

## **Brunswick School Board**

### **MINUTES**

Wednesday, March 9, 2016

7:00 p.m.

Council Chambers  
Town Hall  
85 Union Street

School Board Members Present: William Thompson, Chair; Joy Prescott, Vice Chair; Brenda Clough; Richard Ellis; Teresa Gillis; Jim Grant (left ~8pm); Corinne Perreault; Sarah Singer

School Board Members Absent: Janet Connors; Molly Gramins, student liaison

Staff Members Present: Paul Perzanoski, Superintendent; Pender Makin, Assistant Superintendent; Jim Oikle, Business Manager; Cheri White, Curriculum Coordinator; Shanna Crofton, BHS Principal; Walter Wallace, BJHS Principal; Lisa Cushman, BJHS Assistant Principal; Jean Skorapa, HBS Principal; Josh Levy, HBS Assistant Principal; Steve Ciembroniewicz, Coffin Principal; Susan Alexander, Administrative Assistant

Guests: Lyndon Keck, PDT Architects; Julie Henze, Town Finance Director; Fran Smith, Town Clerk; Mary Beth Latti, Chris Deveau, BHS Speech and Debate Coaches; Aaron Bailey, Brunswick Police Officer; members of the community and press.

#### **Call to Order/Pledge of Allegiance/Roll Call**

Mr. Thompson called the meeting to order at 7:00 p.m., led the Pledge of Allegiance and asked for a roll call.

#### **Adjustment to the Agenda**

Move item g. of the Superintendent's Report up to item a.  
No Curriculum Committee update.  
Facilities Committee report will be given by Ms. Singer  
Media Outreach report will be given by Mr. Thompson

#### **Consent Agenda Action**

Ms. Prescott requested item 17 and 19 be removed from the Consent Agenda.  
Remaining item on the Consent Agenda passed unanimously without objection.

#### **\*18. Consideration of Approval of the Following Second Read Policy:**

a. Policy FILE: JLCDA Medical Marijuana in Schools

#### **17. Consideration of Approval of the Minutes of February 10, 2016**

Ms. Prescott stated that we had a first read of Policy FILE: KHB Paid Advertisement and would like it noted in minutes. Without objection, passed unanimous of the Board.

19. Consideration of Approval of the Following Second Read Policy:

b. Policy FILE: KHB Paid Advertisement

Ms. Prescott noted that the version of this policy in the packet is not the final version. Suggests we remove this read from agenda and bring Second Read to the next meeting with the correction version.

**Old Business**

20. Consideration of the 2016-2017 School Calendar

Motion: Grant                      Seconded: Ellis              Vote: Unanimous of Board members present

Approved to accept the 2016-2017 School Calendar.

School Climate Survey – P. Makin

Mrs. Makin reported on concerns raised by faculty who thought the survey was developmentally inappropriate for 3<sup>rd</sup> and 4<sup>th</sup> grade levels. Company addressed our concern and have created a manual and a guide for facilitators. After much discussion Board agreed to continue with this survey this year and include 3<sup>rd</sup> and 4<sup>th</sup> graders in the survey.

21. Motion to start this survey after April vacation.

Motion: Ellis                      Seconded: Singer              Vote: Unanimous of Board members present

Voted to begin School Climate Survey after April vacation.

**Communications/Correspondence**

None

**Public Participation**

“Poem in Your Pocket” Program – Kathy Koerber

A presentation of poems was given by students from each of our schools. Poem in Your Pocket Day is Thursday, April 28 and these students encouraged everyone to participate.

Buckley Hugo, special needs advocate and parent, addressed the Board regarding speech and language services at the high school and the outsourcing to online providers.

**Superintendent’s Report**

a. Building and Equipment:

- Brunswick Parks and Recreation – use of schools
- Girl Scouts of America – use of schools
- Bath Area Family YMCA – use of BHS
- Riverview Foundation – use of schools
- Big Brothers/Big Sisters – use of HBS
- MAC Plus One Basketball – use of BHS gymnasium
- Atlantic Regional Federal Credit Union – use of Crooker Theater
- Brunswick Democratic Town Committee – use of schools
- Brunswick Police Department – use of BJHS
- Odyssey of the Mind – use of BHS
- SAGE Swingers Square and Round Dance Club – use of BJHS
- Greater Portland Sustainability Council – use of HBS

- b. Data Driven Decision Making – Administrative Team  
Mrs. White and our four principals held a presentation on data driven decision making. They addressed how data is obtained, how data can be used to help make decisions, and how data drives decisions for the students in each of our schools. Much discussion followed the presentation.
- c. Brunswick Speech & Debate Team – M. Latti  
Chris Deveau, BHS Speech Team coach, shared the teams' progress. Six students qualified for National Tournaments to be held in Sacramento and Salt Lake City. BHS students gave an example of their speeches. They are currently raising money to go to Nationals.
- d. Budget – J. Oikle  
Mr. Oikle expressed his thanks to Pam Underwood for all her help with the preparation of the new budget. The auditors will be here in May so we beginning to get things ready for them. To make better use of computer technology, both the town and the school department are working to automate check reconciliation.
- e. Volunteer Handbook and Orientation Plan – P. Makin; Amanda Kierman  
Mrs. Makin introduced our AmeriCorps Vista, Amanda Kierman, who has been working with us this year. One component of her service this year is to help develop a volunteer program to help recruit, train, and manage school volunteers. She explained the research she has done, and reviewed the draft handbook and management system she has developed which will be presented to the Policy Committee for further work.
- f. MEA Update – P. Makin  
For several years students have been tested statewide in grades 3 through 8, and grade 11 in literacy and math, and also in grades 5, 8, and 11 in science. The data is used to compare students, district-to-district, and state-to-state. The Maine Department of Education has contracted this year with Measured Progress to provide our testing. It is scheduled to take place for grades 3 through 8 in math and literacy on March 21 through April 11. The SAT is scheduled for April 12 with a make-up date of April 27. The science assessments for grades 5, 8, and 11 are scheduled for April 25 through May 6. The US Department of Education has shared with Maine that due to the state's poor turn-out for the Smarter Balanced Assessment last year, the state is required to have a 95% participation rate this year. If the state does not meet this requirement, the federal government could withhold funding from the state. The state could, in turn, withhold Title I and Title II funding to districts that do not meet the 95% participation rate.
- g. DOE Site Visit / Option 6 Update – P. Makin  
Department of Education will be coming tomorrow to check in on progress toward the proficiency based diploma law. We will remain true to our integrity and will only implement those practices that are great for teaching, learning and our community.

## **Board Chair's Report**

### **Committee Reports**

- a. Facilities Committee – S. Singer  
The Facilities Committee met on February 24<sup>th</sup> and discussed the Revolving Renovation Fund which will be presented at the March 21 public hearing. Public forum was also discussed, as well

as the repair bond and what it will and will not cover. The next meeting is the 15<sup>th</sup> at 5:30 p.m. at the Town Hall. There will be a public forum at the Town Hall on Saturday, March 19 at 9:30 a.m.

b. Student Services Committee – B. Clough

The committee met on February 29<sup>th</sup>. They had an update on looping at HBS and heard advantages of the program. They also had an update on a pre-k program; no funding right now but want to keep this program on the radar. The committee began discussion on technology and technology integration in our programs; we are on the third year of a 3-year technology plan. The committee heard an update on special education and a report on the Maine Integrated Youth Health Survey. The next meeting is scheduled for April 6.

c. Personnel & Negotiations Committee – W. Thompson

Waiting for a response from the ed techs and waiting to set a date for the teachers and to review tech job descriptions.

d. Policy & Planning Committee – J. Prescott

The committee met on February 25 and talked about File: KHB Paid Advertising and identified some changes. The also reviewed a policy audit that the administration had done to identify the age of policies and those that are required or recommended by the state. At the next meeting they will hear any updates that may be coming forward as a result of Option 6.

A brief summary on what has been done on the Strategic Planning side was given. Good Group Decisions, our facilitator, will report on the recent survey at the work group meeting this Friday. A second work group session will be held on March 25<sup>th</sup> and then will bring it to the Board at the May or June meeting.

The Wellness Committee will be meeting on March 14 to work on potential revisions to policy which will be brought to the Policy Committee.

e. Political Outreach Committee – W. Thompson

The committee met and hope to meet again soon to discuss a more formalized response regarding the length of testing in a formal letter to the state and to our representative delegation. They also hope to schedule a meeting with the delegation at some point. They are also working on some resolutions regarding policy.

f. Drop-Out Prevention Committee – P. Makin

The committee met on February 29 to set goals for the committee and from those goals they came out with 3 task forces to address those. 1. To increase connections for kids with school; 2. “Count Me In” initiative; 3. Examine our success as we have an unusually low drop-out rate. The next meeting is May 2<sup>nd</sup> at 3:45p.m. in Hawthorne Conference Room.

**New Business**

None

**Calendar/Announcements**

- BHS play, Bye Bye Birdie, opens March 17.
- Movie, Paper Tigers, to be shown March 20 at 3pm
- HBS 5-k will be held the first weekend in May

**Future Agenda Items**

- Pre-k discussion following the new school decision
- Single calendar on the website
- Discussion on changing school start times

**Adjournment**

By unanimous consent the meeting adjourned at 9:26 p.m.

