,991	555,991	586,299	(30,308)
Special education programs	163,994	163,994	137,317	26,677
Other Instructional Programs	500	500	-	500
Pupil personnel support services	53,691	53,691	45,862	7,829
Instructional staff support serv.	2,300	2,300	-	2,300
Administrative & Business services	327,134	327,134	336,376	(9,242)
Operation & maint. of facilities	40,470	40,470	57,412	(16,942)
Central & other support services	100,444	100,444	113,662	(13,218)
Total Expenditures	1,244,524	1,244,524	1,276,928	(32,404)
Excess (Deficiency) of Revenues Over (Under) Expenditures	(85,773)	(85,773)	(170,955)	(85,182)
OTHER FINANCING SOURCES (USES)				
Budgetary reserve	-	-	-	-
Net Change in Fund Balances	(85,773)	(85,773)	(170,955)	(85,182)
Fund Balance - July 1, 2016	495,097	495,097	495,097	-
Fund Balance - June 30, 2017	\$ 409,324	\$ 409,324	\$ 324,142	\$ (85,182)

The accompanying notes are an integral part of these financial statements.

SUSQ-CYBER CHARTER SCHOOL
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2017

**1. NATURE OF OPERATIONS AND SUMMARY OF
SIGNIFICANT ACCOUNTING POLICIES**

The major accounting principles and practices followed by the SusQ-Cyber Charter School (the cyber charter school) are summarized below:

NATURE OF OPERATIONS

The SusQ-Cyber Charter School is chartered under Pennsylvania Act 88 of 2002 by the Pennsylvania Department of Education to provide education to students from grades nine through twelve via the internet and/or other emerging technologies.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the cyber charter school conform to generally accepted accounting principles for local government units. The more significant accounting policies are summarized below:

REPORTING MODEL CHANGE

In June 1999, the Governmental Accounting Standards Board ("GASB") issued Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* ("GASB 34"). GASB 34 requires significant changes including the preparation of full accrual financial statements on a government-wide basis, the addition of a management discussion and analysis section providing an overall analysis of the cyber charter school's financial position and results of operations, and a change in focus of the fund financial statements to major funds.

In June 2001, GASB issued Statements No. 37, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments: Omnibus*, which amended GASB 34 by clarifying or modifying certain of its provisions and Statement No. 38, *Certain Financial Statement Note Disclosures*, which modified, established or rescinded certain financial statement disclosure requirements.

The cyber charter school was required to adopt GASB 34, 37 and 38 in its 2004 fiscal year. Accordingly, the accompanying financial statements and notes thereto reflect the changes required by these statements.

The cyber charter school adopted Statement of Governmental Accounting Standards (GASB Statement) No. 68, *Accounting and Financial Reporting for Pensions- an amendment of GASB Statement No. 27* in the fiscal year ended June 30, 2015. The School District also adopted the provisions of GASB Statement No. 71, *Pension Transition for Contributions made Subsequent to the Measurement Date- an amendment of GASB Statement No. 68*.

REPORTING ENTITY

The reporting entity has been defined in accordance with the criteria established in Statement 14 issued by the Governmental Accounting Standards Board ("GASB"). The specific criteria used in determining whether other organizations should be included in the cyber charter school's financial reporting entity are financial interdependency, selection of governing authority, designation of management, ability to significantly influence operations, and accountability for fiscal matters.

As defined above, there are no other related organizations that should be included in the cyber charter school's financial statements, nor is the cyber charter school considered a component unit of another government.

BASIS OF PRESENTATION – GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements include the statement of net position and the statement of activities. These financial statements report financial information for the cyber charter school as a whole on a full accrual, economic resource basis. The cyber charter school's activities are reported in the general fund and are classified as governmental activities. The cyber charter school does not have business-type activities.

The statement of activities reports the expenses of a given function or program offset by program revenues directly connected with that function or program. Program revenues include (1) charges for services to users of the cyber charter school's services, (2) operating grants and contributions that finance annual operating activities and (3) capital grants and contributions that fund the acquisition, construction, or rehabilitation of capital assets. These revenues are subject to externally imposed restrictions to these program uses. Other revenue sources not properly included with program revenues are reported as general revenues.

BASIS OF PRESENTATION – FUND FINANCIAL STATEMENTS

The accounts of the cyber charter school are organized on the basis of funds, each of which constitutes a separate accounting entity. The operations of each fund are accounted for within a separate set of self-balancing accounts that comprises its assets, liabilities, fund balances, revenues, and expenditures/expenses. Resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent.

The only fund that the cyber charter school uses is the general fund, which is a governmental fund type. All governmental functions of the cyber charter school are financed through this fund. The acquisition, use, and balances of the cyber charter school's expendable financial resources and the related liabilities are accounted for through this fund.

MEASUREMENT FOCUS

GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements are prepared using the economic resources measurement focus. With this measurement focus, all assets and all liabilities associated with the operation of the cyber charter school are included on the statement of net position. The statement of activities presents increases (i.e., revenues) and decreases (i.e., expenses) in the cyber charter school's net total position.

FUND FINANCIAL STATEMENTS

Governmental funds are accounted for using the current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

BASIS OF ACCOUNTING

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

ACCRUAL BASIS

Government-wide financial statements are prepared using the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred. Grant revenue is recognized when grantor eligibility requirements are met.

MODIFIED ACCRUAL BASIS

Governmental funds use the modified accrual basis of accounting. Under the modified accrual basis, revenues are recognized when susceptible to accrual (i.e., when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay the liabilities of the current period. A one-year availability period is used for revenue recognition for all governmental fund revenues. Expenditures, other than principal and interest on long-term debt, compensated absences and claims and judgments, are recorded when the related fund liability is incurred. Principal and interest on long-term debt, compensated absences and claims and judgments are recorded as fund liabilities when due and unpaid.

The cyber charter school applies all relevant GASB pronouncements and applicable Financial Accounting Standards Board ("FASB") pronouncements issued on or before November 30, 1989, unless they conflict with GASB pronouncements. The cyber charter school does not apply FASB pronouncements issued after November 30, 1989.

ALLOCATION OF INDIRECT EXPENSES

The cyber charter school does not allocate any indirect costs including depreciation.

BUDGETS AND BUDGETARY ACCOUNTING

An operating budget is adopted each year for the General Fund on a modified accrual basis of accounting.

ENCUMBRANCES

Encumbrances accounting, under which purchase orders, contracts and other commitments for the expenditure of funds are recorded in order to reserve that portion of the applicable appropriation, is employed as an extension of formal budgetary integration in governmental funds. Encumbrances at year-end are reported as reservations of fund balance since they do not constitute expenditures or liabilities but serve as authorization for expenditures in the subsequent year. At June 30, 2017, the cyber charter school had no outstanding encumbrances.

CASH AND INVESTMENTS

Cash and investments consist of cash and deposits held in liquid asset funds. All are carried at cost, which approximate fair value.

CAPITAL ASSETS

General capital assets are those assets (primarily computers) resulting from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net position but are not reported in the fund financial statements.

All capital assets are stated at cost, net of accumulated depreciation. The cyber charter school capitalizes all asset purchases. All capital assets are depreciated. Depreciation is computed using the straight-line method over an estimated useful life of five years.

The cyber charter school does not have any infrastructure capital assets.

COMMITTED FUND BALANCE

In the fund financial statements, committed fund balances represent tentative management plans that are subject to change. These amounts are committed by the Board of Trustees.

COMPENSATED ABSENCES

Accumulated compensated absences consist of vacation days payable and unused sick days attributable to all full-time employees.

VACATION

Full-time cyber charter school employees are credited with vacation at rates that vary with length of service and/or job classification. Vacation may be taken or accumulated within certain limits and is paid prior to retirement or termination at the employee's then current rate of pay.

SICK LEAVE AND PERSONAL LEAVE

Effective with the 2011-12 school year, the board of trustees approved the following sick leave policy:

All professional staff will be credited with ten days sick days per year.

All 12-month employees will be credited with twelve sick days per year.

Any unused days will be carried over to the next fiscal year.

Any employee retiring will be paid for accumulated sick days at the rate of \$50.00 per day to a maximum of \$1,000.00. Remaining accumulated days may be donated to the sick leave bank.

CASH FLOWS

The cyber charter school considers highly liquid short-term instruments purchased with a maturity of three months or less (excluding certain short-term instruments which are classified as investments) to be cash equivalents.

NET POSITION

Net position represents the difference between assets and liabilities in the entity-wide financial statements. Net investment in capital assets consists of capital assets, net of accumulated depreciation.

USE OF ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

SUBSEQUENT EVENTS

Management has evaluated subsequent events through July 16, 2018, the date on which the financial statements were available to be issued.

2. CASH AND INVESTMENTS

CASH AND CASH EQUIVALENTS

Custodial credit risk is the risk that in the event of a bank failure, the cyber charter school's deposits may not be returned. The deposit policy of the cyber charter school adheres to state statutes and prudent business practice. Cash equivalents are defined as short-term, highly liquid investments that are readily convertible to known amounts of cash and include investments with original maturities of three months or less. Cash and cash equivalents consist of demand deposits at a financial institution. The market values of deposits are equal to the cost of the deposits.

