

November 30, 2001

Shannon Spann-Revels, Director  
Office of Urban Partnerships and PSAs  
Varner House  
Rochester, MI 48309-4494

Dear Mrs. Spann-Revels,

Dove Academy of Detroit requests our original Charter grade configuration to be modified. Currently, the Academy serves approximately 400 students distributed between grades kindergarten through six.

The organizational pattern of a traditional school district is such that it serves students from kindergarten through 12<sup>th</sup> grades. Students develop academic and social skills according to the district plan. Teachers and administration facilitate this development through curriculum alignment across grade level and subject area. Dove Academy has received continuous requests from parents and students that they be allowed to continue the program after sixth grade graduation.

By expanding the grade configuration, we will be able to continue to serve our community by preparing students for academic and career pathways. Although we do not intend to offer all of the 7<sup>th</sup>-12<sup>th</sup> grades over the next school year, we request that the Academy be granted permission to offer a middle and high school program so that staff, administration, parents, students, and the community may make plans to add grades on a yearly basis.

For details about the grade expansion educational proposal/plan, curriculum, and curriculum objectives, please see the attached document.

Yours in Education,



Elizabeth Nanas  
Project Director

## EDUCATIONAL PROGRAM

---



POSITIVE CHOICE IN  
EDUCATION

### **Educational Program Proposal for Grade 7 – 12 Grade Expansion**

**Dove Academy of Detroit**

**8210 Rolyat**

**Detroit, MI 48234**

**Telephone: 313.366.9110**

**Fax: 313.366.9130**

---

*The mission of Dove Academy is to educate all students so they can effectively, efficiently, and successfully communicate (read, write, and speak) and solve complex mathematical challenges. The school's curriculum places a strong emphasis on math and communication skills. All other subjects such as science, social studies, art, music and physical education are supported by a solid foundation of literacy and mathematics.*

Dove Academy began with the philosophy to educate the head, heart, and hands of each student. This philosophy is supported by the beliefs that:

- ✍ People want to succeed
- ✍ Schools are for teaching and learning
- ✍ All students can learn
- ✍ Teachers facilitate learning
- ✍ Success is measured by growth

As the Academy has grown, students and parents have requested the program be expanded so that learners may continue to grow in an environment that facilitates this holistic approach. The primary focus of the Academy's proposed instructional program will be two-fold: 1) developing effective and efficient academic skills; and 2) ensuring that all students will have opportunities to learn about careers within each pathway as identified by the State of Michigan.

**The Michigan Curriculum Framework will continue to guide all academic program design. Career Preparation will be utilized to structure the Academy's Educational Development Planning, Career Pathways Program, and Comprehensive Guidance and Counseling Program.**

## EDUCATIONAL PROGRAM

Middle School students will be required to successfully complete all classes and pass minimal skill requirements, based on curriculum objectives that reflect the state's core competencies to continue to the next grade level. The following courses are required for all students:

Grade	Courses	Weeks
7 & 8	Language Arts	36
7	Global Studies	36
8	US History	36
7 & 8	Science	36
7	Math (General, Pre-Algebra)	36
8	Mathematics (Pre-Algebra, Algebra, or Geometry)	36
7	Physical Education	18
7	Health	18
7	Introduction to Computers	9
7	Keyboarding	9
7	Foreign Language	18
8	Business Services and Technology: Foundations	18
8	Speech	18
8	Foreign Language	
8	Music	

A total of twenty-one (21) credits will be required for high school graduation. Credits will be awarded on a semester basis only. Each class earns one-half credit (0.5) each semester. Each summer school class also earns one-half credit (0.5). Included in the twenty-one credits are the following required credits by subject area:

<u>Subject Area</u>	<u>Credits</u>
Arts/Electives	4.0
Career Exploration	1.0
Computer Literacy	2.0
English	4.0
Mathematics	4.0
Science	3.0
Social Studies	3.0

Students must average 5.5 credits per year in order to graduate in the normal four years of high school. Any student who fails both semesters of any course must pass the class in summer school or they will not move on to the next course in any given sequence. Students who do not go to summer school must repeat the course in the next school year.

