BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

September 5, 2023

Jill Thompson
Michigan Department of Education
608 West Allegan Street
PO Box 30008
Lansing, MI 48909

Dear Ms. Thompson:

Attached please find Contract Amendment No. 2 for Multicultural Academy. If you have any questions, please contact me at (906) 246-8446.

Sincerely,

Mariah Wanic, Director of Charter Schools

Cc: Dr. Khalil Samaha, Multicultural Academy Board President

CONTRACT AMENDMENT NO. 2

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

MULTICULTURAL ACADEMY
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 2
MULTICULTURAL ACADEMY

In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by **BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS** ("College Board") to **MULTICULTURAL ACADEMY** ("Academy") on **July 1, 2020** ("Contract"), the parties agree to amend the Contract as follows:

A. Amend Schedules to Add the 10th grade for the 2023-2024 Academic School Year.

1. Amend Contract Schedule 6: Physical Plant Description, by deleting page 6-2 and replacing it with the material attached as Exhibit 1.

2. Amend Contract Schedule 7b: Educational Programs, by deleting that schedule and replacing it with the materials attached as Exhibit 2.

3. Amend Contract Schedule 7c: Educational Goals, by deleting that schedule and replacing it with the materials attached as Exhibit 3.

4. Amend Contract Schedule 7d: Curriculum, by adding at the end of that schedule the 10th grade curriculum attached as Exhibit 4.

5. Amend Contract Schedule 7e: Method of Pupil Assessment, by deleting that schedule and replacing it with the materials attached as Exhibit 5.

6. Amend Contract Schedule 7f: Application and Enrollment Requirements, by deleting that schedule and replacing it with the material attached as Exhibit 6.

7. Amend Contract Schedule 7h: Age or Grade Range of Pupils, by deleting that schedule and replacing it with the material attached as Exhibit 7.

This amendments is hereby approved by the College Board and the Academy through their authorized designees and shall have the effective date of August 1, 2023.

Mariah Wanic

By: Mariah Wanic, Director of Charter Schools
Bay Mills Community College
Designee of the College Board

Dated: 9/1/23

By: Dr. Khalil Samaha, President
Multicultural Academy
Designee of the Academy Board

Dated: 9-1-23

Exhibit 1

SCHEDULE 6
PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).

2. The address and a description of the proposed physical plant (the "Proposed Site") of Multicultural Academy ("Academy") is as follows:

Address: 5550 Platt Road
Ann Arbor, MI 48108

Description: The Academy will use a 22,801 square feet building. The building consists of 17 classrooms, 4 administrative offices, 4 restrooms, and a faculty restroom.

Term of Use: Term of Contract

Configuration of Grade Levels: Kindergarten through Tenth Grade

Name of School District and Intermediate School District:

Local: Ann Arbor Public Schools

ISD: Washtenaw Intermediate School District

3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

A. Size of building
B. Floor plan
C. Description of rooms
D. Copy of lease or purchase agreement

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health, and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

5. If the Proposed Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's physical facilities. The Academy must submit to the College

Exhibit 2

Description of Education Program

Vision Statement

To impact the lives of our students to enable them to become creative thinkers and lifelong learners.

Mission Statement

To create and maintain a learning environment that maximizes the potential of our diverse learners.

Beliefs Statement

Education at the Multicultural Academy is experienced-based, interdisciplinary, and collaborative. There is an emphasis on educating the whole child-the intellectual, emotional, and physical aspects of the person. One of the most important organizing principles of education at Multicultural Academy is that in order for children to learn in school and to become lifelong learners, they must interact with their environment (people, places, and things) and interpret their experience. There are different ways of talking about the educational philosophy of Multicultural Academy. A parent will hear some of the following descriptions when speaking with her or his child's teacher:

Experiential education: carefully designed and executed educational experiences that are reconstructed and reflected upon in a variety of ways through talking, drawing, building, and acting: Constructivism: the idea that a child makes discoveries from his or her own observations, explorations, and experiences, and then uses all of them to construct understanding. Constructionists say that the child is the "making of meaning"; Ownership of learning: because a student is directly involved with the environment and with assorted learning experiences, he or she feels more excited about learning.