At June 30, 2017, the carrying amount of the cyber charter school's deposits was \$372,921 and the bank balance was \$433,199. The total bank balance that was insured by federal depository insurance was \$250,000 ("category 1 risk" pursuant to GASB No. 3). The remaining balance was covered by securities pledged by the financial institution for such funds, but not held in the cyber charter school's name ("category 3 risk" pursuant to GASB No. 3).

INVESTMENTS

The cyber charter school had no investments at June 30, 2017.

3. DUE FROM OTHER GOVERNMENTS

Amounts due from other governments represent receivables for revenues earned by the cyber charter school. At June 30, 2017, the total amount due from other local governments is \$95,438.

4. PREPAID EXPENSES

Prepaid expenses at June 30, 2017 consist of:

Insurance	\$ 908
Instructional Expenses	1,594
Prepaid Postage	<u>500</u>
	<u>\$ 3,002</u>

5. FURNITURE & EQUIPMENT

Fixed asset activity for the fiscal year ending June 30, 2017 is as follows:

Cost, July 1, 2016	\$798,694
Purchases	3,260
Disposals	<u>(1,598)</u>
Cost, June 30, 2017	\$800,356
Less accumulated depreciation	<u>\$(740,051)</u>
Furniture & Equipment, net	<u>\$ 60,305</u>

Depreciation Expense for the fiscal year ending June 30, 2017 is \$27,644.

6. COMPENSATED ABSENCES

The cyber charter school's compensated absences for the fiscal year ending June 30, 2017 are \$14,175.

The cyber charter school pays its compensated absences from the general fund.

7. ACCRUED SALARIES AND BENEFITS

Accrued salaries and benefits totaling \$135,901 represent employees' wages and applicable employer paid benefits for services during the 2016-17 fiscal year that were paid after June 30, 2017.

8. PENSION PLAN

PENSIONS

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Public-School Employees' Retirement System ("PSERS") and additions to/ deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms investments are reported at fair value.

GENERAL INFORMATION ABOUT THE PENSION PLAN

PLAN DESCRIPTION

PSERS is a governmental cost-sharing multi-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days for service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.state.pa.us.

BENEFITS PROVIDED

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (3) 35 or more years of service regardless of age. Act 120 of 2010 (act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

CONTRIBUTIONS

Member Contributions:

Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

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Employer Contributions:

The cyber charter school's contractually required contribution rate for fiscal year ended June 30, 2017 was 29.20% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the District were \$153,264 for the year ended June 30, 2017.

PENSION LIABILITIES, PENSION EXPENSE, AND DEFERRED OUTFLOWS OF RESOURCES AND DEFERRED INFLOWS OF RESOURCES RELATED TO PENSIONS

At June 30, 2017, the cyber charter school reported a liability of \$2,081,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2016, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2015 to June 30, 2016. The cyber charter school's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2016, the cyber charter school's proportion was 0.0042 percent, which was a decrease of 0.0008 from its proportion measured as of June 30, 2015.

At June 30, 2017, the cyber charter school reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ -0-	\$ 17,000
Changes in assumptions	75,000	-0-
Net difference between projected and actual investment earnings	116,000	-0-
Changes in proportions	-0-	756,000
Difference between employer contributions and proportionate share of total contributions	28,787	-0-
Contributions subsequent to the measurement date	153,264	-0-
	<u>\$ 373,051</u>	<u>\$ 773,000</u>

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\$153,264 reported as deferred outflows and inflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	
2018	\$ (210,220)
2019	(210,220)
2020	(116,175)
2021	(16,598)
2022	-0-
Thereafter	-0-

Actuarial assumptions:

The total pension liability as of June 30, 2016, was determined by rolling forward the System's total pension liability as of the June 30, 2015 to June 30, 2016 using the following actuarial assumptions, applied to all periods included in the measurement:

Changes in assumptions used in measurement of the Total Pension Liability beginning June 30, 2016

- The Investment Rate of Return was adjusted from 7.50% to 7.25%.
- The inflation assumption was decreased from 3.0% to 2.75%.
- Salary growth changed from an effective average of 5.50%, which was comprised of inflation of 3.00%, real wage growth and for merit or seniority increases of 2.50%, to an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2000 Combined Healthy Annuitant Tables (males and female) with age set back 3 years for both males and females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. For disabled annuitants, the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females to the RP-2014 Mortality Table for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. The actuarial assumptions used in the June 30, 2016 valuation were based on the experience study that was performed for the five-year period ending June 30, 2015. The recommended assumption changes based on this experience study were adopted by the Board at its June 10, 2016 Board meeting, and were effective beginning with the June 30, 2016 actuarial valuation.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global public equity	22.5%	5.3%
Fixed Income	28.5%	2.1%
Commodities	8.0%	2.5%
Absolute Return	10.0%	3.3%
Risk Parity	10.0%	3.9%
Infrastructure/ MLPs	5.0%	4.8%
Real Estate	12.0%	4.0%
Alternative Investments	15.0%	6.6%
Cash	3.0%	0.2%
Financing (LIBOR)	<u>(14.0%)</u>	0.5%
	<u>100%</u>	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2016.

Discount rate

The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate

The following presents the net pension liability, calculated using the discount rate of 7.25%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.25%) or 1-percentage-point higher (8.25%) than the current rate:

	1% Decrease <u>6.25%</u>	Current Discount Rate <u>7.25%</u>	1% Increase <u>8.25%</u>
District's proportionate share of the net pension liability	\$2,546,000	2,081,000	\$1,691,000

Pension plan fiduciary net position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at www.psers.state.pa.us.

9. OTHER POST-EMPLOYMENT BENEFITS

Plan Description:

The cyber charter school provides a defined benefit post employment healthcare benefit, which provides medical benefits to eligible retirees and their spouses. Coverage is provided until the retiree is eligible for Medicare or until the retiree's death, whichever is earlier.

All employees are eligible after retirement with 30 years of PSERS service or upon superannuation retirement (age 60 with 30 years of service, age 62 with 1 year of service, or 35 years of service, regardless of age). In order to obtain coverage, retired employees must provide payment equal to the premium determined for the purpose.

The plan's coverage includes medical, prescription drug, and dental & vision coverage for retiree, spouse and dependents. This coverage is provided as an option through PSERS and is not a liability on the fund financial statements of the cyber charter school.

Funding Policy:

As of June 30, 2017, the cyber charter school has no designations to fund this liability.

Funding Progress:

As of July 1, 2015, the date of the most recent actuarial report, the actuarial accrued liability for benefits was \$18,897, all of which was unfunded. The covered payroll (annual payroll of active employees covered by the plan) was \$563,310 and the ratio of the unfunded actuarial accrued liability to the covered payroll was 3.35%.

The actuarial valuation of an ongoing plan involves estimates of the value of the reported amounts and assumptions about the probability of occurrences of events far into the future. Examples include assumptions about future employment and mortality. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revisions as actual results are compared with past expectations and new estimates are made into the future.

Actuarial Methods and Assumptions

Projections of benefits for financial purposes are based on the substantive plan and include the types of benefits provided at the time of each valuation and the historical sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short term volatility in actuarial accrued liabilities and the actual value of assets, consistent with the long-term perspective of the calculations. In the July 1, 2015 actuarial valuation, the following actuarial assumptions were used:

Interest	4.5% compounded annually net of investment expenses
Amortization Method	Level dollar method at the valuation interest rate
Amortization Period	30 Years

Salary Increases are composed of a 2.5% cost of living adjustment, 1% real wage growth, and for teachers and administrators a merit increase which varies by age from 2.75% to .25%

Actuarial Valuation Cost Method- Entry Age Normal

Annual OPEB Cost and NET OPEB Obligations

The cyber charter school's annual other Post-employment (OPEB) cost (expenses) is calculated based on the annual required contribution of the employer (ARC). The ARC represents a level of fund that, if paid on an ongoing basis, is projected to cover normal costs each year and to amortize any unfunded actuarial liabilities over a

period not to exceed thirty years. The following table shows the components of the charter school's annual OPEB cost for the year, the amount contributed to the plan and the changes in the charter school's net OPEB obligation.

Annual OPEB Cost	
Normal Cost	\$ 1,120
Amortization of Unfunded Actuarial Accrued Liability	1,160
Estimated Interest on Net OPEB Obligation	272
Estimated Funding Adjustment	<u>(372)</u>
ANNUAL OPEB COST	<u>\$ 2,180</u>
Net OPEB Obligation (Liability)	
Normal OPEB Obligation for year needed June 30, 2016	\$ 6,054
OPEB Cost for the year ended June 30, 2017	<u>2,180</u>
NET OPEB OBLIGATION (LIABILITY)	<u>\$ 8,234</u>

10. SIGNIFICANT GROUP CONCENTRATIONS OF CREDIT RISK

The cyber charter school grants credit to various local education associations during the ordinary course of its operations. The ability of each of the cyber charter school's debtors to honor their obligations to the cyber charter school is dependent upon economic and other factors affecting these entities. Should sending districts fail to remit tuition payments to the cyber charter school, payment is made to the cyber charter school directly from the Pennsylvania Department of Education.

**SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION
LIABILITY AND SCHOOL CONTRIBUTIONS**

	<u>2017</u>	<u>2016</u>	<u>2015</u>
PROPORTIONATE SHARE OF THE NET PENSION LIABILITY			
Cyber Charter School's Proportion of the Net Pension Liability	0.0042%	0.0050%	0.0062%
Cyber Charter School's Proportionate Share of Net Pension Liability	2,081,000	2,166,000	2,454,000
Cyber Charter School's Covered-Employee Payroll	550,074	642,393	796,122
Cyber Charter School's Proportionate Share of the Net Pension Liability as a Percentage of Covered-Employee Payroll	378.31%	337.18%	308.24%
	<u>2017</u>	<u>2016</u>	<u>2015</u>
CYBER CHARTER SCHOOL'S CONTRIBUTIONS			
Statutorily Required Contribution	153,264	148,572	136,252
Contributions in Relation to the Statutorily Required Contribution	<u>-153,264</u>	<u>-148,572</u>	<u>-136,252</u>
Contribution Deficiency (Excess)	\$ <u>-</u>	\$ <u>-</u>	\$ <u>-</u>
Cyber Charter School's Covered-Employee Payroll	550,074	642,393	796,122
Contributions as a Percentage of Covered-Employee Payroll	27.86%	23.13%	17.11%

The Cyber Charter School adopted GASB 68 on a prospective basis in 2015; therefore, only three years are present in the above schedule.

This schedule is presented to show information for 10 years. Until information for the full 10-year period is available, information will be presented for the years it is available.

The Public School Employees' Retirement System Trust Fund's net pension liability and associated amounts are measured annually at June 30, based on an actuarial valuation as of the previous June 30. The Cyber Charter School's contributions and related ratios represent cash contributions and any related accruals that coincide with the School's fiscal year ending June 30.

SusQ-Cyber Charter School
Statement of Net Position
June 30, 2018

	<u>Governmental</u>
<i>Assets:</i>	
Current assets:	
Cash and cash equivalents (Note 2)	\$ 274,417
Due from governments (Note 3)	81,148
Prepaid expenses (Note 4)	2,094
Other current assets	3,983
Total current assets	361,642
Noncurrent assets:	
Furniture and equipment - net (Note 5)	122,641
Total noncurrent assets	122,641
Deferred outflows of resources - OPEB (Note)	1,306
Deferred outflows of resources - Pensions (Note)	290,286
Total Assets and Deferred Outflows of Resources	\$ 775,875
<i>Liabilities:</i>	
Current liabilities:	
Accounts payable	\$ 13,432
Accrued salaries and benefits (Note 7)	155,335
Payroll deductions and withholdings	2,212
Current portion of obligations under lease	35,042
Total current liabilities	206,021
Noncurrent liabilities:	
Net Pension Liability (Note 8)	1,679,000
Long-term portion of compensated absences (Note 6)	17,037
Other Post Employment Benefits (Note 9)	79,868
Obligations under lease	70,054
Total noncurrent liabilities	1,845,959
Deferred inflows of resources - OPEB (Note)	23,008
Deferred inflows of resources - Pensions (Note)	805,000
Total Liabilities and Deferred Inflows of Resources	2,879,988
<i>Net Position:</i>	
Net Investment in Capital Assets	17,545
Unrestricted	(2,121,658)
Total Net Position	(2,104,113)
Total Liabilities, Deferred Inflows of Resources, and Net Position	\$ 775,875

The accompanying notes are an integral part of these financial statements.

SUSQ-CYBER CHARTER SCHOOL			
Balance Sheet			
31-Jul-19			
	TOTAL		
ASSETS			
Current Assets			
Bank Accounts			
101 Cash	102,969.67		
101-C Checking	5,865.92		
101-PC Petty Cash	300.00		
101-S Savings	0.00		
Total 101 Cash	\$ 109,135.59		
110 Investments			
110SOV Sovereign Bank Investments	0.00		
110SUN Sun Bank Investments	0.00		
Total 110 Investments	\$ 0.00		
Total Bank Accounts	\$ 109,135.59		
Accounts Receivable			
141 Intergov Receivable-Local	\$ 244,122.12		
Total Accounts Receivable	\$ 244,122.12		
Other current assets			
141AR Int Gov Local AR YE Accuals	0.00		
142AR Int Gov State AR YE Accruals	0.00		
143AR Int Gov Fed'I AR YE Accuals	0.00		
153AR Accts Rev Yr End Accruals	0.00		
180 Prepaid Expense	0.00		
180POST Prepaid Postage Expense	500.00		
Total Other current assets	\$ 500.00		
Total Current Assets	\$ 353,757.71		
Other Assets			
191 Security Deposits-	3,983.00		
Total Other Assets	\$ 3,983.00		
TOTAL ASSETS	\$ 357,740.71		
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
421 Accounts Payable	17,252.33		
Total Accounts Payable	\$ 17,252.33		
Other Current Liabilities			
2110 Direct Deposit Liabilities	0.00		
411ACCR Intergov Accounts Payable	0.00		
421ACCR Accts Payable Yr End Accruals	0.00		
461 Accrued Salaries & Benefits	0.00		
461R Employer Retirement	0.00		
461SS Employer Social Security	0.01		
461UC Employer Unemploy Comp	0.00		
Total 461 Accrued Salaries & Benefits	\$ 0.01		
461ACCR Accrue Salary/Benefit YE Accrue	0.00		
462 Payroll Deduc't's & Withhldg's	0.00		
462L Employee Local Withheld	0.00		
462LST Employee LST Withheld	0.00		
462R Employee Ret Withheld			
462S Employee State Withheld	0.00		
462SS Employee SS Withheld	0.01		
462UC Employee UC Comp Withheld	0.00		
462W Employee Federal Withheld			
462WA Employee Wage Attach Withheld	0.00		
462WACT Employee WA-Cent Tax	0.00		
462WAES Employee WA Wh-Ind Employ 1	0.00		
Total 462WACT Employee WA-Cent Tax	\$ 0.00		
462WATR Employee WA-US Treasury	0.00		
Total 462WA Employee Wage Attach Withheld	\$ 0.00		

Total 462 Payroll Deduct's & Withhldg's	\$	0.00		
493AC Prepaid - Activities		0.00		
493AW Prepaid - Award		0.00		
Direct Deposit Payable		0.00		
Payroll Liabilities				
Federal Taxes (941/944)		0.00		
Local Services Tax		0.00		
Local Tax		0.00		
PA Income Tax		0.00		
PA Unemployment Tax		0.00		
PSERS		9,805.67		
Total Payroll Liabilities	\$	9,805.67		
Total Other Current Liabilities	\$	9,805.68		
Total Current Liabilities	\$	27,058.01		
Total Liabilities	\$	27,058.01		
Equity				
3000 Opening Bal Equity		-197,091.00		
830 Unrsrvd-Designated PSERS Rate		300,000.00		
850 Carryover Balance		227,773.00		
Net Income				
Total Equity	\$	330,682.00		
TOTAL LIABILITIES AND EQUITY	\$	357,740.01		
CASH ACCOUNT RECONCILIATION				
Balance July 1, 2019		156,456.16		
Checks		-87,499.51		
Deposit and Other Credits		34,013.02		
Statement Ending Balance	\$	102,969.67		
Uncleard Transactions as of July 31, 2019		0.00		
Register Balance as of July 31, 2019	\$	102,969.67		

SusQ-Cyber Charter School
Statement of Activities
For the Year Ended June 30, 2018

Functions/Programs	Expenses	Indirect Expenses Allocation	Program Revenues			Net (Expense) Revenue and Changes in Net Assets		
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Business-type Activities	Total
<i>Governmental Activities:</i>								
Instruction	\$ 518,940	\$ -	\$ 536,673	\$ 18,270	\$ -	\$ 36,003	\$ -	\$ 36,003
Instructional Student Support	21,949	-	39,443	-	-	17,494	-	17,494
Admin. & Financial Support Serv.	382,696	-	443,188	-	-	60,492	-	60,492
Operation & Maint. of Facilities	43,504	-	34,019	-	-	(9,485)	-	(9,485)
Total Governmental Activities	967,089	-	1,053,323	18,270	-	104,504	-	104,504
<i>Business-type Activities:</i>								
	-	-	-	-	-	-	-	-
Total Primary Government	\$ 967,089	\$ -	\$ 1,053,323	\$ 18,270	\$ -	\$ 104,504	\$ -	\$ 104,504
<i>General Revenues:</i>								
Refund of prior years expenditures						-	-	-
Miscellaneous income						4,918		4,918
Total General Revenues						4,918	-	4,918
Change in Net Position						109,422	-	109,422
Net Position - beginning, restated						(2,213,535)	-	(2,213,535)
Net Position - ending						\$ (2,104,113)	\$ -	\$ (2,104,113)

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Balance Sheet - Governmental Funds
June 30, 2018

	<u>General Fund</u>
<i>ASSETS</i>	
Cash and cash equivalents	\$ 274,417
Due from governments	81,148
Prepaid expenses	2,094
Other current assets	<u>3,983</u>
Total Assets	<u>\$ 361,642</u>
 <i>LIABILITIES AND FUND BALANCES</i>	
<i>LIABILITIES</i>	
Accounts payable	\$ 13,432
Accrued salaries and benefits	155,335
Payroll deductions and withholdings	<u>2,212</u>
Total Liabilities	170,979
 <i>FUND BALANCES</i>	
Restricted fund balance	-
Committed fund balance	300,000
Unassigned fund balance	<u>(109,337)</u>
Total Fund Balance	<u>190,663</u>
Total Liabilities & Fund Balance	<u>\$ 361,642</u>

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Reconciliation of the Governmental Funds Balance Sheet
 to the Statement of Net Position
 June 30, 2018

Total Fund Balances - Governmental Funds	\$	190,663
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Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital Assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of assets is \$620,744, and the accumulated depreciation is \$498,103.		122,641
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Long-term liabilities, including obligations under lease, are not due and payable in the current period and, therefore, are not reported in the funds.