## **EDUCATIONAL PROGRAM**

**All subject areas must provide learning experiences which enable students to:**

- **Respect self, others, and the environment.**
- **Communicate effectively.**
- **Know how to learn and work productively.**
- **Acquire and process information.**
- **Use critical and creative thinking to make decisions and solve problems.**  
**Work and participate independently and cooperatively.**  
**Acquire a core of understandings and competencies within the content areas.**

## **CORE CURRICULUM OBJECTIVES FOR GRADES 7 – 12**

### **LANGUAGE ARTS**

- **Listen actively, responsively, and analytically.**
- **Communicate ideas orally in a clear, succinct manner.**
- **Develop strategies to construct meaning and read perceptively.**
- **Apply understanding of a variety of text structures to monitor their own reading comprehension.**
- **Become fluent readers who possess a well-developed vocabulary.**
- **Become lifelong readers who choose to read for information and enjoyment.**  
**Develop a positive attitude toward the use of the writing process in communicating effectively.**
- **Write honestly and clearly, in a variety of forms for different purposes.**  
**Write using standard English form, reflecting a basic knowledge of mechanics, grammar, usage, and spelling.**
- **Develop legible handwriting and apply word processing skills for written communication.**
- **Use a variety of resources and technologies to access information, improve skills, and develop final products.**

### **MATHEMATICS**

**Develop personal management skills, confidence, and a positive attitude toward the use, value, and power of mathematics.**  
**Acquire the skills necessary to interact with others in learning and problem-solving situations.**

## EDUCATIONAL PROGRAM

- Develop, apply, and generalize problem-solving approaches to investigate, understand, and resolve problems.
- Understand and apply reasoning processes.
- Communicate mathematical ideas in written and oral form.  
Recognize the connections among mathematical topics, other disciplines, and everyday experiences.  
Become competent in the selection and application of appropriate technological tools.  
Recognize, describe, and generalize patterns, relationships, and functions.
- Develop number sense to demonstrate, analyze, and use the various forms of real numbers, their relationships, and algorithms.  
Develop mental mathematics skills.  
Develop estimation skills.  
Understand and use measurement in practical situations.  
Develop geometric concepts and spatial sense.
- Use probability and statistical concepts and methods to solve problems.
- Interpret and apply algebraic concepts and methods to solve real life problems.

## SCIENCE

Understand that life, physical, and earth sciences are interconnected by the concepts of matter, energy, systems, time, cause and effect.

- Develop skills in data gathering by observing, measuring, researching, and recording information.  
Develop information processing and problem solving skills by hypothesizing, experimenting, analyzing, synthesizing, and evaluating.
- Communicate ideas using oral, written, graphical, and modeling techniques.
- Apply science concepts in the use of technology and develop an understanding of the problems related to technology.
- Understand that the nature of science demands responsible action in dealing with science-related societal issues.
- Understand the evolutionary nature, structure, function, and organization of simple and complex living things.  
Understand the interrelationships between matter, energy, and their changes.  
Understand the changing structure of the earth and its place in the universe.

## EDUCATIONAL PROGRAM

### SOCIAL STUDIES

- Develop a conceptual framework which relates social studies to their own lives and learning.
- Acquire, process, and communicate information effectively.
- Apply the processes of thinking and decision making to solve problems.
- Develop ethical standards which lead to responsible social participation while respecting the rights of others.
- Understand the interrelationships of historical events and personages across time and geographical space.
- Understand the interrelationships between human society and the environment.
- Analyze the interrelationships of individual and group behavior in society.  
Understand the concepts and theories of economic systems in society.  
Recognize and understand the components of culture within major cultural groups.
- Understand the development, organization, and function of democratic and other political systems.  
Understand global interdependence and issues which affect people all over the world.

### TECHNOLOGY

- Use technology across the curriculum as a tool to increase effective communication, collaboration, cooperation, learning, decision-making, and problem solving.
- Understand basic systems concepts.
- Use information management technologies effectively.
- Develop awareness of physical technology systems.
- Develop awareness of bio-related technologies.
- Understand the impact of technology on society and the environment.
- Understand and apply ethical standards of using technology.

### ARTS

- Establish a conceptual framework in the arts to function as an aesthetically literate person.
- Participate in a variety of artistic endeavors to understand creative processes and skills.

## EDUCATIONAL PROGRAM

Understand the role of the arts in the historical development of our culture and in the cultures of others.

Acquire skills for developing their own criteria for making aesthetic judgments.

- Use the arts as an avenue to develop a positive self-concept, fulfill one's own potential, and to develop sensitivity and responsiveness to the expression of others.

Infuse technology as a form and function of the art process.

## PHYSICAL EDUCATION/HEALTH

Demonstrate knowledge of, competence in, and appreciation for physical fitness.