  
\_\_\_\_\_  
Paul K. Perzanoski, Secretary

**Brunswick School Board  
Public Forum  
MINUTES**

March 19, 2016  
9:30 a.m. to noon  
Council Chambers  
Town Hall  
85 Union Street

School Board Members Present: William Thompson, Chair; Joy Prescott, Vice Chair; Brenda Clough; Janet Connors; Richard Ellis; Teresa Gillis; Corinne Perreault; Sarah Singer

School Board Members Absent: Jim Grant; Molly Gramins, student liaison

Staff Members Present: Paul Perzanoski, Superintendent; Pender Makin, Assistant Superintendent; Paul Caron, Director of Facilities and Transportation; Walter Wallace BJHS Principal; Lisa Cushman, BJHS Assistant Principal; Jean Skorapa, HBS Principal; Steve Ciembroniewicz, Coffin Principal

Guests: Lyndon Keck, PDT Architects; Julie Henze, Town Finance Director; John Eldridge, Town Manager; and  
Town Councilors: Sarah Brayman, John Perreault, Daniel Harris, Jane Millett, Alison Harris, Kathy Wilson

**Call to Order/Pledge of Allegiance/Roll Call**

Mr. Thompson called the meeting to order at 9:30a.m., led the Pledge of Allegiance and asked for a roll call.

**Adjustment to the Agenda**

None

**Presentation by Lyndon Keck, PDT; Paul Perzanoski, Superintendent of Schools; Julie Henze, Town of Brunswick Finance Director: New school and repair options; Cost and tax impact of building a new school on the Jordan Acres site and repairing BJHS; and the cost and tax impact of repairing BJHS and Coffin School and adding portable units to Coffin School.**

Questions from the Board were answered.

**Public Comment and Conversation with the School Board**


The School Board entertained questions, answered questions, and had Lyndon Keck, Julie Henze, and School Department Staff answer questions.

**Board Discussion / Next Steps**

Further discussion and vote at March 23<sup>rd</sup> Special Meeting.

**Adjournment**

The meeting was adjourned at noon.

  
Paul K. Perzanoski, Secretary  
Brunswick School Board

c: Committee 2016: R. Ellis, C. Perreault, S. Singer, W. Thompson  
School Board Members  
Administrators  
Town Council Members  
Press  
TV 3  
D. Dearing

**BRUNSWICK SCHOOL BOARD**

**MINUTES**

**SPECIAL MEETING ON THE 2017 BUDGET,  
POLITICAL ACTION, AND FACILITIES**

Wednesday, March 23, 2016

6:30 p.m.

Council Chambers

Town Hall

85 Union Street

School Board Members Present: Brenda Clough; Rich Ellis; Teresa Gillis; Jim Grant; Joy Prescott; Sarah Singer; William Thompson

School Board Members Absent: Janet Connors; Corey Perreault

Staff Members Present: Paul Perzanoski, Superintendent; Pender Makin, Assistant Superintendent; Jim Oikle, Business Manager; Sue Woodhams, Technology Director; Paul Caron, Director of Building, Grounds and Transportation; Michelle Caron, Assistant Director of Transportation; Shanna Crofton, BHS Principal; Walter Wallace, BJHS Principal; Lisa Cushman, BJHS Assistant Principal; Jean Skorapa, HBS Principal

Guests: Kathy Wilson, Alison Harris, Jane Millett, Sarah Brayman, Julie Henze

**Call to Order/Pledge of Allegiance/Roll Call**

Mr. Thompson called the meeting to order at 6:35 p.m., led the Pledge of Allegiance and asked for a roll call.

**Adjustment to the Agenda**

None

**22. Discussion and Possible Action on the following Second Read Policy**

**a. Policy FILE: KHB Paid Advertising**

Motion: Grant                      Second: Thompson      Vote: 6-1 (Clough opposed)

Approved to adopt Policy FILE: KHB Paid Advertising

**23. Day Treatment Opportunity**

Pender Makin presented opportunity to run the current REAL School Day Treatment Program.

Motion: Grant                      Second: Clough              Vote: Unanimous of the Board members present

Approved to accept the REAL School Day Treatment Program.



**Budget Presentation**

- a. **Administration Priorities**
  - 1. **Programs and Support Stipends**
  - 2. **Proposed Positions**
- b. **Board Requests**
  - 1. **Music and Extracurricular Funds**  
Embedded in program additions
- c. **Transportation Options**
- d. **Revenue and Reduction Revisions**

Mr. Perzanoski gave a presentation to the Board on the above items. These will be voted on at a later meeting.

**24. Discussion and Possible Action on the 2017 School Department Budget**

Motion to approve to send to Town Council a preliminary budget of 2.75% increase  
Motion: Grant      Second: Prescott      Vote: Unanimous of the Board members present  
Approved to send 2.75% to Town Council

**25. Discussion and Possible Action on the School Board Letter on Testing**

Motion to accept the letter to the State Education Committee along with copies to the Town Delegation and the Commissioner of Education outlining the concerns of the Board regarding the length of time testing has started to take on.

Motion: Prescott      Second: Ellis      Vote: Unanimous of the Board members present  
Approved to send letter.

**26. Discussion and Possible Action on Facilities Master Plan Options**

Board reviewed Option 1 and Option 2.

Motion to move forward with plans to construct a new elementary school on the Jordan Acres site and additionally appropriate funds to conduct repairs on the Junior High School.

Motion: Ellis      Second: Gillis      Vote: 6-1 (Thompson opposed)

Vote to construct new elementary school on the Jordan Acres site and repairs to BJHS

**Adjournment**

By unanimous consent the meeting adjourned at 7:55 p.m.



Paul K. Perzanoski, Secretary

**Brunswick School Board  
Special Meeting**

**MINUTES**

Thursday, March 31, 2016

6:30 p.m.

Hawthorne Conference Room

46 Federal Street

School Board Members Present: William Thompson, Chair; Brenda Clough; Teresa Gillis; Jim Grant; Sarah Singer

School Board Members Absent: Janet Connors; Richard Ellis; Corinne Perreault; Joy Prescott, Vice Chair; Molly Gramins, student liaison

Staff Members Present: Paul Perzanoski, Superintendent; Pender Makin, Assistant Superintendent; Michelle Caron, Assistant Director of Transportation

Town Councilors: Sarah Brayman, Jane Millett

**Call to Order/Pledge of Allegiance/Roll Call**

Mr. Thompson called the meeting to order at 6:37 p.m., led the Pledge of Allegiance and asked for a roll call.

**Adjustment to the Agenda**

None

**Discussion: Project Cost for a new elementary school on the Jordan Acres site and repair of BJHS with PDT**

Discussion with PDT:


- Concept Design
- Spent \$45,380, \$60,202 left to spend
- Talked with teachers
- Generated floor plans
- Brought back to teachers twice
- Teachers want to stay together as teams
- Should take back to teachers
- What about community input?
- School can be built to accommodate K-5
- Repairs at Jr. High should be part of community presentation with the new school

**Discussion: Proposed timeline and events to prepare for a November referendum**

- Needs to go to Brunswick Planning Board
- Public Forum, April 13, 4:00 p.m.
- Will go to referendum November 16

**Adjournment**

By unanimous consent the meeting adjourned at 7:35 p.m.

  
Paul K. Perzanoski, Secretary

Proposal for Foreign Educational Trip to Cuba  
February 16-February 24, 2017

**(Maine Learning Results are referenced in red, 21<sup>st</sup> Century School-Wide Learning Expectations are referenced in blue)**

**a. Objectives:** Students will be able to practice their Spanish in a variety of situations, with classmates, native speakers and their teachers. (Communication: A1 Interpersonal, A2 Interpretive)

Students will experience undertaking every-day activities (meals, travel, sightseeing) within a foreign culture. (Cultures: B2 Products and Perspectives, B3 Comparisons with Own Culture)

Students will see first-hand the impact of the US boycott in Cuba and the changes in place since diplomatic relations were re-established in December, 2015. (Connections: C1 Knowledge of Other LR Content Areas)

Students will be able to compare economic systems, and how the embargo impacts the Cuban citizens and US travelers. They will see first hand the evolving westernization of the Cuban economic policies as they relate to US travelers.

Students will experience the powerful effect of hearing and using Spanish in real-life situations. (Communities: D1 Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning)

Students will enjoy being part of a group of fellow explorers. (21<sup>st</sup> century School-Wide Learning Expectations:

**Academic Expectations:** 2: Students will be able to effectively engage and demonstrate critical thinking skills and problem-solving abilities,

**Social Expectations** 1: Students will demonstrate an ability to work collaboratively, as well as independently,

2: Students will consistently be respectful of themselves, of others and of the school,

3: Students will be encouraged to participate in extra-curricular activities as they strive to become well-rounded and purposeful individuals)

**a. Expected learning outcomes:**

Students will have a real-life context for learning the travel vocabulary presented in all Spanish courses. (Often our students have not travelled, and thus have no

experience from which to develop a matrix for the 'travel vocabulary unit').  
(Communities: D1)

Students will be more comfortable using Spanish within limited situations.  
(Communication: A1)

Students will experience the value of knowing a second language when in a non-English environment. (Communication: A1)

Students will develop a sense of accomplishment in being able to put their language study to use in an authentic setting. (Communication: A1, Communities: D1)

Students will compare the concept of 'contemporary' in the Cuban and American cultures. (Connections: C1, C2 Distinctive viewpoints)

### **b. Learning activities:**

Our Priority Graduation Standards will be considered in the activities planned for our students. This trip will offer opportunities to meet some of the Standards.