Obligation under capital lease		(105,096)
Compensated absences		(17,037)
Net OPEB Liability		(79,868)
Net Pension Liability		(1,679,000)

Deferred outflows and inflows of resources related to pensions and OPEB are applicable to future periods and, therefore, are not reported in the funds.

Deferred outflows of resources related to OPEB		1,306
Deferred outflows of resources related to pensions		290,286
Deferred inflows of resources related to OPEB		(23,008)
Deferred inflows of resources related to pensions		(805,000)

Total Net Position- Governmental Activities	\$	<u>(2,104,113)</u>
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The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances -
Governmental Funds
For the Year Ended June 30, 2018

	<u>General Fund</u>
<i>REVENUES</i>	
Local Sources	\$ 1,076,511
Total Revenues	1,076,511
 <i>EXPENDITURES</i>	
Instruction	640,083
Support Services	569,907
Total Expenditures	1,209,990
Excess of Expenditures Over Revenues	(133,479)
Net Change in Fund Balances	(133,479)
Fund Balance - July 1, 2017	324,142
Fund Balance - June 30, 2018	\$ 190,663

The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
 Reconciliation of the Governmental Funds
 Statement of Revenues, Expenditures and Changes in Fund Balance
 to the Statement of Activities
 For the Year Ended June 30, 2018

Total net change in fund balances - governmental funds \$ (133,479)

Amounts reported for governmental activities in the Statement of Activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.

Depreciation expense	(77,802)
Capital outlays	140,137
Obligations under lease	(105,096)

Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.

Increase in compensated absences	(2,863)
Decrease in Other Post Employment Benefits expense	1,290

Governmental funds report cyber charter school pension contributions as expenditures. However, in the Statement of Activities, the cost of pension benefits earned net of employee contributions is reported as pension expense.

Pension contributions- governmental funds	135,235
Proportionate share of pension expense less net amortization of deferred amounts from changes in proportion	<u>152,000</u>

Change in net position of governmental activities	<u><u>\$ 109,422</u></u>
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The accompanying notes are an integral part of these financial statements.

SusQ-Cyber Charter School
Statement of Revenues, Expenditures and Changes in Fund Balances-
Budget and Actual- General Fund
For the Year Ended June 30, 2018

	Budgeted Amounts		Actual	Variance with
	Original	Final		Final Budget
				Positive (Negative)
<i>REVENUES</i>				
Local sources	\$ 1,065,690	\$ 1,065,690	\$ 1,076,511	\$ 10,821
State sources	1,530	1,530	-	(1,530)
Total Revenues	1,067,220	1,067,220	1,076,511	9,291
 <i>EXPENDITURES</i>				
Regular education programs	470,199	470,199	532,936	(62,737)
Special education programs	186,017	186,017	107,147	78,870
Other Instructional Programs	-	-	-	-
Pupil personnel support services	45,930	45,930	52,388	(6,458)
Instructional staff support serv.	2,300	2,300	-	2,300
Administrative & Business services	409,868	409,868	385,208	24,660
Operation & maint. of facilities	41,597	41,597	43,504	(1,907)
Central & other support services	132,040	132,040	88,807	43,233
Total Expenditures	1,287,951	1,287,951	1,209,990	77,961
Excess (Deficiency) of Revenues Over (Under) Expenditures	(220,731)	(220,731)	(133,479)	87,252
 <i>OTHER FINANCING SOURCES (USES)</i>				
Budgetary reserve	-	-	-	-
Net Change in Fund Balances	(220,731)	(220,731)	(133,479)	87,252
Fund Balance - July 1, 2017	324,142	324,142	324,142	-
Fund Balance - June 30, 2018	\$ 103,411	\$ 103,411	\$ 190,663	\$ 87,252

The accompanying notes are an integral part of these financial statements.

**ADDENDUM A
PDE-414**

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Amber Mausteller	Yes	Biology, Chemsitry	9-12	Yes	1100	100%	
2	Caleb Petrin	Yes	PE, Health, Instruction Tech	9-12	Yes	1100	100%	
3	Christian Werkeiser	Yes	Math, Business Education	9-12	Yes	1100	100%	
4	Chrsitine Smith	Yes	English	9-12	Yes	1100	100%	
5	Krisitn Trenholm	Yes	Gudiance	9-12	Yes	1100	100%	
6	Lindsey Shultz	Yes	Elementrary Education	9-12	Yes	1100	0%	100%
7	Patrick Ritter	Yes	Social Studies	9-12	Yes	1100	100%	
8	Steven Trevino	Yes	English, Special Education	9-12	Yes	1100	100%	
9								
10								
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35								
36								
37								
38								
39								

Total Number of Administrators (do not include CEO) 0
 Total Number of Teachers 6 Counselors 1 School Nurses 1 Others 1
 Total Number of Professional Staff 9

Cyber Charter School Renewal Application Addendum C
 Cyber Charter School 5-Year Budget Information
 Application Year FY2019

Five Year Budget Projection (General Fund)

Include multiyear projected budget information for the cyber charter school (if available) as well as any more detailed multiyear budget projections.

1.08

1.02

Account Code		FY2019	FY2020	FY2021	FY2022	FY2023
	Revenues					
6000	Local Sources					
6944	Receipts from other LEAs in PA					
6920	Contributions from Private Sources					
	All Other Local Sources	\$1,016,315	\$1,097,620	\$1,185,430	\$1,280,264	\$1,382,685
6000	Total Local	\$1,016,315	\$1,097,620	\$1,185,430	\$1,280,264	\$1,382,685
7000	State Sources					
7320	Rental & Sinking Fund Payments / Bldg. Reimb.					
7505	Ready to Learn Block Grant					
	All Other State Sources					
7000	Total State	\$0	\$0	\$0	\$0	\$0
8000	Federal Sources					
8511	IDEA	\$18,300	\$19,764	\$21,345	\$23,053	\$24,897
8514	Title I					
8515	Title II					
8516	Title III					
8517	Title IV					
8530	Child Nutrition Program					
	All Other Federal Sources					
8000	Total Federal	\$18,300	\$19,764	\$21,345	\$23,053	\$24,897
9000	Other Financing Sources					
	Transfers In					
	All Other Financing Sources					
9000	Total Other Financing Sources	\$0	\$0	\$0	\$0	\$0
	Total Revenues	\$1,034,615	\$1,117,384	\$1,206,775	\$1,303,317	\$1,407,582
	Expenditures					
1000	Instruction					
1100	Regular Programs					
100	Personnel Services - Salaries	\$238,650	\$243,423	\$248,291	\$253,257	\$258,322
200	Personnel Services - Employee Benefits	\$130,726	\$133,341	\$136,007	\$138,727	\$141,502
300	Purchased Professional and Technical Services	\$8,900	\$9,078	\$9,260	\$9,445	\$9,634
400	Purchased Property Services	\$31,100	\$31,722	\$32,356	\$33,004	\$33,664
500	Other Purchased Services					
600	Supplies	\$6,585	\$6,717	\$6,851	\$6,988	\$7,128
700	Property					

800	Other Objects	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
900	Other Uses of Funds					
1100	Total Regular	\$420,961	\$429,380	\$437,968	\$446,727	\$455,662
1200	Special Education Programs					
100	Personnel Services - Salaries	\$105,791	\$107,907	\$110,065	\$112,266	\$114,512
200	Personnel Services - Employee Benefits	\$62,009	\$63,249	\$64,514	\$65,804	\$67,121
300	Purchased Professional and Technical Services	\$8,600	\$8,772	\$8,947	\$9,126	\$9,309
400	Purchased Property Services					
500	Other Purchased Services	\$3,700	\$3,774	\$3,849	\$3,926	\$4,005
600	Supplies	\$1,000	\$1,020	\$1,040	\$1,061	\$1,082
700	Property					
800	Other Objects					
900	Other Uses of Funds					
1200	Total Special Education	\$181,100	\$184,722	\$188,416	\$192,185	\$196,028
1300-1800	All Other Programs (Other, Vocational, etc.)					
100	Personnel Services - Salaries					
200	Personnel Services - Employee Benefits					
300	Purchased Professional and Technical Services					
400	Purchased Property Services					
500	Other Purchased Services					
600	Supplies					
700	Property					
800	Other Objects					
900	Other Uses of Funds					
1200	Total Other Education	\$0	\$0	\$0	\$0	\$0
1000	Total Instruction	\$602,061	\$614,102	\$626,384	\$638,912	\$651,690
2000	Support Services					
2100	Support Services - Pupil Personnel					
100	Personnel Services - Salaries	\$22,279	\$22,725	\$23,179	\$23,643	\$24,116
200	Personnel Services - Employee Benefits	\$19,855	\$20,252	\$20,657	\$21,070	\$21,492
300	Purchased Professional and Technical Services					
400	Purchased Property Services					
500	Other Purchased Services	\$1,300	\$1,326	\$1,353	\$1,380	\$1,407
600	Supplies	\$1,700	\$1,734	\$1,769	\$1,804	\$1,840
700	Property					
800	Other Objects	\$3,800	\$3,876	\$3,954	\$4,033	\$4,113
900	Other Uses of Funds					
2100	Total Student Support Services	\$48,934	\$49,913	\$50,911	\$51,929	\$52,968
2200	Support Instructional - Staff					
100	Personnel Services - Salaries					
200	Personnel Services - Employee Benefits					
300	Purchased Professional and Technical Services					
400	Purchased Property Services					
500	Other Purchased Services	\$2,300	\$2,346	\$2,393	\$2,441	\$2,490
600	Supplies					
700	Property					
800	Other Objects					

