

KEY CHARTER SCHOOL

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**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Proposal Summary Form**

If you intend to submit a proposal to open one or more new schools as part of the 2014 New Schools' Request for Proposals (RFP), please complete this form and send it to newschoolapplicants@cps.edu by 10:00 a.m. on January 20, 2015. Applicants will be required to resubmit an updated Proposal Summary Form with their Tier 1 and 2 proposal submissions. *Please note that the Proposal Summary Form may be publicly posted in part or in full on CPS' website: www.cps.edu/2014RFP*

1. Name of 501(c)3 applying for charter school:

(Check one)

- Already incorporated in Illinois as a non-profit
- Filed application for incorporation in Illinois
- 501-c-3 status
- Filing for 501-c-3 status

2. Number of proposed school(s):

2

3. Proposed school(s) name(s):

- 1.
- 2.
- 3.

4. The proposal is for (check one):

- Charter school**
- Contract school**
- Alternative Options school**
 - Alternative Options Charter School
 - Alternative Options Contract School
 - Alternative Learning Opportunity Programs (ALOP)

5. Please list the proposed address(es) of the school(s) and the address(es) of the back-up facility(ies) if known at this time:

- 1.

2.

6. Proposed targeted community of school(s):

1.

3.

3.

7. Intended recruitment boundaries (exact street boundaries preferred, otherwise targeted communities):

1.

2.

3.

3. Anticipated opening date of school(s) (please note proposals for schools opening in fall of 2015 will not be considered for approval):

1. SY 20- 16

2. SY 20-

3. SY 20-

4. Anticipated enrollment capacity for each school (please include a separate table for each proposed school):

Key Charter School – Humboldt Park

Number of Students					
Grades	Year 1	Year 2	Year 3	Year 4	Year 5
K	25	25	25	25	25
1		25	25	25	25
2			25	25	25
3				25	25
4					25
5					0
6	25	25	25	25	25
7		25	25	25	25

8			25	25	25
Total Students	50	100	150	175	200

Key Charter School – Humboldt Park

Number of Students					
Grades	Year 1	Year 2	Year 3	Year 4	Year 5
K	25	25	25	25	25
1		25	25	25	25
2			25	25	25
3				25	25
4					25
5					0
6	25	25	25	25	25
7		25	25	25	25
8			25	25	25
Total Students	50	100	150	175	200

5. Management Organization Name(s) (if applicable)¹:

NA

6. Other Partner Organization(s) (if applicable)²:

NA

7. Underrepresented School Model (if applicable) (e.g. Next Generation, arts-integration, etc.):

¹ If the applicant is considering partnering with a Management Organization (MO) to provide educational or school management services, the applicant must include the name of the organization and respond to corresponding MO questions in the RFP.

² Only cite a partner organization if it is expected to perform an integral role in the implementation of the school model (e.g. providing technology resources).

NA

8. School Mission:

To provide all students a rigorous, multi-faceted curriculum that empowers them to succeed in college and lead fulfilling lives.

9. If the operator or the MO with which the proposed school will contract operates schools outside of Chicago, please list the number of schools or campuses and their locations:

NA

10. If your design team has previously submitted a proposal to Chicago Public Schools to open a new school, please cite: NA

Name of the proposal(s):

Year(s) of submission:

Approved or denied:

11. Board Chair name and contact information:

Name:

Address:

Phone Number:

Email Address:

jon@loevy.com

12. Lead applicant name and contact information:

Name:

Jon Loevy

Address:

312 North May Street, Suite 100, Chicago, IL 60607

Phone Number:

312-243-5900

Email Address:

jon@loevy.com

Email Address for Dropbox Access (if different from Lead Applicant email address):

The lead applicant of the proposal should electronically initial the following statements, indicating that the design team understands the expectation outlined:

1. At the time of Tier 1 submission, I understand that my design team will be required to show proof of applying for 501(c)3 status: **JL**