Examples :

- \*Students will engage in conversation about familiar topics.*
- \*Students will understand and interpret written and spoken language on a variety of topics.*
- \*Students will learn about and understand other cultures.*

Students will negotiate meaning from encounters with native speakers in social settings of ordering food, purchasing items, requesting information, asking for, and following directions within the target language (Spanish). (Communication: A1)

Students will identify: Havana, Cienfuegos and Trinidad  
on a map of Cuba. (Connections: C1)

Students will explain, in written and spoken language, how one travels to/from and between the destinations listed above. (Communication: A1, A3, Presentational, Cultures: B1)

Students will visit a predominantly Hispanic community (Miami, FL) within the US, offering opportunities for cultural comparisons within mainland US. (A4 Language Comparisons)

Students will keep a diary/record of their daily interactions, which will be discussed in group-wide evening debriefing sessions using Spanish. (Communication: A2, A3, A4 Language Comparisons)

At this time we are organizing a Service Learning component working with Mr. Wilson's Community Connections course and our Sister-City organization. A

collection of sporting equipment or personal supplies could be donated to our Sister-City, Trinidad, or books could be donated to the library, for example.

**c. Estimated number of students and grade levels:**

We would take 12 students of Spanish, grades 10-12. Levels III and above.

**d. Estimated cost per pupil:**

\$3,300 to include airfare, lodging, insurance, 2 meals a day and excursions. Incidental costs for each student for souvenirs and lunches will vary.

**d. Estimated cost per chaperone:**

Money for incidentals, not included in trip as listed above.

**e. Estimated source of funding:**

Students and families will self-pay.

**f. Means of transportation:**

Bus to and from Boston Logan airport, air travel to and from Miami, continuing the next day to Havana, Cuba; coach travel with tour group within Cuba.

**g. Itinerary:**

This trip would be coordinated through Explorica Tours. (explorica.com) (1-888-310-7112)

Please see attached for sample itinerary, or see attachment for itinerary.

**h. Arrangements for meals and lodging:**

Included in the tour.

**i. Names of proposed chaperones:**

Julie Mason, Spanish teacher Brunswick High School  
Margaret Nulle, Spanish teacher Brunswick High School

**j. Plans for providing information to parents and chaperones:**

There is a tour company phone number. 1-888-310-7112

Mrs. Mason and Mrs. Nulle, along with students, will post daily updates to a blog for parents.

The tour company provides an Online Tour Diary at their website with highlights of each day.

**k. Plans for emergencies:**

All students and families will have Mrs. Mason's and Mrs. Nulle's cell phone numbers and e-mail addresses. Additionally, all participants, and the families, will give the chaperones cell phone numbers, e-mail addresses for reliable contact.

**l. Plans for inclement weather:**

Should there be inclement weather or a weather-related emergency, we will remain in contact with the families.



## School Board Packet

# Havana Highlights

February 16, 2017 - Feb 24, 2017

## Contents

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Welcome to Explorica and thank you for your interest in student travel!

As a licensed tour operator, Explorica is proud to be able to give your students the opportunity of a lifetime! When your school travels with Explorica, you'll bring your classroom lessons to life and offer your students valuable exposure to a city outside of their home town. An educational adventure for both you and your students.

Before we begin, please review a little more about us:

**Founded in 2000**, Explorica helps teachers create educational tours full of authentic, interactive learning experiences. We specialize in connecting teachers and students to new cultures, languages and people on educational tours across the globe.

We believe we can create a better world by enriching every student with a cultural experience through travel. We aim to be the product leader in educational travel, helping teachers and students discover the wonders of the world through safe and reliable tour experiences. And we do this with a passion for delighting customers and connecting travelers to the world.

Explorica's combination of exclusive online tools and personalized service enables us to create tours uniquely suited to provide both the best value and the most customized tours in the industry.

Every Explorica tour includes flights or bus transportation, accommodations, on-tour transportation, most meals and an expert, full-time Tour Director dedicated to your group. And with our veteran Program Consultants, Customer Care Representatives, and comprehensive, user-friendly website, we're always here to support you from the moment you contact us, to the minute you shout bon voyage!

**Join more than 750,000 teachers and students in experiencing the world on Explorica tours!**

Happy travels!

Sincerely,  
Matt Wertz  
President & CEO





## Hotel Information

Even though you'll be far from home, your comfort won't be compromised. Because when you travel with Explorica, you'll stay in clean, safe, attractive hotels that provide modern amenities and easy access to major attractions.

It is Explorica's policy to accommodate students in safe and clean hotels. We follow the three "C"s for our hotels – clean, comfortable, and convenient to the city. Upgraded hotels are available upon request.

The selection of our hotels is based on proximity to tour sights, comfort, quality, and safety. Students are roomed in either triple or quad accommodations based on the hotel availability. Paying adults (23 or older) are roomed in twin/double accommodations and charged the \$35 per night double/twin rooming supplement \$75 per night for cruises and ferries). The cost for adults to upgrade to a single room is \$70/night.

### **HOTEL SAMPLE SPECIFIC TO HAVANA, CUBA**

#### Hotel Comodoro

Standard Quality

#### **Hotel Description**

Located at the modern Miramar residential zone, where most of the embassies are situated, commercial centers, The Miramar Trade Center, a very quiet and elegant resort for businessmen and families who have been their main client for years. Swimming pool, a la carta and buffet restaurants, 4 bars, cafeteria, beach, SPA club, massages, beauty parlor, handicraft, tour and travel bureau, laundry, taxis, car rent. Internet, business center and medical services. Other resort services are: Late and express checkout time, bellboy, money change, excursions, Luggage safekeeping, gym and sauna. Day and Night live shows, scuba diving introductory lessons, Spanish and dancing lessons, water sports, tennis, beach volleyball, Master Card and Visa credit card are accepted if they are not from American<sup>3</sup> banks.



## Meal Information

Explorica provides breakfast and dinner daily on all tours (unless otherwise indicated on your itinerary). Explorica makes sure all travelers get a unique experience through their meals, such as a tapas dinner in Spain, crepes in France or wienerschnitzel in Germany.

## Tour Director

Your Tour Director is responsible for organizing the overall logistics of the trip. He or she will be with you from the beginning of the tour until the end to oversee the arrangements for all transportation, meals, accommodations, and sightseeing. The Tour Director can also provide very general information and suggestions for your free time. Local guides are your resource for detailed destination information.

## Communication on Tour

Explorica provides a Tour Diary for each group that travels. We were the first company to develop the diary and have been providing this service for 10 successful years. Our online Tour Diary lets parents and friends see pictures of the group as they travel, so they know their children are safe, happy, learning and having fun. Here is an example of a posting for a group that traveled on our England and Scotland tour April, 2013:

“Day 3 - We left our hotel near Glasgow and headed up north into the Trossachs National Park to make our first stop in the village of Luss on the banks of Loch Lomond. We walked down to the beach and up through the village. Next we followed the sides of the loch all the way up, making some photo stops along the way until we came to a rest-stop called 'The Green Welly' where we made a lunch break. This afternoon we arrived in the very heart of the highlands, driving across the barren landscape and making a photo stop in the Glencoe valley, scene of the Glencoe Massacre back in 1692. We learnt about the clan difficulties at the time and the Jacobite movement. Next we got great views of the UK's highest mountain, Ben Nevis, as we headed around the western coast and across the Grampian mountains. We stopped in some cute highland villages and saw a game of Shinty (like a kind of highland hockey). We've arrived at the hotel now, our base for exploring more of the Highlands tomorrow!”



## Company Information and Safety

›All Tour Directors come highly recommended with at least 5 years work experience in the industry.

›Explorica has a \$10 million Liability Insurance Policy (see below). We can have the school information printed on the certificate before traveling.

›Explorica offers each traveler the option to purchase the Travel Protection Plan at \$12/day or \$18/day for the Travel Protection Plan Plus.

›We are a member of USTOA: United States Tour Operators Association \$1 Million Travelers Assistance Program. As an Active Member of USTOA, Explorica Inc., is required to post \$1 Million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA Travelers Assistance Program, the advance payments of Explorica, Inc. customers in the unlikely event of Explorica, Inc. bankruptcy, insolvency or cessation of business. Further, you should understand that the \$1 Million posted by Explorica, Inc. may be sufficient to provide only a partial recovery of the advance payments received by Explorica, Inc. Complete details of the USTOA Travelers Assistance Program may be obtained by writing to USTOA at 275 Madison Avenue, Suite 2014, New York, New York 10016, or by email to [information@ustoa.com](mailto:information@ustoa.com) or by visiting their website at [www.USTOA.com](http://www.USTOA.com).