The goal of the Academy's high school Educational Plan is to support high-quality learning while giving individual students the opportunity to develop their skills and interests. The Academy's curriculum, embedded in evidenced-based instructional strategies, will enable students to improve their prospects for success in school and in life. The academy will prepare teachers to use a set of principles for lesson and unit development that give all individuals equal opportunities to learn.

Exhibit 3

SCHEDULE 7C

EDUCATIONAL GOALS

Pursuant to Applicable Law and Terms and Conditions Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this Schedule 7b. Upon request, the Academy shall provide the Charter Schools Office with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the College Board expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

Educational Goal to be Achieved:

Prepare students academically for success in college, work, and life.

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, CSO will annually assess the Academy's performance using the following measures:

Measure 1: Student Achievement

The academic achievement of all students grades 2-10 will be assessed using the following metrics and achievement targets.

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-10 NWEA	The average grade-level scores in reading and math as measured by the Measure of Academic Progress (MAP) by NWEA	Students enrolled for three* or more years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets identified in this schedule.
Grade 3-8 State Accountability Test (M-STEP and PSAT at Contract start date)	Percentage of students proficient on State Accountability Test	Students enrolled for three*or more years will on average achieve scores equal to or greater than proficiency score identified by the State.
Grades 9-10 State Accountability Test for grades 9 and 10 (PSAT and PSAT/NMSQT at Contract start date)	The average grade-level scores in reading and math as measured by State Accountability Test.	Students enrolled for three* or more consecutive years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets identified by State.

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Measure 2: Student Growth

The academic growth of all students in grades 2 through 10 at the Academy will be assessed using the following metrics and growth targets:

Grades	Metrics	Growth Targets
Grades 2-10 (NWEA Test must be administered in fall and in spring)	Growth made by students from fall-to-spring in reading and math as measured by growth targets set for each student on the Measure of Academic Progress by NWEA	Students will on average achieve fall-to-spring academic growth targets for reading and math as set for each student on the Measure of Academic Progress by NWEA.

*The measure of student growth is the most important, but not the only factor the College Board considers when determining whether the Academy is "demonstrating measurable progress" toward the contractual goal of preparing students academically for success in college, work, and life. Some of the other factors considered are: the Academy's comparative position within state accountability reports, required state test proficiency rates compared to surrounding district's state test proficiency rates, the trend in the number of students reaching growth targets and achievement targets over the Contract term.

NWEA Achievement Targets

Grade	NWEA Reading End-of-Year Target	NWEA Math End-of-Year Target
K	157.7	159.1
1	176.9	179.0
2	189.6	191.3
3	199.2	203.1
4	206.7	212.5
5	212.3	221.0
6	216.4	225.6
7	219.7	230.5
8	222.4	234.5
9	223	235
10	224	236

Exhibit 4

10th Grade Course Description

Common Core Geometry IC

- Based on plane Euclidean geometry, this rigorous full-year course addresses the critical areas of: congruence, proof, and constructions; similarity and trigonometry; circles; three-dimensional figures; and probability of compound events. Transformations and deductive reasoning are common threads throughout the course. Students build on their conceptual understanding of rigid transformations established in middle school as they formally define each, and then use them to prove theorems about lines, angles, and triangle congruency. Rigid transformations are also used to establish relationships between two-dimensional and three-dimensional figures. Students use their knowledge of proportional reasoning and dilations to develop a formal definition for similarity of figures. They apply their understanding of similarity to defining trigonometric ratios and radian measures. Students also make algebraic connections as they use coordinate algebra to verify properties of figures in the coordinate plane and write equations of parabolas and circles. Throughout the course, students investigate properties of figures, make conjectures, and prove theorems. Students demonstrate their reasoning by completing proofs in a variety of formats. The standards of mathematical practice are embedded throughout the course as students apply geometric concepts in modeling situations, make sense of problem situations, solve novel problems, reason abstractly, and think critically.

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Geometry Standards

Congruence (G-Co)

Experiment with transformations in the plane.

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Make geometric constructions

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, right triangles, and trigonometry (G-Srt)

Understand similarity in terms of similarity transformations

1. Verify experimentally the properties of dilations given by a center and a scale factor:
    - A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
    - The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
7. Explain and use the relationship between the sine and cosine of complementary angles.
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★

Apply trigonometry to general triangles

9. (+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.
11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles (G-C)

Understand and apply theorems about circles

1. Prove that all circles are similar.
2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
4. (+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles

5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with equations (G-GPe)

Translate between the geometric description and the equation for a conic section.