2. I understand that I am expected to submit a complete Tier 1 proposal both electronically via Dropbox and in hard copy to the Office of Innovation and Incubation (I&I) (42 W. Madison, 3rd Floor) by 10 a.m., April 8, 2015: **JL**
3. I understand that in Tier 2, I will only be able to submit updates to the following sections of the 2014 New Schools' RFP,³ unless updates are specifically requested by I&I or are in direct response to parent and community feedback that occurs between Tier 1 and 2 submissions:
JL
 - Domain 1: Parent and Community Engagement and Support
 - Domain 2: Academic Capacity
 - 2.2.a. Experience and Roles
 - 2.2.b. School Leadership
 - Domain 3: Operational Capacity
 - 3.2.c. *Board Experience*
 - Domain 4: Economic Soundness
 - 4.1.a. Financial Forms and Budget Narrative
 - 4.1.b. Development Plan
 - 4.3. Facilities
4. I understand that after submitting my Tier 1 proposal, my design team cannot amend the remaining sections of the proposal: **JL**
5. I understand that I need to submit an updated Proposal Summary Form at Tier 1 and Tier 2 submission: **JL**
6. I understand that my Proposal Summary Form may be publicly posted on the CPS website:
JL
7. I understand that if my application is missing responses or required attachments by the required Tier 1 or 2 deadlines, I may be asked to apply in the next RFP cycle: **JL**

³ Please note that the sections allowed updates differ slightly for the Business Plan and Request for Alternative Options. Please see each separate document for specific sections that may receive updates.

Appendix 2.2.a.
Résumés Design Team Members

John Whitehurst

**EDUCATION
EXPERIENCE**

SUPES Academy Consultant (August, 2013 to Present)

- Assisted several Chicago Public Schools (CPS) with school improvement efforts
- Wrote curriculum for professional development of CPS principals and school administrators around the country
- Led training sessions with CPS principals

Interim Principal Lakes Community High School (August, 2014 to February, 2015)

- Supervise and evaluate all certified and non-certified staff
- Coordinate staff development
- Supervise all aspects of day-to-day operation of the school: student activities, student discipline, school-community relations, and parent-school relations
- Articulate with area administrators, including representatives from the feeder schools and conference high schools
- Lead Building Leadership Team, administrative groups that directs school

Principal Antioch Community High School (May, 2011 to June, 2013)

- Supervised and evaluated all certified and non-certified staff
- Completed IL PERA training for evaluation of evaluation of teachers and principals
- Coordinated staff development
- Supervised all aspects of day-to-day operation of the school: student activities, student discipline, school-community relations, and parent-school relations
- Articulated with area administrators, including representatives from the feeder schools and conference high schools
- Led Building Leadership Team, administrative group that directs school
- Assisted Board and district administrators in the development and implementation of local and state procedures and policies
- Created and monitored new three-year School Improvement Plan, which identified curriculum, instruction, school climate, and technology goals
- Directed school's Rtl and PBIS efforts
- Partnered with Sylvan Learning Center to create ACT Prep course affordable for area families
- Collected and organized data to monitor student achievement and school improvement efforts
- Introduced variety of new technology into school: SMART boards, document cameras, 21st Century Classrooms

Assistant Principal for Curriculum and Instruction at Antioch Community High School (July, 2006 to May, 2011)

- Directed school curriculum and instruction to create and implement school and district goals
- Oversaw supervision of teachers and department chairs.
- Led Student Achievement Team, which develops school improvement plans. Collaborate with Regional Office of Education to integrate school goals with state requirements. Monitor implementation of the plan.
- Assisted with state and district testing (EXPLORE, PLAN, PSAE)

- Oversaw school's ACT Preparation Class
- Participated in school leadership team that directs all facets of the school's operation
- Led or contributed to school committees to achieve a variety of goals:
 - standardize expectations for freshmen
 - implement differentiation school-wide
 - integrate English and Social Studies departmental expectations
 - design school's professional development
 - develop RtI and PBIS efforts
 - rewrite staff evaluation document.
- Presented information to stakeholders about school progress: board of education, parent groups, faculty and staff.