›In addition to the USTOA, Explorica is affiliated with the following notable organizations: Student Youth Travel Association (SYTA), National Tour Association (NTA), European Tour Operators Association (ETOA), Better Business Bureau (BBB), International Air Transportation Association (IATA), World Youth Student & Educational (WYSE) Travel Confederation, British Educational Travel Association (BETA)

## Liability Policy

To Whom It May Concern,

We understand that many school officials have expressed concern about allowing their students to travel. We want to assure you that the safety of the tour participants is Explorica's number-one priority and that we have policies and procedures in place to protect the school, school district, teachers, and participants involved with this tour.

Explorica has a \$10 million liability policy with AIG/Lexington Insurance Company that protects 3rd parties and tour participants (students, teachers, chaperones) for injuries and damages resulting from Explorica's negligence. We know that school officials should not have to assume responsibility for the safety of their students while on tour, and with Explorica, they don't. Explorica has taken all precautions to best protect the students and other tour participants. For additional information on our liability insurance, or to receive evidence of our insurance coverage, please contact our insurance broker, Judy Doble of Wells Fargo Acordia, at 617.204.2517.

We of course share your concern for the students' safety and peace of mind. Our optional Cancel for Any Reason travel protection plan provides medical, baggage, and cancellation insurance coverage for our travelers. We also have a network of support staff in the United States as well as a 24-hour emergency service for groups and their families. We offer additional peace of mind for parents and friends of our travelers by providing an online "Tour Diary" that is updated with pictures and journal entries by the Tour Director throughout the trip. If you would like to discuss this matter further, we would be happy to speak with you at any time. Please call us at 1.888.310.7120.

Sincerely,  
Dan Kellerd  
Executive VP Operations





## Payment Options

### FULL PAYMENT

Pay in full at time of enrollment.

### MONTHLY AUTOMATED PLAN

Pay your \$50 deposit plus any travel protection plan fees with a credit card or checking account upon enrollment, and the balance of your Tour Fee will be automatically charged to your card or debited from your account in equal monthly installments until 35 days prior to your departure date. Please note that you must make all payments by credit card, debit card, or checking account. If two consecutive payments are returned NSF or declined, we will change your account to the 4-Step Manual Plan.

### 4-STEP MANUAL PLAN

Pay your \$99 deposit upon enrollment, and then pay \$500 toward your balance 30 days later. At 120 days prior to departure 75% of the balance is due. At 75 days prior to departure the remainder of the balance is due. You must make each payment manually.

### GENERAL PAYMENT INFORMATION

We accept MasterCard, Visa, ACH checking account payments (and require a credit card or ACH payment for our monthly payment plan), money orders, and personal checks. Please note personal checks are only accepted until 75 days prior to departure and ACH payments until 65 days prior to departure.

Each month we will automatically charge the credit cards or debit the checking accounts of participants who choose our monthly payment plan; we will send email reminder of payments due to all other participants approximately two weeks in advance of the payment due date. You will receive payment reminders only through email and not through the mail. Payments that are late are subject to a \$50 late fee. The date of payments is determined by the date of receipt at Explorica. If you are not paid in full by 75 days prior to your departure or do not meet the conditions of your payment plan, then your tour reservation will be cancelled (subject to standard cancellation policy).

Payments rejected due to insufficient funds, disputed by your credit company, returned to us by the drawer's bank, or returned due to a stop-payment order are subject to a \$30 non-refundable fee. We reserve the right to cancel reservations for any participant who does not meet his or her contractually obligated payment schedule. Any bounced checks are subject to a \$30 non-refundable fee.



## Insurance Policy

### EXPLORICA'S TRAVEL PROTECTION PLANS

Through Trip Mate, our third-party travel protection plan provider, four out of five Explorica travelers protect their tours with our travel protection plans. Explorica offers two great plans that help protect your educational travel investment.

### EXPLORICA'S TRAVEL PROTECTION PLAN

Our standard travel protection plan covers you for the following events:

- › A traveler's injury, sickness, or death of a family member
- › Theft of passport or visas
- › Flight cancellations due to strike or bad weather
- › Loss of luggage and personal effects
- › Trip cancellation or trip interruption due to covered reasons such as a covered sickness, illness, injury or death
- › Trip cancellation or trip interruption due to terrorist acts, as defined

### EXPLORICA'S TRAVEL PROTECTION PLAN PLUS

Along with providing you the same benefits as our standard Travel Protection Plan, the Explorica Travel Protection Plan Plus also includes our exclusive Cancel For Any Reason Waiver Benefit. With our Cancel For Any Reason Waiver Benefit, if you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you for 75% of the non-refundable cancellation fees which apply to your trip, provided:

- 1) Payment for this plan is received by Explorica within 14 days of your initial deposit/payment for your trip; and
- 2) You cancel your trip thirty (30) days or more before your scheduled trip departure date.

This Cancel For Any Reason Waiver Benefit does not cover: 1) penalties associated with any air or other travel arrangements not provided by Explorica; or 2) the failure of Explorica to provide the bargained-for travel arrangements due to cessation of operations for any reason.

The Cancel For Any Reason Waiver Benefit is provided by Explorica and is not an insurance benefit underwritten by United States Fire Insurance Company and must be purchased within 14 days of your initial payment for your trip.



## Insurance Policy Cont.

### TRAVEL PROTECTION PLAN BENEFITS

The following benefits apply to both of Explorica's high-quality Travel Protection Plans:

#### TRIP INTERRUPTION

If you have to interrupt your Explorica trip after departure due to a covered injury, sickness, or death (your own or that of a traveling companion or a family member) or for other covered reasons such as: cancellation of arrangements by an airline due to strike or bad weather; a documented theft of passports or visas; or a terrorist incident which occurs in a city which is listed on the itinerary of your trip and within 30 days prior to your scheduled departure date for your trip, as defined, you will be reimbursed up to the trip cost for the unused, non-refundable land or water arrangements and the additional transport charges paid to return home or to rejoin your trip (limited to economy one-way airfare, or first class if your original tickets were first class).

#### TRAVEL DELAY

Reimburses up to \$100 per day (maximum of \$500) for reasonable accommodation and traveling expenses until travel becomes possible if you are delayed for 12 hours or more due to a covered reason such as a common carrier delay; injury, sickness, or death of you or your traveling companion; quarantine; loss of passport, travel documents, or money; or natural disaster.

#### MEDICAL EXPENSE/EMERGENCY ASSISTANCE

Provides reimbursement up to \$25,000 for reasonable and customary medical expenses incurred while on your trip; emergency dental treatment received during your trip, up to \$750; the costs for emergency transport to home or an appropriate hospital, including escort expense (both, if deemed necessary by the attending physician), for a covered injury or sickness which occurs while on your trip; or the cost of homeward carriage if deceased, up to \$50,000.





## Insurance Policy Cont.

### **BAGGAGE & PERSONAL EFFECTS**

Coverage up to \$2,000 for direct physical loss or damage to your baggage, passports, or visas while on your trip. A \$600 maximum limit applies to jewelry, gems, watches, cameras and camera equipment, and furs; a \$300 per article limit applies to all other items. If, while on your trip, your baggage is delayed for more than 24 hours, we will reimburse you up to \$100 for the purchase of necessary additional clothing and personal articles.

### **PRE-EXISTING CONDITIONS WAIVER**

The plan exclusion for pre-existing conditions is waived if you purchase the plan within 14 days of your initial deposit/payment for your trip.

A "Certificate of Coverage" which provides complete details of the plan, including conditions, exclusions, and limitations, is available to you on our website under the Travel Protection Plan or is available to you at any time by request.

The Explorica Travel Protection Plan benefits are administered by: Trip Mate, Inc. (In CA, dba Trip Mate Insurance Agency), 9225 Ward Parkway, Suite 200, Kansas City, Missouri 64114; tel. 1.800.888.7292.

The Explorica Travel Protection Plan is underwritten by United States Fire Insurance Company, Morristown, NJ.

The cost for Explorica's Travel Protection Plan is \$12 per day of your tour, maximum \$180. This plan must be purchased at the time of enrollment, and cannot be refunded once selected.

The cost for Explorica's Travel Protection Plan Plus is \$18 per day of your tour, maximum \$270. This plan must be purchased at the time of enrollment, and cannot be refunded once selected.



## Positive Feedback

After every tour Explorica asks our Group Leaders to create an evaluation to judge our overall pre tour, during tour, and post tour performance as a company. Everything is judged and it is a great way to provide feedback for us to improve as a company. Often times we are given such positive feedback that we want to share it with potential Explorica group leaders.

### **Linda L., English & German Teacher, Bowdoin, ME**

My students had the time of their lives on this trip. Our Tour Director was so knowledgeable and incredible that Berlin, Prague and Munich just came alive during these ten days. What an experience!!!

### **Michelle D., Coburg, ON**

Well-organized, educational and safe travel—I couldn't ask for more! I have students knocking on my door the first day back asking "where is the trip next year?"

### **Joe H., Spanish Teacher, Chandler, AZ**

I LOVE teaching, but I LOVE traveling more! What better experience can we bring to the lives of our students than actually living in the countries we study about?!

### **Kathleen W., French Teacher, Higganum, CT**

A wonderful experience for the students, especially hitting Carnivale in Venice. Our Tour Director enlivened the whole trip with his wit, charm and depth of knowledge.