900	Other Uses of Funds					
2200	Total Support Instructional - Staff	\$2,300	\$2,346	\$2,393	\$2,441	\$2,490
2300	Administration					
100	Personnel Services - Salaries	\$189,702	\$193,496	\$197,366	\$201,313	\$205,340
200	Personnel Services - Employee Benefits	\$109,771	\$111,966	\$114,206	\$116,490	\$118,820
300	Purchased Professional and Technical Services	\$4,000	\$4,080	\$4,162	\$4,245	\$4,330
400	Purchased Property Services	\$1,500	\$1,530	\$1,561	\$1,592	\$1,624
500	Other Purchased Services	\$41,200	\$42,024	\$42,864	\$43,722	\$44,596
600	Supplies	\$1,500	\$1,530	\$1,561	\$1,592	\$1,624
700	Property	\$500	\$510	\$520	\$531	\$541
800	Other Objects	\$3,950	\$4,029	\$4,110	\$4,192	\$4,276
900	Other Uses of Funds					
2300	Total Administration	\$352,123	\$359,165	\$366,349	\$373,676	\$381,149
2400	Pupil Health					
100	Personnel Services - Salaries	\$2,525	\$2,576	\$2,627	\$2,680	\$2,733
200	Personnel Services - Employee Benefits	\$100	\$102	\$104	\$106	\$108
300	Purchased Professional and Technical Services	\$150	\$153	\$156	\$159	\$162
400	Purchased Property Services	\$2,000	\$2,040	\$2,081	\$2,122	\$2,165
500	Other Purchased Services					
600	Supplies					
700	Property					
800	Other Objects					
900	Other Uses of Funds					
2400	Total Pupil Health	\$4,775	\$4,871	\$4,968	\$5,067	\$5,169
2500	Business					
100	Personnel Services - Salaries					
200	Personnel Services - Employee Benefits					
300	Purchased Professional and Technical Services	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
400	Purchased Property Services					
500	Other Purchased Services					
600	Supplies					
700	Property					
800	Other Objects					
900	Other Uses of Funds					
2500	Total Business	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
2600	Operation and Maintenance					
100	Personnel Services - Salaries					
200	Personnel Services - Employee Benefits					
300	Purchased Professional and Technical Services					
400	Purchased Property Services	\$41,470	\$42,299	\$43,145	\$44,008	\$44,888
500	Other Purchased Services	\$3,200	\$3,264	\$3,329	\$3,396	\$3,464
600	Supplies					
700	Property					
800	Other Objects					
900	Other Uses of Funds					
2600	Total Operation and Maintenance	\$44,670	\$45,563	\$46,475	\$47,404	\$48,352

2700	Transportation					
100	Personnel Services - Salaries					
200	Personnel Services - Employee Benefits					
300	Purchased Professional and Technical Services					
400	Purchased Property Services					
500	Other Purchased Services					
600	Supplies					
700	Property					
800	Other Objects					
900	Other Uses of Funds					
2700	Total Transportation	\$0	\$0	\$0	\$0	\$0
2800	Central					
100	Personnel Services - Salaries	\$44,558	\$45,449	\$46,358	\$47,285	\$48,231
200	Personnel Services - Employee Benefits	\$12,863	\$13,120	\$13,383	\$13,650	\$13,923
300	Purchased Professional and Technical Services					
400	Purchased Property Services	\$42,925	\$43,784	\$44,659	\$45,552	\$46,463
500	Other Purchased Services	\$5,335	\$5,442	\$5,551	\$5,662	\$5,775
600	Supplies	\$23,151	\$23,614	\$24,086	\$24,568	\$25,059
700	Property	\$13,550	\$13,821	\$14,097	\$14,379	\$14,667
800	Other Objects	\$500	\$510	\$520	\$531	\$541
900	Other Uses of Funds					
2800	Total Central	\$142,882	\$145,740	\$148,654	\$151,628	\$154,660
2900	Other Support Services					
100	Personnel Services - Salaries					
200	Personnel Services - Employee Benefits					
300	Purchased Professional and Technical Services					
400	Purchased Property Services					
500	Other Purchased Services					
600	Supplies					
700	Property					
800	Other Objects					
900	Other Uses of Funds					
2900	Total Other Support Services	\$0	\$0	\$0	\$0	\$0
2000	Total Support Services	\$605,684	\$617,798	\$630,154	\$642,757	\$655,612
3000	Non-Instructional Services					
100	Personnel Services - Salaries					
200	Personnel Services - Employee Benefits					
300	Purchased Professional and Technical Services					
400	Purchased Property Services					
500	Other Purchased Services					
600	Supplies					
700	Property					
800	Other Objects					
900	Other Uses of Funds					
3000	Total Non-Instructional Services	\$0	\$0	\$0	\$0	\$0

4000	Facilities Acquisition, Construction, Improvements					
100	Personnel Services - Salaries					
200	Personnel Services - Employee Benefits					
300	Purchased Professional and Technical Services					
400	Purchased Property Services					
500	Other Purchased Services					
600	Supplies					
700	Property					
800	Other Objects					
900	Other Uses of Funds					
4000	Total Facilities	\$0	\$0	\$0	\$0	\$0
5000	Other Financing					
5100	Debt Service					
5200-5400	Transfers Out					
	All Other Financing					
5000	Total Other Financing	\$0	\$0	\$0	\$0	\$0
	Total Expenditures	\$1,207,745	\$1,231,900	\$1,256,538	\$1,281,669	\$1,307,302
	Net Income	(\$173,130)	(\$114,516)	(\$49,763)	\$21,648	\$100,280
	Fund Balance	\$175,000	\$175,000	\$125,237	\$146,885	\$247,166
	Unrestricted Fund Balance					

Cyber Charter School Renewal Application Addendum C
Cyber Charter School Finance and Facilities Information
Application Year FY2019

Data Source: Statement of Net Position / Net Assets; Fund Balance information may be on Balance Sheet

	SY2016	SY2017	SY2018	SY2019
Assets				
Cash and Cash Equivalents	\$600,251	\$372,921		
Sum of Receivables (ex: LEA receivable)	\$87,147	\$95,438		
Capital Assets - Net of Depreciation		\$6,985		
Total Current Assets				
Total Non-Current Assets				
Total Assets	\$687,398	\$475,344	\$0	\$0
Liabilities				
Total Current Liabilities	\$192,301	\$151,202		
Total Liabilities (excluding net pension liability)				
Net Pension Liability				
Fund Balance				
Unrestricted Fund Balance				
Total Fund Balance	\$495,097	\$324,142		
Net Position	\$687,398	\$475,344	\$0	\$0

Policies and Procedures

Does the cyber charter school have the following documented policies and procedures? Include existing or proposed policies or procedures.

Policy or Procedure	Has Policy/Procedure (Yes/No)	Applies to All Schools (Yes/No)
Allowable costs (required by Federal Uniform Grants Guidance)	No	Yes
Auditing	Yes	Yes
Budget and annual financial report development/submission	No	Yes
Capitalization of assets	No	Yes
Cash Management	No	Yes
Conflict of interest	No	Yes
Contract/Contract Monitoring	No	Yes
Credit and/or debit card usage	No	Yes
Expense reporting	Yes	Yes

Internal Control (required by Federal Uniform Grants Guidance)	Yes	Yes
Investments	No	Yes
Personal identifiable information (required by Federal Uniform Grants Guidance)	No	Yes
Purchasing	Yes	Yes
Travel reimbursement	Yes	Yes
Record Retention	Yes	Yes
Other (describe below)		

"Other" Explanation:

Insurance Policies

List the type and level of insurance coverage the cyber charter school currently has.

Insurance Type	Yes/No	Proposed Level of Coverage (\$)
General commercial liability		
Property		
Automobile		
Directors and operators (D&O)		
Technology (if applicable)		
Workers compensation		
IDEA liability		
Retirement/PSERS liability		
Employee health insurance		
Other (describe below)		

"Other" Explanation:

Facilities

Current Facilities Information

Include current lease/mortgage information for the cyber charter school.

If necessary add additional columns.

	Building 1	Building 2	Building 3	Building 4	Building 5	Building 6
School that currently leases/owns building	SusQ					
Lease or own	Lease					
Monthly mortgage or lease payment	\$3,583					
Estimated additional monthly payments (additional rent such as utilities, property taxes, common area custodial services, etc.) (if applicable)	\$0					

Square footage	3,435					
Facility use (school building, warehouse, etc.)	School					

Projected Facilities Information

Include current lease/mortgage information for the cyber charter school as well as any proposed lease or mortgage agreements for new facilities.