English Department Chair at Antioch and Lakes Community High Schools (May, 2010 May, 2011)

- Supervised and evaluated 36 English teachers.
- Oversaw development of curriculum maps for all English courses.
- Aligned learning standards between district's two high schools and Illinois Learning Standards.
- Created common assessments for high schools. Monitor results of common assessments.
- Supervised all English programs, including all school publications, special classes for lower-level students, and honors and AP programs.
- Collaborated with deans, counselors, and parents on all issues related to English program and staff.

English Department Chair at Antioch Community High School (June, 2005 to June, 2010)

- Performed all duties listed above at Antioch High School.

English teacher at Antioch Community High School (1977 to 2006)

- Taught AP English Literature and Composition, concentrating on intense study of literary works and analytical writing as preparation for the AP test. 2003 to 2005.
- Revitalized Honors English III, focusing on journal writing, portfolios, and analytical reading and writing. 1992 to 2005.
- Initiated and developed new humanities course for gifted sophomores and juniors. Incorporated high-level expectations for students and team teaching methods. 1997 to 2000.
- Developed and taught Creative Writing course. 1983 to 2003.
- Developed Literary Magazine Production course. Produced literary magazine *Finesse*, winner of Silver and Gold Medals from Columbia Scholastic Press Association and Superior rating from National Council of Teachers of English. 1983 to 2005.

**SCHOOL
ACTIVITIES
VOLUNTEER**

- Served on Models Research Committee to investigate educational innovations to bring effective change to District 117. 2002-03.
- Chairman of education association's committee to develop teacher evaluation plan. Worked in concert with administration to create and refine evaluation document in compliance with state law. 1990-2004.
- Served on Gifted Committee to distribute school's gifted funds and improve gifted programs. 1995-2002.
- Served on National Honor Society Faculty Council. 2000-10.
- Served on Supervision Committee, collaborating with teachers and administration to agree on equitable changes. 1997-2004.
- Participated actively in all community and school efforts to pass building and education fund referendums.

PRIOR

- Taught English and reading at Sullivan High School, Chicago. 1976-77.

EXPERIENCE

- Paraprofessional educator at Arden Shore School, Lake Bluff, IL. Taught boys with severe social and psychological problems. 1974-76.

**LEADERSHIP
ACTIVITIES**

- Contributed to rewrite of the state of Illinois' English/Language Arts state standard. Committee member 2008-09.
- Collaborated with local community college to coordinate English programs at high school and college. 2010-13.
- Attended workshops and conferences on differentiated education to implement differentiation at high school.
- Selected by Columbia Scholastic Press Association and National Council of Teachers of English (NCTE) to judge literary magazines from schools throughout the country. Provided evaluations and recommendations to literary magazine sponsors nationwide.
- Led workshops at two state meetings of the Illinois Association of Teachers of English and one Lake County chapter meeting. Workshops focused on how to encourage student participation in class discussions.
- Led workshop on innovative teaching methods for National Council of Teachers of English Spring Convention in Portland, Ore.
- Published article on research in English education in *English Journal*, NCTE's national periodical for teachers of secondary English.
- Represented Antioch Community High School at state and local conventions for NCTE and the Council for Exceptional Children, and at the Coalition of Essential Schools National Conference.
- Member of National Council of Teachers of English and Association for Supervision and Curriculum Development.

EDUCATION

- Type 75 certification, Dominican University, River Forest, IL.
- PhD program in English education, University of Chicago, Chicago, 1985-86. Completed all coursework for doctoral degree, focused on improving English instruction.
- Workshop on Teaching Writing at Breadloaf School of English, Middlebury, VT, summer, 1978.
- M.A. in Teaching. Northwestern University, Evanston, IL, 1977.
- B.A. in English, Southern Methodist University, Dallas, TX, 1974.