## Tour Specifics

### TOUR ITINERARY:

#### Day 1 Hello Miami

- › Little Havana Tour Director-led sightseeing

#### Day 2 Miami—Havana

- › Fly to Havana
- › Meet your Tour Director & check into hotel
- › Old Havana visit: Project Artecorte community visit
- › Welcome dinner

#### Day 3 Havana

- › Compas Dance and Music Company visit
- › Jamainitas community visit
- › José Fuster project
- › Paladar dinner

#### Day 4 Viñales Valley

- › Viñales Valley excursion
- › Finca Agro-Ecológica agricultural cooperative visit, hike in Viñales with local farmers and visit farmers' homes

#### Day 5 Havana—Cienfuegos

- › Travel to Cienfuegos via Matanzas
- › Hector Crespo Farm visit
- › Cienfuegos city walk: Indio Hatuey Institution visit

#### Day 6 Cienfuegos—Trinidad

- › Local art school visit
- › Local fisherman's house visit
- › Travel to Trinidad
- › Trinidad city walk

#### Day 7 Trinidad—Santa Clara

- › Ceramic school educational exchange
- › Travel to Santa Clara
- › Valley of the Sugar Mills cultural exchange
- › Santa Clara city walk

#### Day 8 Santa Clara—Havana

- › Meet with local private hostel owners
- › Fiesta de los Abuelos educational exchange
- › Travel to Havana
- › Farewell Paladar dinner

#### Day 9 End Tour

### TOUR INVESTMENT:

**Travelers under 23 years \$3,254.00\***

**Travelers 23 and above \$3,664.00\***

\*Sign up by 3/31/16 and enter voucher code 2017EarlyBird at enrollment to receive the discounted price!

### INCLUDED:

Round-trip airfare, all transportation, sightseeing tours and site visits, all hotels with private bathroom, breakfast, lunch and dinner daily, full-time multi-lingual tour director.



## Supporting Documents

This School Board Packet should be submitted with the following supporting documents:

- ›Official Price Quote
- ›Student Application
- ›Student/Parent Agreement & Release Form
- ›Explorica's Terms & Conditions

**BRUNSWICK SCHOOL DEPARTMENT  
REVENUE AND EXPENSE REPORT FOR MARCH 2016**

School Year 2015-16

Revenues	Annual Budget	Revenues through 3/31/2016	Remaining Bal.	% Collected
Unappropri. Fund Bal.	3,067,309.00	3,067,309.00	0.00	100.00%
US Bond Proceeds	119,800.00	119,800.00	0.00	100.00%
State Subsidy	9,826,081.00	6,655,666.76	3,170,414.24	67.73%
Federal Subsidy	0.00	0.00	0.00	0.00%
Local Share	23,256,665.00	23,256,665.00	0.00	100.00%
Tuition	102,000.00	78,613.04	23,386.96	77.07%
Misc.	93,000.00	35,193.01	57,806.99	37.84%
Other	61,000.00	61,000.00	0.00	100.00%
<b>Total Revenue</b>	<b>36,525,855.00</b>	<b>33,274,246.81</b>	<b>3,251,608.19</b>	<b>91.10%</b>

Expenses By Warrant Number	Budget Approved 6/10/2015	Adjustments	Revised Budget	Expended Through 3/31/2016	Remaining Bal.	% Expended
1 Regular Instruction	15,676,015.92	3,375.22	15,679,391.14	8,719,811.48	6,959,579.66	55.61%
2 Spec. Ed. Instruction	4,927,034.94	714.42	4,927,749.36	2,873,615.36	2,054,134.00	58.31%
3 CTE	785,399.00	0.00	785,399.00	589,785.93	195,613.07	75.09%
4 Other Instruction	727,958.55	0.00	727,958.55	437,458.17	290,500.38	60.09%
5 Student & Staff Support	3,486,944.34	-4,089.64	3,482,854.70	2,246,268.57	1,236,586.13	64.50%
6 System Administration	903,920.00	0.00	903,920.00	617,704.39	286,215.61	68.34%
7 School Administration	1,484,214.50	0.00	1,484,214.50	1,024,795.63	459,418.87	69.05%
8 Transportation	1,892,811.74	0.00	1,892,811.74	1,354,663.06	538,148.68	71.57%
9 Operation & Maintenance	4,569,917.75	0.00	4,569,917.75	2,736,735.03	1,833,182.72	59.89%
10 Debt Service	1,889,239.26	0.00	1,889,239.26	1,889,239.26	0.00	100.00%
11 All Other	61,000.00	0.00	61,000.00	61,000.00	0.00	100.00%
12 Adult Education	121,399.00	0.00	121,399.00	108,306.00	13,093.00	89.21%
<b>Total Budget</b>	<b>36,525,855.00</b>	<b>0.00</b>	<b>36,525,855.00</b>	<b>22,659,382.88</b>	<b>13,866,472.12</b>	<b>62.04%</b>

**Brunswick School Department**  
**AP Language & Composition**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Mindful students understand that rhetoric is the art of using language to persuade and influence</li> <li>▪ Mindful readers recognize the basic rhetorical appeals (ethos, pathos, logos) and can analyze their use and effectiveness</li> <li>▪ Mindful students understand Aristotelian fundamentals (triangle, appeals, unities etc.)</li> <li>▪ Mindful students know that every text (even if not a written one) has its own unique rhetoric</li> <li>▪ Mindful students have a command of the specific vocabulary needed for composing rhetorical analyses</li> <li>▪ Mindful writers will adapt speech to a variety of contexts and communicative tasks, demonstrating command of English mechanics and conventions</li> <li>▪ Mindful readers and writers will examine ineffective and effective rhetorical choices independently and proficiently</li> <li>▪ Mindful students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources</li> <li>▪ Mindful students will create original written work in clear, concise, structured language that varies in content and form for different audiences and purposes</li> <li>▪ Mindful students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What is rhetoric? How do we define it? Do we ever use language in a way that is not rhetorical?</li> <li>▪ What is the difference between ethos, pathos, and logos? How are they effective tools of persuasion?</li> <li>▪ How does a speaker use rhetorical appeals and Aristotelian fundamentals to make his/her argument?</li> <li>▪ How does a speaker adapt his/her rhetoric to achieve his/her purpose?</li> <li>▪ How do rules of language and diction affect communication and purpose?</li> <li>▪ How do we write about rhetorical choices in an effective manner?</li> <li>▪ What are the positive and negative effects of persuasive rhetoric?</li> <li>▪ Where do we see rhetoric used in the world today?</li> <li>▪ Why and how does knowledge of rhetoric help us to better process and interpret the world?</li> <li>▪ Why does a writer choose a particular form of writing?</li> <li>▪ How do effective writers express themselves? How does process shape the writer's product? How do writers develop a well-written product?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Understands the layout and structure of the AP Language &amp; Composition Exam</li> <li>▪ Understands the AP Language &amp; Composition Scoring Guide</li> <li>▪ Understands conventions and mechanics of the English language</li> <li>▪ Understands how to evaluate and analyze non-fiction text</li> </ul>

**Brunswick School Department  
AP Language & Composition**

	<ul style="list-style-type: none"> <li>▪ Understands how to actively listen and speak in the classroom</li> <li>▪ Understands the integration of quotations and other direct source materials in formal writing</li> <li>▪ Understands the fundamentals of literary analysis, expository, and argumentative writing</li> <li>▪ Understands major current and historical events and has the ability to make connections between them</li> </ul>
<p><b>Vocabulary</b></p>	<p>rhetoric, rhetorical triangle, rhetorical appeals, ethos, pathos, logos, rhetorical situation, rhetorical question, audience, occasion, speaker, persona, polemic, purpose, concession, subject, propaganda, context, refutation, connotation, tone, text, counterargument, SOAPStone, close reading, classical unities, pentad, intention, invention, aim, efferent vs aesthetic reading, annotation (concrete, abstract, personal), premise, setting, irony, oxymoron, diction, arrangement, syntax, genre, style, repetition, repertoire, canon, voice, anecdote, vignette, metaphor, simile, imagery, writing process, syllogism, agency, synecdoche, metonymy, personification, periphrasis, anthimeria, onomatopoeia, hyperbole, understatement, ellipsis, asyndeton, polysyndeton, anaphora, assonance, alliteration, apostrophe, epistrophe, anadiplosis, climax, antithesis, scheme, trope, parallelism, loose vs periodic sentences, jargon, heuristic, logical fallacy</p>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Understand, evaluate and apply the language and vocabulary of rhetoric</li> <li>▪ Evaluate and analyze informational and literary texts</li> <li>▪ Evaluate and analyze written text, but also images, films and varied media</li> <li>▪ Evaluate and analyze complex multiple-choice questions</li> <li>▪ Evaluate, analyze and synthesize multiple texts and sources</li> <li>▪ Create an original and effective rhetorical analysis (timed and take-home)</li> <li>▪ Create an original and effective argumentative essay (timed and take-home)</li> <li>▪ Create an original and effective synthesis essays that evaluates 3-5 sources appropriately (timed and take-home)</li> </ul>
<p><b>Related Maine State Learning Results</b></p>	<p><b>ELA-Literacy. L.(language). 9-10.1-6</b>  <b>ELA-Literacy. RL.(reading literature). 9-10.1-10</b>  <b>ELA-Literacy. RI.(informational text). 9-10.1-10</b>  <b>ELA-Literacy. WHST.(writing). 9-10.1-10</b>  <b>ELA-Literacy. SL.(speaking and listening). 9-10.1-6</b></p> <p><b>While all the above standards apply to AP Language &amp; Composition, there will be an especial focus on English Language Arts Standards for Reading Informational Text and Writing, detailed below.</b></p>

**Brunswick School Department**  
**AP Language & Composition**

**\*Reading Informational Texts Standards\***

**ELA-Literacy. RI. (Informational Text). 9-10. 1-10.**

ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure:

ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELA-LITERACY.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas:

ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

ELA-LITERACY.RI.9-10.9

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:

ELA-LITERACY.RI.9-10.10



**Brunswick School Department**  
**AP Language & Composition**

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.