	FY2019	FY2020	FY2021	FY2022	FY2023
Total number of buildings	1				
Total monthly mortgage and lease payments					
Estimated additional monthly payments (additional rent such as utilities, property taxes, common area custodial services, etc.) (if applicable)					
Square footage					

 **When Finance & Facilities tab has been completed, please navigate to Current Year Budgets tab.**

Cyber Charter School Renewal Application Addendum C
Current Cyber Charter School Budget Detail
Application Year FY2019

Current Year Budget Information (General Fund)

Include current year adopted budget information for the cyber charter school.

Account Code		SY2019
Revenues		
Local Sources		
6000	Local Sources	
6944	Receipts from other LEAs in PA	
6920	Contributions from Private Sources	
	All Other Local Sources	\$1,016,315
6000	Total Local	\$1,016,315
State Sources		
7000	State Sources	
7320	Rental & Sinking Fund Payments / Bldg. Reimb.	
7505	Ready to Learn Block Grant	
	All Other State Sources	
7000	Total State	\$0
Federal Sources		
8000	Federal Sources	
8511	IDEA	\$18,300
8514	Title I	
8515	Title II	
8516	Title III	
8517	Title IV	
8530	Child Nutrition Program	
	All Other Federal Sources	
8000	Total Federal	\$18,300
Other Financing Sources		
9000	Other Financing Sources	
	Transfers In	
	All Other Financing Sources	
9000	Total Other Financing Sources	\$0
Total Revenues		\$1,034,615
Expenditures		
Instruction		
1000	Instruction	
Regular Programs		
1100	Regular Programs	
100	Personnel Services - Salaries	\$238,650
200	Personnel Services - Employee Benefits	\$130,726
300	Purchased Professional and Technical Services	\$8,900
400	Purchased Property Services	\$31,100
500	Other Purchased Services	
600	Supplies	\$6,585
700	Property	
800	Other Objects	\$5,000
900	Other Uses of Funds	
1100	Total Regular	\$420,961
Special Education Programs		
1200	Special Education Programs	
100	Personnel Services - Salaries	\$105,791
200	Personnel Services - Employee Benefits	\$62,009
300	Purchased Professional and Technical Services	\$8,600
400	Purchased Property Services	\$0
500	Other Purchased Services	\$3,700

600	Supplies	\$1,000
700	Property	
800	Other Objects	
900	Other Uses of Funds	
1200	Total Special Education	\$181,100
1300-1800	All Other Programs (Other, Vocational, etc.)	
100	Personnel Services - Salaries	
200	Personnel Services - Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
900	Other Uses of Funds	
1200	Total Other Education	\$0
1000	Total Instruction	\$602,061
2000	Support Services	
2100	Support Services - Pupil Personnel	
100	Personnel Services - Salaries	\$22,279
200	Personnel Services - Employee Benefits	\$19,855
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	\$1,300
600	Supplies	\$1,700
700	Property	
800	Other Objects	\$3,800
900	Other Uses of Funds	
2100	Total Student Support Services	\$48,934
2200	Support Instructional - Staff	
100	Personnel Services - Salaries	
200	Personnel Services - Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	\$2,300
600	Supplies	
700	Property	
800	Other Objects	
900	Other Uses of Funds	
2200	Total Support Instructional - Staff	\$2,300
2300	Administration	
100	Personnel Services - Salaries	\$189,702
200	Personnel Services - Employee Benefits	\$109,771
300	Purchased Professional and Technical Services	\$4,000
400	Purchased Property Services	\$1,500
500	Other Purchased Services	\$41,200
600	Supplies	\$1,500
700	Property	\$500
800	Other Objects	\$3,950
900	Other Uses of Funds	
2300	Total Administration	\$352,123
2400	Pupil Health	
100	Personnel Services - Salaries	\$2,525
200	Personnel Services - Employee Benefits	\$100
300	Purchased Professional and Technical Services	\$150

400	Purchased Property Services	\$2,000
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
900	Other Uses of Funds	
2400	Total Pupil Health	\$4,775
2500	Business	
100	Personnel Services - Salaries	
200	Personnel Services - Employee Benefits	
300	Purchased Professional and Technical Services	\$10,000
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
900	Other Uses of Funds	
2500	Total Business	\$10,000
2600	Operation and Maintenance	
100	Personnel Services - Salaries	
200	Personnel Services - Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	\$41,470
500	Other Purchased Services	\$3,200
600	Supplies	
700	Property	
800	Other Objects	
900	Other Uses of Funds	
2600	Total Operation and Maintenance	\$44,670
2700	Transportation	
100	Personnel Services - Salaries	
200	Personnel Services - Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
900	Other Uses of Funds	
2700	Total Transportation	\$0
2800	Central	
100	Personnel Services - Salaries	\$44,558
200	Personnel Services - Employee Benefits	\$12,863
300	Purchased Professional and Technical Services	
400	Purchased Property Services	\$42,925
500	Other Purchased Services	\$5,335
600	Supplies	\$23,151
700	Property	\$13,550
800	Other Objects	\$500
900	Other Uses of Funds	
2800	Total Central	\$142,882
2900	Other Support Services	
100	Personnel Services - Salaries	
200	Personnel Services - Employee Benefits	
300	Purchased Professional and Technical Services	

400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
900	Other Uses of Funds	
2900	Total Other Support Services	\$0
2000	Total Support Services	\$605,684
3000	Non-Instructional Services	
100	Personnel Services - Salaries	
200	Personnel Services - Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
900	Other Uses of Funds	
3000	Total Non-Instructional Services	\$0
4000	Facilities Acquisition, Construction, Improvements	
100	Personnel Services - Salaries	
200	Personnel Services - Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
900	Other Uses of Funds	
4000	Total Facilities	\$0
5000	Other Financing	
5100	Debt Service	
5200-5400	Transfers Out	
	All Other Financing	
5000	Total Other Financing	\$0
	Total Expenditures	\$1,207,745
	Net Income	(\$173,130)
	Fund Balance	\$175,000
	Unrestricted Fund Balance	

➡ When Current Year Budgets tab has been completed, please navigate to Budget Projections tab.



Markel Insurance Company

Ten Parkway North
Deerfield, Illinois 60015
(800) 431-1270

INSURANCE POLICY

Coverage afforded by this policy is provided by the Company (Insurer) and named in the Declarations.

In **Witness Whereof**, the company (insurer) has caused this policy to be executed and attested and countersigned by a duly authorized representative of the company (insurer) identified in the Declarations.

Richard R. Ginnman
Secretary

Ray W. Sales
President

DECLARATIONS

POLICY NUMBER:	ESI021179648
UNIQUE MARKET REFERENCES:	B087519C9N5047
THE INSURED:	Sus Q-Cyber Charter School
ADDRESS:	240 Market Street Box 1a PA 17815 US
THE UNDERWRITERS:	Underwritten by certain underwriters at Lloyd's and other insurers
THE INCEPTION DATE:	00:01 Local Standard Time on 01 Jul 2019
THE EXPIRY DATE:	00:01 Local Standard Time on 01 Jul 2020
TOTAL PAYABLE:	USD1,650.00
Broken down as follows:	
Premium:	USD1,500.00
Policy Administration Fee:	USD150.00
BUSINESS OPERATIONS:	Cyber Charter School
CHOICE OF LAW:	Pennsylvania
SERVICE OF SUIT:	Mendes & Mount LLP 750 7th Avenue Suite 1700 New York NY10019-9399
LEGAL ACTION:	Worldwide
TERRITORIAL SCOPE:	Worldwide
US CLASSIFICATION:	Surplus Lines
REPUTATIONAL HARM PERIOD:	12 months
INDEMNITY PERIOD:	12 months
WAITING PERIOD:	8 hours
RETROACTIVE DATE:	Unlimited
OPTIONAL EXTENDED REPORTING PERIOD:	12 months for 100% of applicable annualized premium
APPROVED CLAIMS PANEL PROVIDERS:	Wilson Elser Context Security Kivu Consulting Crowdstrike DOSArrest Mullen Coughlin Clyde & Co
CYBER INCIDENT MANAGER:	CFC Underwriting Limited
CYBER INCIDENT RESPONSE LINE:	In the event of an actual or suspected cyber incident please call our Cyber Incident Response Team on the toll free 24-hour hotline number: 1 844-677-4155 or email cyberclaims@cfcunderwriting.com
WORDING:	Cyber, Private Enterprise (US) v3.0
ENDORSEMENTS:	Complaints Notice (USA) U.S. Terrorism Risk Insurance Act of 2002 As Amended New & Renewal Business Endorsement

Educational Organization Special Amendatory Clause



LIMITS OF LIABILITY AND DEDUCTIBLES

THE FOLLOWING INSURING CLAUSES ARE SUBJECT TO AN EACH AND EVERY CLAIM LIMIT

INSURING CLAUSE 1: CYBER INCIDENT RESPONSE

SECTION A: INCIDENT RESPONSE COSTS

Limit of liability: USD1,000,000 each and every claim

Deductible: USD0 each and every claim

SECTION B: LEGAL AND REGULATORY COSTS

Limit of liability: USD1,000,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION C: IT SECURITY AND FORENSIC COSTS