- Identify, appreciate, and perform a variety of fundamental rhythm and movement patterns.
- Develop the skills, knowledge, understanding, appreciation, and physical conditioning to participate in lifelong individual and group sports and activities.

Demonstrate safety practices when participating in physical activities.

Transfer physical education lessons into habits of a lifetime such as recreation sports, dance, and leisure-time skills.

Understand and use information and critical thinking skills to make personal decisions related to: nutrition, stress management, substance abuse, a healthy lifestyle, and personal sexuality.

- Develop lifesaving skills which enable them to respond to medical emergencies.
- Understand the social impact, treatment, and prevention of communicable diseases.
- Understand human development.

## BUSINESS

Develop reading, writing, listening, and speaking skills to effectively process and communicate ideas.

Develop an understanding that technology is continually evolving and will require further study.

- Develop the ability to think critically to solve problems, make decisions, and establish goals.

Develop cooperative, collaborative, and leadership skills needed for a multicultural society.

Develop a positive self-concept and work ethic for success in the business world.



## EDUCATIONAL PROGRAM

- Develop job seeking skills and career planning skills which enable one to adapt to change in the lifelong learning process.
- Develop text processing skills for personal and business communication.  
Develop data processing and computational skills which facilitate business operations.  
Develop an understanding of entrepreneurship and the marketing and business principles essential to business operations.
- Put theory into practice by participating in cooperative education or internship experiences.

## FOREIGN LANGUAGE

- Understand that language proficiency is critical in order to cope with global and multicultural pressures that alter life in the United States.  
Aurally comprehend the main idea in a variety of situations and topics.
- Speak with a degree of accuracy which ensures effective communication in the target language.  
Use reading strategies to comprehend a range of written material including authentic text.
- Write with enough accuracy to effectively communicate meaning.
- Accept diversity through an understanding of ethno-cultural differences.  
Develop a positive attitude toward language learning, a sense of empowerment, and greater self-esteem.
- Apply critical thinking, problem solving, and decision-making skills.
- Work cooperatively to develop language proficiency and interpersonal skills.  
Be aware of increased job opportunities because of foreign language proficiency.

## FAMILY LIFE

Understand the interrelationship of the role of family members in a changing society and the factors related to balancing work and family.

Become effective consumers and managers of money, time, human, and community resources.

Understand human development from conception to adolescence.  
Examine personal readiness to become a responsible parent and analyze the variety of roles necessary as a parent and/or care giver.



## **EDUCATIONAL PROGRAM**

Understand the interrelationship of food selection and preparation as it relates to healthy lifestyles and personal well-being.

Acquire skills necessary to select, construct, and maintain a variety of textile products.

Understand the process of selecting and furnishing useable, attractive living spaces.

- Develop communication skills and enhance self-esteem to strengthen interpersonal skills.

Understand the interrelationship between values, goals, and the decision making process.

Understand technological advances and their influence on lifestyles.

- Explore careers and develop vocational skills related to family life education.

Use basic skills in real-life context.

## **INDUSTRIAL TECHNOLOGY**

- Develop an understanding and appreciation of the social, environmental, and cultural impact communication, transportation, manufacturing, and construction systems have on our lives.

Develop an understanding of technological facts, concepts, and principles.

Develop an understanding of the essential concepts of technology through the utilization of simple tools and more complex machinery.

Develop the ability to access information, think critically, make decisions, and communicate effectively.

Apply tools, materials, machines, and processes safely and efficiently.

Develop lifelong learning skills, a positive self-concept, and individual potential and creative abilities.

Acquire personal management and teamwork skills to be successful in the work place.

Make informed career choices by developing an understanding of the nature of the work, requirements, and rewards within technology-related careers.

## EDUCATIONAL PROGRAM

**MIDDLE SCHOOL ACADEMIC PROGRAM** The middle school program is designed to prepare students for successful performance on the MEAP and for continued academic study at the high school level. Students must pass all courses to successfully complete the middle school program.

### The English Program

**Grade 7:** In order to improve communication skills, Language Arts integrates reading, writing, listening, and speaking. Pre-writing activities from mapping to outlining help students organize and focus ideas. Writing fluency is developed in a variety of areas, including letters, paragraphs, essays, stories, and character sketches. The study of literature includes selections of fiction and nonfiction to which students are expected to apply critical-thinking skills. Vocabulary, grammar, and spelling are taught through the reading and writing process.