**\*Writing Standards\***

**Text Types and Purposes:**

ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

ELA-LITERACY.W.9-10.2.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**Brunswick School Department**  
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ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ELA-LITERACY.W.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing:**

ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Brunswick School Department  
AP Language & Composition**

	<p><b>Research to Build and Present Knowledge:</b>  <u>ELA-LITERACY.W.9-10.8</u>  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>ELA-LITERACY.W.9-10.9</u>  Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>ELA-LITERACY.W.9-10.9.A</u>  Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p><u>ELA-LITERACY.W.9-10.9.B</u>  Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p><b>Range of Writing:</b>  <u>ELA-LITERACY.W.9-10.10</u>  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Craft and Structure:</b>  <u>ELA-LITERACY.RL.9-10.4</u>  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).</p> <p><b>Integration of Knowledge and Ideas:</b>  <u>ELA-LITERACY.RL.9-10.7</u>  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).</p>
<p><b>Sample Lessons And</b></p>	<ul style="list-style-type: none"> <li>▪ Read and annotate selections from the sample resources listed below—primarily drawing from <i>The Language of Composition</i>, 2<sup>nd</sup> Edition, Shea, Scanlon and Aufses</li> </ul>

**Brunswick School Department**  
**AP Language & Composition**

<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Study and evaluate fiction and non-fiction text</li> <li>▪ Study and evaluate the rhetoric of images and film</li> <li>▪ Evaluate literary and informational text with close reading technique</li> <li>▪ Read, annotate and discuss informational texts, newspapers, personal essays, speeches and articles</li> <li>▪ Create and compose argumentative, synthesis and rhetorical analysis essays in timed in-class setting</li> <li>▪ Evaluate, analyze and synthesize sources in a short (3-5 pg) research paper</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ AP Language &amp; Composition Test (May)</li> <li>▪ AP Language &amp; Composition Practice Tests</li> <li>▪ Argumentative Writing</li> <li>▪ Language/Grammar Practice, Quizzes and Contextual Learning to develop mastery of English mechanics and literary and rhetorical devices</li> <li>▪ Rhetorical Analyses</li> <li>▪ Synthesizing Multiple Sources in formal writing</li> <li>▪ Taking literary and primarily informational text-based multiple-choice questions</li> <li>▪ Timed In-Class Writing</li> <li>▪ Writing original multiple-choice questions</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <i>50 Essays</i>, by Sam Cohen</li> <li>▪ <i>AP Edition Everyday Use: Rhetoric at Work in Reading and Writing</i> (Annotated Instructor’s Edition), by Roskelly and Jolliffe</li> <li>▪ AP Language &amp; Composition Sample Tests (AP Central Online)</li> <li>▪ AP College Board Resources</li> <li>▪ Curriculum from the St. Johnsbury Academy AP Institute</li> <li>▪ Fellow AP Lang &amp; Comp Teachers</li> <li>▪ <i>The Art of Voice: Language and Composition</i>, by Muller and Whiting</li> <li>▪ <i>The Language of Composition</i>, 2<sup>nd</sup> Edition, by Shea, Scanlon and Aufses</li> <li>▪ <i>The Norton Sampler: Short Essays for Composition</i>, 8<sup>th</sup> Edition, by Thomas Cooley</li> <li>▪ <i>The Story I Want to Tell: Exploration in the Art of Writing</i>, by The Telling Room</li> <li>▪ <i>They Say, I Say with Readings</i>, High School Edition, by Graff, Birkenstein, and Durst</li> </ul>

## Algebra I Honors

### Unit 1: Connections to Algebra

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Connecting pre-algebra to algebra is a very important step in learning Algebra. These are essential understandings that are prerequisites to <b>Honors Algebra 1</b> and students are expected to have these skills prior to taking this class.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do you evaluate complex expressions and powers?</li> <li>▪ What is the order of operations?</li> <li>▪ How do you check solutions of equations and inequalities?</li> <li>▪ How do you translate words into mathematical symbols?</li> <li>▪ How do you model and solve real-life equations?</li> <li>▪ What are the different types of tables and graphs &amp; how do I use them?</li> <li>▪ What are functions and how do I represent them?</li> <li>▪ Which vocabulary terms will help me be successful in the future?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Expressions and powers can be evaluated.</li> <li>▪ Order of operations need to be performed in a specific sequence.</li> <li>▪ Equations and inequalities are different but both have solutions.</li> <li>▪ Words can be written as mathematical symbols.</li> <li>▪ Models of real-life problems make them easier to solve.</li> <li>▪ There are different types of tables and graphs.</li> <li>▪ Functions are a large part of Algebra.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Arithmetic operations (sum, difference, product, &amp; quotient), grouping symbols, order of operations, variable, expression, evaluate, equation, solve, inequality, solutions, power, base, exponent, factors, terms, substitute, simplify.</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Evaluate complex expressions and powers using substitution.</li> <li>▪ Correctly follow the order of operations.</li> <li>▪ Check solutions of equations and inequalities.</li> <li>▪ Translate words into mathematical symbols.</li> <li>▪ Model and solving real-life problems.</li> <li>▪ Use tables and graphs to organize data.</li> <li>▪ Demonstrate the ability to identify functions.</li> </ul>
<b>Related Maine Learning Results</b>	B. Measurement and Approximation 1a
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes, take-home worksheets, and tests.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ Algebra 1 Textbook (Larson)</li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>

## Algebra I Honors

### Unit 2: Properties of Real Numbers

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Use of real numbers is a very important step in understanding algebra. <b>These are essential understandings that are prerequisites to Honors Algebra 1 and students are expected to have these skills prior to taking this class.</b></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the different types of real numbers?</li> <li>▪ How do you graph real numbers?</li> <li>▪ What is absolute value?</li> <li>▪ How do you add, subtract, multiply and divide real numbers?</li> <li>▪ What are the essential algebraic properties?</li> <li>▪ How do you evaluate complex expressions?</li> <li>▪ How do you simplify complex expressions?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ There are many types of real numbers.</li> <li>▪ All real numbers can be graphed on number lines.</li> <li>▪ Absolute value is a distance a number is from zero.</li> <li>▪ Adding, subtracting, multiplying, and dividing follow important rules.</li> <li>▪ You can only combine like terms.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Real numbers, integers, irrational/rational numbers, number line, absolute value, commutative property, associative property, distributive property, properties of zero, simplify, evaluate, solve, factors, terms, like terms, coefficient, constant, reciprocal, multiplicative inverse, additive inverse, opposite, substitute.</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify sets of real numbers (i.e. integers, irrational/rational numbers)</li> <li>▪ Graph real numbers on number lines.</li> <li>▪ Find the absolute value and simplify expressions containing absolute values.</li> <li>▪ Add, subtract, multiply and divide real numbers</li> <li>▪ Use order of operations including powers, square roots, and distributive property to simplify complex expressions</li> <li>▪ Evaluate complex expressions by correctly substituting given values for variables.</li> <li>▪ Simplify complex expressions by combining like terms.</li> </ul>
<b>Related Maine Learning Results</b>	D. Symbols and Expressions 1a
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes, take-home worksheets, and tests.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ Algebra 1 Textbook (Larson)</li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>

## Algebra I Honors

### Unit 3: Solving Linear Functions

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Solving linear functions is one of the major skills necessary to be successful in Algebra 1.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is a solution of an equation?</li> <li>▪ How do you solve complex algebraic equations?</li> <li>▪ How do you solve and use formulas?</li> <li>▪ How do you use ratios and rates to solve real life problems?</li> <li>▪ How do you solve percentage problems?</li> <li>▪ How do you solve absolute-value equations?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Solutions of equations are what make equations true.</li> <li>▪ Ratios can be written in three different ways.</li> <li>▪ Ratios and rates can be used to solve real life problems.</li> <li>▪ The definition of percentage is parts per hundred.</li> <li>▪ Absolute value equations can be solved.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Equation, linear equations, formulas, ratios, rates, percent, percent equations, absolute value equations.</li> <li>○ <b>Identity, literal equations, proportions, cross products.</b></li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify solutions of equations.</li> <li>▪ Solve algebraic equations.</li> <li>▪ Solve and use formulas.</li> <li>▪ Use ratios and rates to solve real life problems.</li> <li>▪ Solve percentage problems.</li> <li>▪ Solve absolute-value equations.</li> <li>▪ <b>Solve and check complex equations using technology.</b></li> </ul>
<b>Related Maine Learning Results</b>	<p>B. Measurement and Approximation 1a  D. Symbols and Expressions 1a  D. Equations and Inequalities 2d</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes, take-home worksheets, and tests.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ Algebra 1 Textbook (Larson)</li> </ul> </li> <li>▪ <u>Other:</u> <ul style="list-style-type: none"> <li>○ <b>Graphing calculators.</b></li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>