**Appendix 2.2.b.
Job Descriptions**

School Principal Preliminary Job Description

The Principal will lead a Chicago charter school that is committed to the ongoing development and wellbeing of its students, teachers and staff. The Principal will provide strategic and instructional leadership and will oversee management of the daily operations of the school.

The Principal is accountable for:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students
- Ensuring an orderly, motivational and aspirational culture and a strong school community where teaching, learning and health relationships can thrive
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

Position Responsibilities:

School Development

- Strategic Management of the school, including:
 - Annual school review, including analysis of student achievement data
 - Annual school development plan consistent with the school's charter contract and Network objectives
 - Monthly reporting to the governing board
- Ethical and motivational leadership appropriate to the cultural and community context
- Development and implementation of school policies and advice to the board in analyzing policy options
- Professional internal and external relations with the board, donors and local community demonstrating the school is well managed and in legal compliance with the charter contract
- Reporting to the State of Illinois as required and overseeing the charter school monitoring and charter renewal process
- Ensuring that the executive staff and board are aware of any potential legal issues

Learning and Teaching

- Highest levels of student achievement and learning through rigorous and engaging classes
- A shared vision among all teachers of skillful instruction
- Ongoing improvement of teaching for all staff through a variety of strategies, including:
 - Lesson observations
 - Regular use of data
 - Collaborative planning and enquiry
 - Regular program of training
 - Informal support strategies, including coaching and mentoring
- Systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
- Curriculum that is
 - aligned with the Common Core and state standards
 - structured in a manner designed to help the school and students achieve according to the highest standards
 - rich and engaging
- A scaffolded program of responsive support in English and Math for students who are below expected levels in these subjects
- Strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws
- A school day and extra-curricular enrichment program that provides rich and high quality offerings.

School Culture and Behavior

- High expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school's values and approach
- Data driven behavior management systems and practices that ensure consistent norms of orderly,

respectful behavior through the school and preserve teaching and learning in the classroom

- Experiences that methodically cultivate an aspirational identity for all students through
 - a constant theme of ongoing collective and self-improvement
 - an emphasis on preparing students for college
 - an exposure to life's opportunities
- A culture that motivates students through
 - transformative relationships between students and teachers
 - student success in achieving worthwhile and challenging goals
 - a strong sense of community in the school
- Consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the school and the learning of other students
- Mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school
- Partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources
- Student support system that addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate.

Management and Development of People, Systems, and Resources

Talent Management

- Job design with clarity of responsibilities and lines of accountability
- Recruiting that attracts and selects highly talented teachers and staff
- Professional development, including a strong, collaborative professional community, regular training opportunities, and the summer planning and professional development experience
- Performance management system that is both developmental and establishes a culture of accountability
- Recognition and retention strategies for teachers and staff

Financial Management

- Develop and manage the annual school budget, with input from staff and the board
- Analyze and control expenditures with an understanding of the relationship between school objectives and the budget process, and use cost benefit analyses for budgetary decisions
- Presentation of monthly financial reports to the board
- Ensure proper financial controls

Operations

-Ensure effective systems and ongoing process of improvement in the following areas: Catering, Transportation, Facilities and fixed assets management, Student and personnel data management, Information technology, Contracted services.

Health and safety

- Maintain relationships as needed to provide health services to students
- Implement the necessary policies in the area to ensure compliance with legal requirements
- Provide a safe environment
- Manage risk with sensitivity to liability issues
- Consulting with the board and other senior staff in times of uncertainty

Student Recruitment and Admissions

- Develop and implement marketing plan to recruit students to the school
- Oversee the school admissions process, ensuring compliance with state charter law and school contract

Community Relations

- Engender public support for the school's academic and extracurricular programs and consult with the board on all community relations activities
- Maintain effective and strong working relationships with the board and the greater Chicago community
- Serve as ambassador and advocate of the school's mission
- Inform the school community about the unique qualities of the school's learning environment
- Inform the school community about their opportunities to participate in the governance process
- Ask for input from the school community about school performance and their needs and opinions.