**Grade 8:** The use of the reading and writing process is reinforced, while students continue to develop fluency and maintain a sense of audience and purpose in their writing. They write personal narratives, descriptions, expository essays, and a library report. Critical thinking skills are used to analyze and interpret works of fiction and nonfiction. Vocabulary, grammar, and spelling are taught through the reading and writing process.

### The Social Studies Program

**Grade 7 – Global Studies:** The purpose of this course is to introduce students to Russia, Africa, Asia, Australia, and Oceania. The study of these regions will encompass physical and cultural geography, facilitated by the five fundamental themes in geography (location, place, human/environment interactions, movement, and region). This will be accomplished by presenting an overview for each region, followed by an in-depth study of representative countries or areas. The course will incorporate regional issues and their international impact. Students will also use geographic skills in making decisions regarding global issues.

**Grade 8 – US History:** The purpose of this course is to develop the student's understanding of the heritage that shaped the United States as a democratic nation. United States history is surveyed from the time of the Native Americans to 1877 by looking at political, economic, and social changes of our nation. Topics covered include Native Americans,

## EDUCATIONAL PROGRAM

exploration and colonization, the American Revolution, the formation of our national government, the westward movement, and the Civil War. The course will periodically include the study of Michigan history and U.S. foreign affairs. The study of American history will prepare students to become responsible citizens.

### The Mathematics Program

**General Mathematics** - This course will continue to develop, maintain, and apply previously learned concepts. Major emphasis will be on decimal/fraction applications, ratio and proportion, percent, statistics, and probability. In addition, whole numbers, measurement, probability, and pre-algebra concepts will be studied. Problem-solving, algebraic ideas, estimation, mental computation, and calculator use will be incorporated throughout the year.

**Pre-Algebra** - This will provide a transition to Algebra. Problem-solving and algebraic thinking, along with mental math, estimation, and calculator use, will be infused throughout the year. Instruction will place major emphasis on algebra concepts, integers, geometry, measurement, and probability. Areas of number theory, fractions and decimals, ratio and proportion, and percent and statistics will be studied.

**Algebra** - This is a first-year high school algebra course for advanced students. Content includes integers, rational and real numbers, operations with polynomials, ratios and percents, linear equations, rational equations, roots, radicals and the quadratic formula. Successful completion would lead to enrollment in geometry in the 8<sup>th</sup> grade.

**Geometry:** This course is for advanced students who successfully completed algebra in the 7<sup>th</sup> grade. This is the equivalent to a high school geometry course and begins by establishing definitions and familiarizing students with the language of geometry. Postulates and theorems are introduced, and students learn to write formal proofs. Included in the course are triangles, quadrilaterals, circles, areas of plane figures, areas and volumes of solid figures, coordinate geometry, and transformations. The course would be followed by Algebra 2 Honors in 9<sup>th</sup> grade.

### The Science Program

## **EDUCATIONAL PROGRAM**

**Grade 7:** Seventh-grade students will continue to develop their science problem-solving skills. The life science topics emphasize the interactions and the diversity of living things. Physical science and earth science topics include solutions, force and motion, the restless earth, and astronomy.

**Grade 8:** Eighth-grade students will learn to design and conduct experiments to answer scientific questions. They will study topics in the areas of oceans and climates, the life processes of plants and animals, the particle theory of matter, machines, work, and energy, electromagnetic systems, and sound and light.

### **Physical Education**

This program is comprised of a combination of cardio-respiratory fitness and skill development through games and recreational activities. This course is a continuation of the elementary program in selected skill areas, depending on the actual quarter that the course is offered to the student. The health benefits of an active lifestyle are emphasized and encouraged.

### **Health**

This course provides a positive approach to health, developed around the characteristics, needs, and interests of seventh graders. Course topics include nutrition, recognizing influences, human sexuality, and choosing healthy behaviors. These units help students recognize and counter messages encouraging unhealthy behaviors, including tobacco, alcohol, and other drug usage. Information about the spread of AIDS and sexually transmitted diseases is included. Students are encouraged to make healthy choices to promote good health. (Parents may excuse their child from classes in which human sexuality and AIDS are covered.)

### **Introduction to Computers**

Students develop an understanding of computer technology through hands-on experience with word processing, database, spreadsheet, graphics, and telecommunications software. Students work on a variety of projects and learn about the ethics of computer use.