## Algebra I Honors

### Unit 4: Graphing Linear Equations and Functions

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Graphing linear equations and functions is a major skill necessary for Algebra I.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are functions?</li> <li>▪ How do you plot points on a coordinate plane?</li> <li>▪ What is slope?</li> <li>▪ What are intercepts of a linear function?</li> <li>▪ How do you graph using a table?</li> <li>▪ How do you graph using intercepts?</li> <li>▪ How do you graph using the slope-intercept form of an equation?</li> <li>▪ <b>What are discrete and continuous functions?</b></li> <li>▪ <b>What are direct variation equations and their constant of variation?</b></li> <li>▪ <b>What are families of functions?</b></li> <li>▪ <b>What are parent linear functions?</b></li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Functions are relations where each input gives exactly one output.</li> <li>▪ Coordinate plane is made of up four quadrants.</li> <li>▪ Intercepts of lines are where they cross each axis.</li> <li>▪ Slope is rise divided run given a graph.</li> <li>▪ Slope is change in y over change in x, given 2 points.</li> <li>▪ Slope-intercept form of an equation is <math>y=mx+b</math>.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> Functions, function form, vertical line test, ordered pairs, linear equations, slope, rise, run, change in y, change in x, x-intercept, y-intercept, slope- intercept form, coordinate plane, <b>discrete and continuous functions</b>, <b>direct variation equations</b>, <b>constant of variation</b>, <b>family of functions</b>, <b>parent linear function</b>.</li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify whether relationships are functions or not.</li> <li>▪ Plot points in a coordinate plane.</li> <li>▪ Graph functions using a table.</li> <li>▪ Find the intercepts of a line.</li> <li>▪ Find slope of a line.</li> <li>▪ Graph equations using x-intercept and y-intercepts.</li> <li>▪ Graph equations using the slope-intercept form.</li> <li>▪ <b>Solve and graph linear functions using technology.</b></li> </ul>
<b>Related Maine Learning Results</b>	D. Functions and Relations 4ac
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes, take-home worksheets, and tests.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> Algebra 1 Textbook (Larson)</li> <li>▪ <b>Other: Graphing calculators.</b></li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>



## Algebra I Honors

### Unit 5: Writing Linear Equations

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Writing linear equations is a very important algebraic skill.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do you write an equation in slope intercept form?</li> <li>▪ How do you write an equation given two points?</li> <li>▪ What is the “standard” form of an equation?</li> <li>▪ What makes lines perpendicular to each other?</li> <li>▪ <b>What makes lines parallel to each other?</b></li> <li>▪ <b>How can you model data with the best-fitting line?</b></li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Slope-intercept form of an equation is <math>y=mx+b</math>.</li> <li>▪ “Standard” form of an equation is <math>Ax+By =C</math>.</li> <li>▪ Perpendicular lines have slopes that are reciprocals and opposites.</li> <li>▪ <b>Parallel lines have the same slopes.</b></li> <li>▪ <b>Understand the difference between correlation and causation.</b></li> <li>▪ <b>Linear regression creates the line of best-fit.</b></li> <li>▪ <b>The line of best-fit can be used for interpolation not extrapolation.</b></li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Standard form, slope-intercept form, perpendicular/parallel lines.</li> <li>○ <b>Scatter plot, correlation, causation, line of best-fit, linear regression, interpolation, and extrapolation.</b></li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Write the equation for a line given slope and y-intercept.</li> <li>▪ Write the equation for a line given slope and a point.</li> <li>▪ Write the equation for a line given slope and y-intercept given two points.</li> <li>▪ Find slope of a line.</li> <li>▪ Write an equation for a line in “standard” form.</li> <li>▪ Write the equation for perpendicular lines.</li> <li>▪ <b>Write the equation for parallel lines.</b></li> <li>▪ <b>Perform and interpret linear regression models using technology.</b></li> </ul>
<b>Related Maine Learning Results</b>	<p>D. Algebra-Equations and Inequalities D. Algebra-Functions and Relations</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ <b>Quizzes, take-home worksheets, and tests.</b></li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> Algebra 1 Textbook (Larson)</li> <li>▪ <b>Other: Graphing calculators.</b></li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>

## Algebra I Honors

### Unit 6: Solving and Graphing Linear Inequalities

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Solving and graphing linear inequalities is a very important Algebraic skill.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do you solve inequalities using addition and subtraction?</li> <li>▪ How do you solve inequalities using multiplication and division?</li> <li>▪ How do you solve multi-step inequalities?</li> <li>▪ How do you solve inequalities with “and” or “or.”?</li> <li>▪ <b>How do you graph linear inequalities with 2 variables?</b></li> <li>▪ <b>How do you solve and graph absolute value functions?</b></li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Inequalities will be solved by addition and subtraction.</li> <li>▪ Inequalities will be solved by multiplying and dividing.</li> <li>▪ Multi-step equalities will be solved.</li> <li>▪ Inequalities involving “and” and “or” will be solved.</li> <li>▪ <b>Linear inequalities with 2 variables will be graphed.</b></li> <li>▪ <b>Absolute value functions will be graphed.</b></li> <li>▪ <b>Absolute value equations will be solved.</b></li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Single step inequalities, multi-step inequalities, multiplication and division property of inequalities, graph of inequalities, compound inequalities, “AND” inequalities, “OR” inequalities.</li> <li>○ <b>Absolute value functions, linear inequalities with 2 variables.</b></li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Solve inequalities using addition and subtraction.</li> <li>▪ Solve inequalities using multiplication and division.</li> <li>▪ Solve multi-step inequalities.</li> <li>▪ Solve inequalities with “and” or “or.”</li> <li>▪ <b>Graph and interpret linear inequalities with 2 variables using technology.</b></li> <li>▪ <b>Graph and interpret absolute value functions using technology.</b></li> </ul>
<b>Related Maine Learning Results</b>	<p>D. Symbols and Expressions 1a D. Equations and Inequalities 2d</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes, take-home worksheets, and tests.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ Algebra 1 Textbook (Larson)</li> </ul> </li> <li>▪ <u>Other:</u> <ul style="list-style-type: none"> <li>○ <b>Graphing calculators.</b></li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>

## Algebra I Honors

### Unit 7: Systems of Equations and Inequalities

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Solving systems of equations and inequalities is a very important Algebraic skill.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do you solve systems by graphing?</li> <li>▪ How do you solve systems by substitution?</li> <li>▪ How do you solve systems by linear combinations?</li> <li>▪ How do you solve special types of linear systems?</li> <li>▪ How do you solve systems of inequalities?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Systems will be solved by graphing.</li> <li>▪ Systems will be solved using substitution.</li> <li>▪ Systems will be solved by linear combinations.</li> <li>▪ Special types of linear systems will be solved.</li> <li>▪ Systems of inequalities will be solved.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Systems of linear equations, solution of a linear system, point of intersection, graph-and-check method, substitution method, linear combination method, no solution systems, identity (infinitely many) solutions</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Solve systems by graphing.</li> <li>▪ Solve systems by substitution.</li> <li>▪ Solve systems by linear combinations.</li> <li>▪ Solve special types of linear systems.</li> <li>▪ Solve systems of inequalities.</li> <li>▪ <b>Solve, graph and interpret linear systems and linear inequalities systems using technology.</b></li> </ul>
<b>Related Maine Learning Results</b>	<p>D. Symbols and Expressions 1a D. Equations and Inequalities 2af</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes, take-home worksheets, and tests.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ Algebra 1 Textbook (Larson)</li> </ul> </li> <li>▪ <u>Other:</u> <ul style="list-style-type: none"> <li>○ <b>Graphing calculators.</b></li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>

## Algebra I Honors

### Unit 8: Laws of Exponents

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ The laws of exponents are very important to future mathematical work.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the multiplication laws of exponents?</li> <li>▪ How do I evaluate powers with negative exponents?</li> <li>▪ How do I evaluate powers with zero as their exponent?</li> <li>▪ What are the division laws of exponents?</li> <li>▪ <b>How do I evaluate powers with fractions as their exponent?</b></li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ There are many multiplication laws of exponents.</li> <li>▪ There are rules for negative exponents.</li> <li>▪ There are rules for zero as an exponent.</li> <li>▪ There are many division laws of exponents</li> <li>▪ <b>There are rules for fractions as exponents.</b></li> <li>▪ <b>Exponential growth functions will be graphed.</b></li> <li>▪ <b>Exponential decay functions will be graphed.</b></li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Power, base, exponent, product of powers property, power of a power property, power of a product property, zero exponents, negative exponents, quotient of a powers property, power of a quotient property, <b>fractional exponents.</b></li> <li>○ <b>Exponential growth functions, exponential decay functions.</b></li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Use the multiplication laws of exponents.</li> <li>▪ Evaluate powers with negative exponents.</li> <li>▪ Evaluate powers with zero as their exponent</li> <li>▪ Use the division laws of exponents.</li> <li>▪ <b>Evaluate powers with fractions as their exponent.</b></li> <li>▪ <b>Graph and interpret exponential growth and exponential decay functions using technology.</b></li> </ul>
<b>Related Maine Learning Results</b>	<p>A. Real Numbers 1c D. Symbols and Expressions 1a</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ <b>Quizzes, take-home worksheets, and tests.</b></li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ Algebra 1 Textbook (Larson)</li> </ul> </li> <li>▪ <u>Other:</u> <ul style="list-style-type: none"> <li>○ <b>Graphing calculators.</b></li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>