Limit of liability: USD1,000,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION D: CRISIS COMMUNICATION COSTS

Limit of liability: USD1,000,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION E: PRIVACY BREACH MANAGEMENT COSTS

Limit of liability: USD1,000,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION F: THIRD PARTY PRIVACY BREACH MANAGEMENT COSTS

Limit of liability: USD1,000,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION G: POST BREACH REMEDIATION COSTS

Limit of liability: USD50,000 each and every claim, subject to a maximum of 10% of all sums **we** have paid as a direct result of the **cyber event**

Deductible: USD0 each and every claim

INSURING CLAUSE 2: CYBER CRIME

SECTION A: FUNDS TRANSFER FRAUD

Limit of liability: USD250,000 each and every claim

Deductible: USD2,500 each and every claim



SECTION B: THEFT OF FUNDS HELD IN ESCROW

Limit of liability: USD250,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION C: THEFT OF PERSONAL FUNDS

Limit of liability: USD250,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION D: EXTORTION

Limit of liability: USD1,000,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION E: CORPORATE IDENTITY THEFT

Limit of liability: USD250,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION F: TELEPHONE HACKING

Limit of liability: USD250,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION G: PUSH PAYMENT FRAUD

Limit of liability: USD50,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION H: UNAUTHORIZED USE OF COMPUTER RESOURCES

Limit of liability: USD250,000 each and every claim

Deductible: USD2,500 each and every claim

INSURING CLAUSE 3: SYSTEM DAMAGE AND BUSINESS INTERRUPTION

SECTION A: SYSTEM DAMAGE AND RECTIFICATION COSTS

Limit of liability: USD1,000,000 each and every claim

Deductible: USD2,500 each and every claim

SECTION B: INCOME LOSS AND EXTRA EXPENSE

Limit of liability: USD1,000,000 each and every claim, sub-limited to USD1,000,000 in respect of **system failure**

Deductible: USD2,500 each and every claim



SECTION C: ADDITIONAL EXTRA EXPENSE

Limit of liability:	USD100,000	each and every claim
Deductible:	USD2,500	each and every claim

SECTION D: DEPENDENT BUSINESS INTERRUPTION

Limit of liability:	USD1,000,000	each and every claim, sub-limited to USD1,000,000 in respect of system failure
Deductible:	USD2,500	each and every claim

SECTION E: CONSEQUENTIAL REPUTATIONAL HARM

Limit of liability:	USD1,000,000	each and every claim
Deductible:	USD2,500	each and every claim

SECTION F: CLAIM PREPARATION COSTS

Limit of liability:	USD25,000	each and every claim
Deductible:	USD0	each and every claim

SECTION G: HARDWARE REPLACEMENT COSTS

Limit of liability:	USD1,000,000	each and every claim
Deductible:	USD2,500	each and every claim

THE FOLLOWING INSURING CLAUSES ARE SUBJECT TO AN AGGREGATE LIMIT

INSURING CLAUSE 4: NETWORK SECURITY & PRIVACY LIABILITY

SECTION A: NETWORK SECURITY LIABILITY

Aggregate limit of liability:	USD1,000,000	in the aggregate, including costs and expenses
Deductible:	USD2,500	each and every claim, including costs and expenses

SECTION B: PRIVACY LIABILITY

Aggregate limit of liability:	USD1,000,000	in the aggregate, including costs and expenses
Deductible:	USD2,500	each and every claim, including costs and expenses

SECTION C: MANAGEMENT LIABILITY

Aggregate limit of liability:	USD1,000,000	in the aggregate, including costs and expenses
Deductible:	USD2,500	each and every claim, including costs and expenses

SECTION D: REGULATORY FINES

Aggregate limit of liability:	USD1,000,000	in the aggregate, including costs and expenses
Deductible:	USD2,500	each and every claim, including costs and expenses



SECTION E: PCI FINES, PENALTIES AND ASSESSMENTS

Aggregate limit of liability:	USD1,000,000	in the aggregate, including costs and expenses
Deductible:	USD2,500	each and every claim, including costs and expenses

INSURING CLAUSE 5: MEDIA LIABILITY

SECTION A: DEFAMATION

Aggregate limit of liability:	USD1,000,000	in the aggregate, including costs and expenses
Deductible:	USD2,500	each and every claim, including costs and expenses

SECTION B: INTELLECTUAL PROPERTY RIGHTS INFRINGEMENT

Aggregate limit of liability:	USD1,000,000	in the aggregate, including costs and expenses
Deductible:	USD2,500	each and every claim, including costs and expenses

INSURING CLAUSE 6: TECHNOLOGY ERRORS AND OMISSIONS

NO COVER GIVEN

INSURING CLAUSE 7: COURT ATTENDANCE COSTS

Aggregate limit of liability:	USD100,000	in the aggregate
Deductible:	USD0	each and every claim

OUR REGULATORY STATUS

CFC Underwriting Limited is authorised and regulated by the United Kingdom Financial Conduct Authority (FCA). CFC Underwriting Limited's Firm Reference Number at the FCA is 312848. These details may be checked by visiting the Financial Conduct Authority website at <https://register.fca.org.uk/>. Alternatively, the Financial Conduct Authority may be contacted on +44 (0)20 7066 1000.

We are covered by the Financial Services Compensation Scheme (FSCS). You may be entitled to compensation from the scheme if we cannot meet our obligations to you in respect of insurance policies that we have underwritten on behalf of insurers. This depends on the type of business and the circumstances of the claim. In respect of general insurance business the FSCS will cover 90% of the claim, without any upper limit and for compulsory classes of insurance, the FSCS will cover 100% of the claim, without any upper limit. Further information about compensation scheme arrangements is available from the FSCS.

HOW TO COMPLAIN - USA

We intend to provide an excellent service to you. However, we recognise that there may be occasions when you feel that this has not been achieved. If you are unhappy with any aspect of the service that you receive from us, please contact your insurance broker in the first instance, stating the nature of your complaint, the certificate and/or claim number.

Alternatively, you can contact us directly at enquiries@cfcunderwriting.com or please write to:

Chief Executive Officer
CFC Underwriting Limited
85 Gracechurch Street
London EC3V 0AA
United Kingdom

If after taking this action you are still unhappy with the response it may be possible in certain circumstances for you to refer the matter to the Complaints department at Lloyd's America Inc. The contact details are as follows:

Lloyd's Complaints Department
c/o Lloyd's America Inc.
25 West 53rd Street, 14th Floor
New York, NY 10019
USA

Tel: 1-844-849-7828
E-mail: complaints@lloyds.com

A decision on your complaint will be provided to you, in writing, as soon as is practicable and in any event within 8 weeks of your complaint being received

If you remain dissatisfied after Lloyd's America Inc. has considered your complaint, you may have the right to refer your complaint to the Department of Insurance in your State for review. You will be provided with further information about your right to complain to the Department of Insurance in your State by us on receipt of your complaint.

The existence of this complaints procedure does not affect your right to commence a legal action or an alternative dispute resolution proceeding in accordance with your contractual rights.

DATA PROTECTION NOTICE

We collect and use relevant information about you to provide you with your insurance cover or the insurance cover that benefits you and to meet our legal obligations. Where you provide us or your agent or broker with details about other people, you must provide this notice to them.

The information we collect and use includes details such as your name, address and contact details and any other information that we collect about you in connection with the insurance cover from which you benefit. This information may include more sensitive details such as information about your health and any criminal convictions you may have.

In certain circumstances, we may need your consent to process certain categories of information about you (including sensitive details such as information about your health and any criminal convictions you may have). Where we need your consent, we will ask you for it separately. You do not have to give your consent and you may withdraw your consent at any time. However, if you do not give your consent, or you withdraw your consent, this may affect our ability to provide the insurance cover from which you benefit and may prevent us from providing cover for you or handling your claims.

The way insurance works means that your information may be shared with, and used by, a number of third parties in the insurance sector for example, insurers, agents or brokers, reinsurers, loss adjusters, sub-contractors, regulators, law enforcement agencies, fraud and crime prevention and detection agencies and compulsory insurance databases. We will only disclose your personal information in connection with the insurance cover that we provide and to the extent required or permitted by law.

We will process individual insured's details, as well as any other personal information you provide to us in respect of your insurance cover, in accordance with our privacy notice and applicable data protection laws.

To enable us to use individual insured's details in accordance with applicable data protection laws, we need you to provide those individuals with certain information about how we will use their details in connection with your insurance cover.

You agree to provide to each individual insured this notice, on or before the date that the individual becomes an individual insured under your insurance cover or, if earlier, the date that you first provide information about the individual to us.

We are committed to using only the personal information we need to provide you with your insurance cover. To help us achieve this, you should only provide to us information about individual insureds that we ask for from time to time.

You have rights in relation to the information we hold about you, including the right to access your information. If you wish to exercise your rights, discuss how we use your information or request a copy of our full privacy notice, please contact us directly at enquiries@cfcunderwriting.com.