## **EDUCATIONAL PROGRAM**

### **Keyboarding**

Using the computer, students will have the opportunity to learn the alphabetic keyboard with emphasis on the touch-typing technique

### **Business Services and Technology: Foundations**

Students will have the opportunity to explore options and real-life financial concerns. Various specialized computer software will be utilized as part of this class. Software examples are: Michigan Occupational Interest Survey, Wall Street On-line, and Claris Works. A World of Work experience will be included. There is a series of speakers from various occupations.

### **Speech**

In this course, students will be introduced to the fundamentals of public speaking: Selecting and narrowing a topic; researching, organizing, writing, and delivering an original informative and a persuasive speech; using gestures; managing nervousness; maximizing vocal effectiveness; and active listening. This experience should help students develop poise and self-confidence as they practice oral expression with clarity and authority.

### **Music**

This performance-oriented class is open to any student; no experience is required. Singing, learning to read music, and movement activities are combined on chorus production. There are day and evening performances during the semester.

### **Foreign Language**

Grade 7: This seventh-grade course explores the basic language and culture of Spanish-speaking and Francophone countries. Emphasis is placed on age-appropriate language/vocabulary through speaking and listening. Students become aware of a second culture and the importance of knowing a second language. Students learn how to

## EDUCATIONAL PROGRAM

express basic communication needs. As a result of this course, students develop an interest in further language study and cultural awareness.

**Grade 8:** This course continues or introduces the study of language and culture for eighth-grade students. Emphasis is placed on developing language integrated with culture and on motivating students to continue language learning. Students become familiar with the culture of the country and learn social and language skills to cope with real-life, authentic situations. In addition, students become familiar with and gain an understanding of the society, history, and geography of the country studied. As a result of this yearlong, entry-level course, the students develop the ability to use basic functional language, gain an understanding of cultural diversity, and value continued second-language learning.

## EDUCATIONAL PROGRAM

**HIGH SCHOOL ACADEMIC PROGRAM** The high school program is designed to prepare students for successful completion of MEAP, SAT, and ACT. It is the aim of the Academy that students will be ready for post-secondary education and/or the world of work by the time they graduate. To facilitate this, the high school program is designed so that students receive a core academic education and meet career pathways benchmarks.

### The English Program

Students must complete (4) credits of English to graduate. The courses are listed below in the order and grade level they are taught. In order to meet the needs of all students, the Academy offers reading and composition courses at all levels. These courses are scheduled according to the academic needs of the students.

<b>Grade</b>	<b>Credits</b>	<b>English Course Offering and Order of Requirements</b>
9	0.5	Introduction to Literature and Composition
9	0.5	Literature and Composition
10	1.0	10 <sup>th</sup> Grade English
11	0.5	Speech Communications
11	0.5	Technical Writing
12	1.0	Advanced Language and Literature
	1.0	Supplemental Reading Course

\* These courses may be offered at any grade level.

### The Social Studies Program

Students must earn at least (3) credits of Social Studies coursework. To graduate, students must earn (1) credit in US Government and (1) credit in American History.

<b>Grade</b>	<b>Credits</b>	<b>Social Studies Course Offering &amp; Order of Requirements</b>
9 or 10	1.0	Government
9 or 10	1.0	History
11	0.5	Geography
	0.5	Economics
12	1.0	Current Events



## EDUCATIONAL PROGRAM

### The Science Program

Students must successfully complete (3) science credits to graduate. The Academy offers Physical, Life, and Earth Science.

<b>Credits</b>	<b>Science Course Offering</b>
1.0	Physical Science
1.0	Life Science
1.0	Earth Science

### The Mathematics Program

Students must earn (4) credit hours of math. Students are scheduled in an initial math class according to their ability and then enrolled in successive math classes as listed. The Academy offers classes according to student academic needs.

<b>Credits</b>	<b>Math Course Offering</b>	<b>Credits</b>	<b>Math Course Offering</b>
1.0	General Math	1.0	Geometry
1.0	Intermediate Math	1.0	Algebra II
1.0	Pre-Algebra	1.0	Introduction to Trigonometry
1.0	Algebra I	1.0	Introduction to Calculus

### Computer Literacy and Electives

Students must earn at least (2) credits in Computer Literacy and (4) credits in a selection of Electives. Students are scheduled according to grade.

<b>Required</b>	<b>Possible</b>	<b>Computer and Elective Course Offerings</b>
Yes	1.0	Computer Literacy: Foundation Skills
Yes	1.0	Computer Literacy: Common Business Skills and Applications
	2.0	Art
	2.0	Business
	0.5	Family Life
	2.0	Foreign Language
	1.0	Industrial/Mechanical Technology
	1.5	Music