## Algebra I Honors

### Unit 9: Quadratic Equations and Functions

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Future success in algebra is based on the knowledge of quadratic equations and functions.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do you evaluate and approximate square roots?</li> <li>▪ How do solve quadratic equations by finding square roots?</li> <li>▪ How do you use the properties of radicals to simplify radicals?               <ul style="list-style-type: none"> <li>○ How do you sketch the graph <b>and identify the key features (axis of symmetry, vertex, minimum value, maximum value, y-intercept, quadratic roots, x-intercepts)</b> of a quadratic function?</li> </ul> </li> <li>▪ How do you use a graph to find or check a solution of a quadratic equation?</li> <li>▪ How do you solve quadratic equations using the quadratic formula?</li> <li>▪ How do you use the discriminant to find the number of solutions of a solve quadratic equations?</li> <li>▪ <b>How do you solve quadratic equations by completing the square?</b></li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Certain square roots must be memorized.</li> <li>▪ Quadratic equations can be solved by finding square roots.</li> <li>▪ Properties of radicals can be used to simplify radicals.</li> <li>▪ Quadratic equations can be solved by graphing.</li> <li>▪ <b>Quadratic equations can be solved by completing the square.</b></li> <li>▪ <b>Quadratic functions can be written in 3 forms (standard form, vertex form, and intercept form)</b></li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Square root, radicand, radical expression, quadratic equation, parabola, quadratic formula, discriminant, vertex, axis of symmetry, quadratic roots.</li> <li>○ <b>Minimum value, maximum value, parent quadratic function</b></li> <li>○ <b>3 forms of quadratic equations: standard , vertex, and intercept forms.</b></li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Evaluate and approximate square roots.</li> <li>▪ Solve quadratic equations by finding square roots.</li> <li>▪ Use the properties of radicals to simplify radicals.</li> <li>▪ Graph quadratic functions <b>in 3 forms: standard, vertex, and intercept forms.</b></li> <li>▪ Solve quadratic equations by graphing <b>in all 3 forms.</b></li> <li>▪ Solve quadratic equations by quadratic formula.</li> <li>▪ Determine and understand discriminant to find the number of solutions of a quadratic equation.</li> <li>▪ <b>Solved by quadratic equations by completing the square.</b></li> <li>▪ <b>Graph, interpret and model quadratic functions using technology.</b></li> </ul>
<b>Related Maine Learning Results</b>	<ul style="list-style-type: none"> <li>A. Real Numbers 1bc</li> <li>D. Symbols and Expressions 1a</li> <li>D. Equations and Inequalities 2b</li> </ul>
<b>Sample Lessons and Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes, take-home worksheets, and tests.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> Algebra 1 Textbook (Larson)</li> <li>▪ <b>Other: Graphing calculators.</b></li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>

## Algebra I Honors

### Unit 10: Polynomials and Factoring

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Knowing about polynomials and how to factor them is an important algebraic skill.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do you add and subtract complex polynomials?</li> <li>▪ How do multiply complex polynomials?</li> <li>▪ How do you solve quadratic equations in factored form?</li> <li>▪ How do you factor complex polynomials?</li> <li>▪ <b>How do you solve vertical motion models?</b></li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Polynomials can be added and subtracted.</li> <li>▪ Polynomials can be multiplied together.</li> <li>▪ Quadratic equations in factored form can be solved.</li> <li>▪ Factor polynomials has many steps and procedures.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Monomial, binomial, trinomial, degree, factored form, polynomial, zero-product property, factor, FOIL.</li> <li>○ <b>Factor by grouping, binomial squares, conjugate binomials, vertical motion models.</b></li> <li>○ <b>Leading coefficients, minimums and maximums to polynomial functions, zeros to polynomial functions.</b></li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Add and subtract complex polynomials.</li> <li>▪ Multiply complex polynomials.</li> <li>▪ Know the different methods to factor polynomials.</li> <li>▪ Factor and then solve quadratic equations in factored form.</li> <li>▪ <b>Understand the square of a binomial pattern.</b></li> <li>▪ <b>Understand the sum and difference pattern.</b></li> <li>▪ <b>Understand vertical motion models.</b></li> <li>▪ <b>Graph and interpret polynomial functions, including finding minimums, maximums, and zeros, to polynomial functions using technology.</b></li> </ul>
<b>Related Maine Learning Results</b>	<p>D. Symbols and Expressions 1abc D. Equations and Inequalities 2b</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes, take-home worksheets, and tests.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> Algebra 1 Textbook (Larson)</li> <li>▪ <b>Other: Graphing calculators.</b></li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>

## Algebra I Honors

## Unit 11: Rational Expressions &amp; Equations

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Understanding the rules of rational expressions as well as how to solve rational equations is an important algebraic skill.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do you solve proportions equations?</li> <li>▪ How do you simplify rational expressions?</li> <li>▪ How do you multiplied and divided rational expressions?</li> <li>▪ How do you added and subtract rational expressions?</li> <li>▪ How do you solve rational equations?</li> <li>▪ How do you determine excluded values in rational equations?</li> <li>▪ How do you graph rational equations?</li> <li>▪ How do you graph inverse variation equations?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Proportions can be solved by cross-multiplying.</li> <li>▪ Rational expressions can be simplified by using factoring.</li> <li>▪ Rational expressions can be added and subtracted using a least common denominator.</li> <li>▪ Rational expressions can be multiplied and divided by using the laws of exponents and factoring.</li> <li>▪ Rational equations can be solved using the cross product property.</li> <li>▪ Rational functions can be graphed</li> <li>▪ inverse variation functions can be graphed.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ proportions, cross product property, rational expressions, rational equations, least common denominator, <b>rational functions, excluded values, inverse variation equations</b></li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Solve proportions with numbers.</li> <li>▪ Solve proportions with variables.</li> <li>▪ Simplify rational expressions.</li> <li>▪ Multiply and divide rational expressions.</li> <li>▪ Add and subtract rational expressions.</li> <li>▪ Solve rational equations and <b>identify excluded values.</b></li> <li>▪ <b>Determine and understand the difference between direct variation and inverse variation equations.</b></li> <li>▪ <b>Graph and interpret rational functions using technology.</b></li> </ul>
<b>Related Maine Learning Results</b>	<p>D. Symbols and Expressions 1a</p> <p>D. Equations and Inequalities 2c</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes, take-home worksheets, and tests.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> Algebra 1 Textbook (Larson)</li> <li>▪ <u>Other:</u> <b>Graphing calculators.</b></li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>

## Algebra I Honors

### Unit 12: Radicals and Geometry

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Understanding radicals and geometry is an important skill of future success in mathematics. <b>Radical functions will focus on square root functions.</b></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do you evaluate radicals (square roots, cube roots, etc.)?</li> <li>▪ How do you simplify radicals?</li> <li>▪ How do you add, subtract, multiply, and divide radicals?</li> <li>▪ How do you solve radical equations?</li> <li>▪ How do you use the Pythagorean Theorem?</li> <li>▪ How do you use the distance formula?</li> <li>▪ How do you use the midpoint formula?</li> <li>▪ <b>How do you graph square root radical function?</b></li> <li>▪ <b>How do you solve square root radical function?</b></li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Square roots can be simplified.</li> <li>▪ Radicals can be added, subtracted, multiplied, and divided.</li> <li>▪ Radical equations can be solved.</li> <li>▪ <b>Square root radical function can be graphed.</b></li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Radicals, radical equations, Pythagorean Theorem, hypotenuse, legs of a right triangle, distance formula, midpoint, midpoint formula.</li> <li>○ <b>Extraneous solutions, square root functions, radical functions</b></li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Evaluate square roots.</li> <li>▪ Simplify radicals</li> <li>▪ Add, subtract, multiply, and divide radicals.</li> <li>▪ Solve radical equations.</li> <li>▪ Use the Pythagorean Theorem.</li> <li>▪ Use the distance formula.</li> <li>▪ Use the midpoint formula.</li> <li>▪ <b>Graph and interpret square root radical functions using technology.</b></li> </ul>
<b>Related Maine Learning Results</b>	A. Real Numbers 1abcd C. Geometric Figures 1bcd
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will orally respond to questions.</li> <li>▪ Students will utilize worksheets and in their notes to demonstrate individual understanding of the concepts.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes, take-home worksheets, and tests.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ Algebra 1 Textbook (Larson)</li> </ul> </li> <li>▪ <u>Other:</u> <ul style="list-style-type: none"> <li>○ <b>Graphing calculators.</b></li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>