For more information about how we use your personal information please see our full privacy notice, which is available online on our website at:

<http://www.cfcunderwriting.com/privacy>

U.S. TERRORISM RISK INSURANCE ACT OF 2002 AS AMENDED NEW & RENEWAL BUSINESS ENDORSEMENT

ATTACHING TO POLICY NUMBER: ESI021179648
THE INSURED: Sus Q-Cyber Charter School
WITH EFFECT FROM: 01 Jul 2019

This **ENDORSEMENT** is issued in accordance with the terms and conditions of the "U.S. Terrorism Risk Insurance Act of 2002" as amended, as summarized in the disclosure notice.

In consideration of the additional premium paid (as shown in the Declarations), it is hereby noted and agreed with effect from the Inception Date that the "War and terrorism" **EXCLUSION** to which this Insurance is subject, shall not apply to any "insured loss" directly resulting from any "act of terrorism" as defined in the "U.S. Terrorism Risk Insurance Act of 2002", as amended ("TRIA").

The coverage afforded by this **ENDORSEMENT** is only in respect of any "insured loss" of the type insured by this Insurance directly resulting from an "act of terrorism" as defined in TRIA. The coverage provided by this **ENDORSEMENT** shall expire at 12:00 midnight December 31, 2020, the date on which the TRIA Program is scheduled to terminate, or the Expiry Date of this Policy whichever occurs first, and shall not cover any losses or events which arise after the earlier of these dates. The War and terrorism **EXCLUSION**, to which this Insurance is subject, applies in full force and effect to any other losses and any act or events that are not included in said definition of "act of terrorism".

This **ENDORSEMENT** only affects the "War and terrorism" **EXCLUSION** to which this Insurance is subject. All other terms, **CONDITIONS** and **EXCLUSIONS** of this Insurance including applicable limits and deductibles remain unchanged and apply in full force and effect to the coverage provided by this Insurance.

Furthermore **we** will not be liable for any amounts for which **we** are not responsible under the terms of TRIA (including subsequent action of Congress pursuant to the Act) due to the application of any clause which results in a cap on **our** liability for payment for terrorism losses.

LMA5218 (Amended)
12 January 2015

SUBJECT OTHERWISE TO THE TERMS AND CONDITIONS OF THE POLICY

EDUCATIONAL ORGANIZATION SPECIAL AMENDATORY CLAUSE

ATTACHING TO POLICY NUMBER: ESI021179648

THE INSURED: Sus Q-Cyber Charter School

WITH EFFECT FROM: 01 Jul 2019

It is understood and agreed that the following amendments are made to this Policy:

1. The "**Company**" **DEFINITION** is deleted in its entirety and replaced with the following:

"Company" means the educational organization named as the Insured in the Declarations page or any subsidiary.

2. The "**Senior executive officer**" **DEFINITION** is deleted in its entirety and replaced with the following:

"Senior executive officer" means board members, trustees, C-level executives, in-house lawyers and risk managers of the **company**.

3. The "**Subsidiary**" **DEFINITION** is deleted in its entirety and replaced with the following:

"Subsidiary" means any entity, student body or parent teacher organization of which the company stated as the Insured in the Declarations page has majority ownership or control on or before the **inception date**.

4. The "**Employee**" **DEFINITION** is deleted in its entirety and replaced with the following:

"Employee" means any employee, volunteer, contract employee, teacher, student teacher, student intern, teaching assistant or any member of any committee, of the **company**, other than a **senior executive officer**.

SUBJECT OTHERWISE TO THE TERMS AND CONDITIONS OF THE POLICY

Surplus Lines Tax: \$45.00
Stamping Fee: \$20.00

The insurer which has issued this insurance is not licensed by the Pennsylvania Insurance Department and is subject to limited regulation. This insurance is not covered by the Pennsylvania Property and Casualty Insurance Guaranty Association.

SURPLUS LINES TAX FILING NOTICE

POLICY NUMBER: ESI021179648
THE INSURED: Sus Q-Cyber Charter School
INCEPTION DATE: 01 Jul 2019

SURPLUS LINES BROKER

Wright Specialty Insurance Agency
License number 875359
PA

INFORMATION FOR BROKERS

For Surplus Lines Taxes filing purposes, stated below is the premium allocated to the insuring clauses purchased and the mix of insurers providing the security.

CONTRACT NUMBERS AND CORRESPONDING LIST OF INSURED

INSURING CLAUSES 1 - 5

Premium: USD1500.00
UMR: B087519C9N5047, of which the insurers are:

Lloyd's syndicates:

One Lime Street, London EC3M 7HA, UK

AXS 1686	26.50000%	USD397.50
ASP 4711	8.00000%	USD120.00
AMA 1200	8.00000%	USD120.00
XLC 2003	7.50000%	USD112.50
ATL 1861	5.00000%	USD75.00
MKL 3000	4.50000%	USD67.50
ENH 5151	4.00000%	USD60.00
NAV 1221	2.50000%	USD37.50
ARG 2121	2.50000%	USD37.50
EVE 2786	2.25000%	USD33.75
RNR 1458	1.25000%	USD18.75
AES 1225	1.00000%	USD15.00

Other insurers:

Peleus Insurance Company	12.50000%	USD187.50	8720 Stony Point Parkway, Suite 400, Richmond, VA, 23235, US
HDI Global Speciality SE	10.00000%	USD150.00	10 Fenchurch St, London, EC3M 3BE, GB
Fidelis Underwriting Limited	4.50000%	USD67.50	The Leadenhall Building, 122 Leadenhall St, London, EC3V 4AB, GB

Wright Specialty Insurance

900 Stewart Avenue, Suite 600
Garden City, NY 11530
Phone : 516-227-2300 Fax : 516-227-2352

INVOICE # 7231		Page 1
ACCOUNT NO.	CSR	DATE
SUSQC-1	HS	07/16/19
BALANCE DUE ON		
07/16/19		

SusQ-Cyber Charter School
240 Market Street Box 1A
Bloomsburg, PA 17815

Itm #	Due Date	Trn	Type	Description		Amount
29369	07/16/19	REN	CYBE	CFC Cyber Policy	\$	1,500.00
29370	07/16/19	CFE	CYBE	Company fee	\$	150.00
29371	07/16/19	SLT	CYBE	Surplus Lines Tax	\$	45.00
29372	07/16/19	STM	CYBE	Stamping Fee	\$	20.00
DUE UPON RECEIPT					Invoice Balance:	\$ 1,715.00

Please Remit Payment To: Wright Specialty Insurance Agency
P.O. Box 933376 Atlanta GA 31193-3376



Policy Number: 1002WSI036868-2

NAMED INSURED AND MAILING ADDRESS	INSURER	PRODUCER
SusQ-Cyber Charter School 240 Market Street, Box 1A, Suite 15 Bloomsburg, PA 17815	MARKEL INSURANCE COMPANY 4600 Cox Road Glen Allen, VA 23060-9817	Henderson Brothers, Inc. 920 Ft. Duquesne Blvd Pittsburgh, PA 15222

ISSUED BY
Wright Specialty Insurance Agency, LLC

COMMERCIAL AUTO POLICY DECLARATIONS

POLICY PERIOD: FROM 7/1/2019 to 7/1/2020 12:01 A.M.
AT THE INSURED'S MAILING ADDRESS

ITEM ONE

In return for the payment of the premium, and subject to all the terms of this policy, we agree with you to provide the insurance as stated in this policy.

ITEM TWO

Schedule Of Coverages And Covered Autos

This policy provides only those coverages where a charge is shown in the premium column below. Each of these coverages will apply only to those "autos" shown as covered "autos". "Autos" are shown as covered "autos" for a particular coverage by the entry of one or more of the symbols from the Covered Autos Section of the Business Auto Coverage Form next to the name of the coverage.

Coverages	Covered Autos	Limit	Premium
Liability	8,9	\$1,000,000	Included
Personal Injury Protection (Or Equivalent Added No-Fault Coverage)		Separately Stated In Each Personal Injury Protection Endorsement Minus Deductible.	
Added Personal Injury Protection (Or Equivalent Added No-Fault Coverage)		Separately Stated In Each Added Personal Injury Protection Endorsement.	
Property Protection Insurance (Michigan Only)		Separately Stated In The Property Protection Insurance Endorsement Minus For Each Accident.	
Auto Medical Payments		Each Insured	
Medical Expense And Income Loss Benefits (Virginia Only)		Separately Stated In Each Medical Expense And Income Loss Benefits Endorsement.	

Uninsured Motorist			
Underinsured Motorists (When Not Included In Uninsured Motorists Coverage)			
Physical Damage Comprehensive Coverage	8	Actual Cash Value Or Cost Of Repair, Whichever Is Less, Minus Deductible For Each Covered Auto, But No Deductible Applies To Loss Caused By Fire Or Lightning. See Item Four For Hired Or Borrowed Autos	
Physical Damage Specified Causes Of Loss Coverage		Actual Cash Value Or Cost Of Repair, Whichever Is Less, Minus deductible amount Deductible For Each Covered Auto For Loss Caused By Mischief Or Vandalism. See Item Four For Hired Or Borrowed Autos	
Physical Damage Collision Coverage	8	Actual Cash Value Or Cost Of Repair, Whichever Is Less, Minus Deductible For Each Covered Auto. See Item Four For Hired Or Borrowed Autos	
Physical Damage Towing And Labor		For Each Disablement Of A Private Passenger Auto.	
Premium For Endorsements			
Estimated Total Premium*			\$771
*This Policy May Be Subject To Final Audit.			