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. Derive the equation of a parabola given a focus and directrix.
3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

Use coordinates to prove simple geometric theorems algebraically

4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, $\sqrt{3}$) lies on the circle centered at the origin and containing the point (0, 2).

5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★

Geometric measurement and dimension (G-Gmd)

Explain volume formulas and use them to solve problems

1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★

Visualize relationships between two-dimensional and three- dimensional objects

4. Identify the shapes of two-dimensional cross-sections of three- dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry (G-mG)

Apply geometric concepts in modeling situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★

Common Core ELA 10 IC

- This sophomore-year English course invites students to explore a diverse selection of world literature organized into thematic units. While critically reading fiction, poetry, drama, and expository nonfiction, students learn essential reading comprehension

strategies and engage in literary analysis and evaluation of both classic and contemporary works. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their listening and speaking skills and produce clear, coherent writing. Throughout the course, students read a range of classic and contemporary literary texts including William Shakespeare's The Tragedy of Julius Caesar, Henrik Ibsen's A Doll's House, George Orwell's Animal Farm, and Marjane Satrapi's Persepolis. In addition to reading a wide range of literary texts, students read and analyze complex informational and argumentative texts including Sonia Sotomayor's "A Latina Judge's Voice," Niccolò Machiavelli's The Prince, and the contemporary informational text Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science.

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ELA Standards

Reading Standards for Literature 9–10

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of

specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of reading and Level of text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Standards for Informational Text 9–10

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of reading and Level of text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

MI-Biology IC

- This compelling full-year course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. It encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell

biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.

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Biology Standards

Structure and Properties of Matter

HS-PS1-1 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

HS-PS2-6 Communicates scientific and technical information about why the molecular- level structure is important in the functioning of designed materials.

Energy

HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*

HS-PS3-4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

Structure and Function

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Interdependent Relationships in Ecosystems

HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* **

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. **

Natural Selection and Evolution

HS-LS4-1 Communicates scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Modern World History IC

- This year-long course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.
- The course implements career and college readiness literacy skills by encouraging students to read and write in a variety of formats. Assignments and projects encourage students to apply critical thinking skills and show their learning in a variety of modalities. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

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HS French l

- Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters. The course represents an ideal blend of language learning pedagogy and online learning. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Align to the standards.

HS Spanish l

- Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Align to the standards.

Healthy Living (semester)

- Encouraging students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others, this course is a one-semester course that provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns. Designed for high school students, this informative and engaging course encourages students to recognize that they have the power to choose healthy behaviors to reduce risks.

Align to the standards.

Lifetime Fitness (semester)

- Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, this course equips high school students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design a fitness program to meet their individual fitness goals.

Align to the standards.

Qualified Gym Teacher

Exhibit 5

Method of Pupil Assessment

The academy uses many forms of formal and informal assessments such as:

- Teacher Observation
- Fountas and Pinnell
- Pre and Post Unit Assessment
- Northwest Evaluation Association (NWEA) Assessment
- Math, Science and Technology Enhancement Program
- Preliminary Scholastic Aptitude Test
- World-Class Instructional Design and Assessment
- Quarterly Writing Assessments using a common rubric
- Early Warning Intervention and Monitoring System (EWIMS)
- Creative Curriculum Assessment
- Response to Intervention (RIT) Progress Monitoring
- Dolch Sight Words
- M-Step
- PSAT

Exhibit 6

SCHEDULE 7E
APPLICATION AND ENROLLMENT OF STUDENTS

Enrollment Limits

The Academy will offer kindergarten through tenth grade. The maximum enrollment shall be 350 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a s United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.

- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.

- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.

- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.

- No student may be denied participation in the application process due to lack of student records.

- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.

- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.

Exhibit 7

SCHEDULE 7H
AGE OR GRADE RANGE OF PUPILS

The Academy will enroll students in kindergarten through tenth grade. The Academy may add grades with the prior written approval of the authorizing body.

Students of the Academy will be children who have reached age 5 by September 1 of the current year. Early enrollment is available if the student reaches age 5 by December 1 of the current year and the parent completes the appropriate waiver.