Credit: New Schools for New Orleans, New Orleans, LA

<http://www.newschooolsforneworleans.org/>

Professional Growth Plan

School Principal

Name: _____ School: _____ Date: _____

Leadership of People – OUTPUTS

Hiring and Retaining Great Teachers *Benchmark / Excellent / Good / Fair / Area for Growth*

Hires and retains outstanding teachers who share the AF core values and beliefs and are able to deliver on the promise of college for all our students; during the recruitment process, quickly responds to candidate and Team Recruit requests; inspires candidates and motivates them to work at the school (high % of offers accepted); participates actively in Team Recruit activities during the year

- Metrics / Observables:*
- Teacher survey results
 - Retention rates
 - Observations during visits
 - Feedback from Team Recruit
 - Offer acceptance rates

Chief Metrics: Percentage of Teachers Returning for Next Year: _____
 Percentage of Job Offers Accepted: _____

Staff Morale & Attendance

Benchmark / Excellent / Good / Fair / Area for Growth

Staff morale, buy-in, and attendance are high

- Metrics / Observables*
- Teacher survey results
 - Observations during visits
 - Staff attendance rates
 - Observations of staff meetings

Chief Metrics: Staff Attendance Percentage: _____

Instructional Leadership – OUTPUT

Student Achievement

Benchmark / Excellent / Good / Fair / Area for Growth

Consistently meets/exceeds high standards for student academic achievement and character development; produces “breakthrough” student performance outcomes and ensures we deliver on the promise of college for all our students

Metrics / Observables:

- Student achievement results on state tests
- Student Work Examples
- Student achievement results on standardized tests
- AF School Report Card
- Interim assessment data (including Saxon and DI data)

Chief Metrics: State Test results, DRA, DRP, Terra Nova, Stanford 9, SAT, AP college acceptance rates, college graduation rates, types of colleges accepted

School Culture Leadership – OUTPUT

Student Attendance

Benchmark / Excellent / Good / Fair / Area for Growth

Student attendance is high

Metrics / Observables

- Student Attendance Rates

Chief Metric: Student Attendance Percentage: _____

Leadership of People – INPUTS

Praise of Teachers

Benchmark / Excellent / Good / Fair / Area for Growth

Compliments staff constantly on specific contributions they have made to the mission

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Weekly bulletins and other communication
 - Posi-notes, special letters, etc.

Difficult Conversations

Benchmark / Excellent / Good / Fair / Area for Growth

Does not shy from difficult conversations and provides targeted feedback to staff on problem areas; delivers fair and accurate feedback in a way that maximizes the chance of improvement and fosters a "we're on the same team" feeling; counsels out or removes low performers

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Conversations with AF central
 - Documentation of difficult conversations

Follow Through

Benchmark / Excellent / Good / Fair / Area for Growth

Follows-up and follows-through; delivers on time on promises made to staff, students, and parents; keeps careful track of commitments and lets staff know the status of outstanding issues; follows up with relevant parties to ensure tasks are completed to full satisfaction; prioritizes effectively and communicates this prioritization (and all timelines for actions/decisions) clearly

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Principal "to do" list/calendar (if applicable)

Relationships with Staff

Benchmark / Excellent / Good / Fair / Area for Growth

Regularly checks in with staff, listens, and has a keen sense for how everyone on the team is doing; builds strong relationships with staff, backs them up, and takes care of them; is appreciated and respected generally by staff

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Principal "to do" list/calendar
 - Weekly bulletins and other communication
 - Staff meeting agendas/aims/outcomes

Modeling Professional Values

Benchmark / Excellent / Good / Fair / Area for Growth

Is an exemplar of the REACH values in a professional setting

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Weekly bulletins and other communication
 - Parent Survey results

Shared Reflection / Problem-Solving

Benchmark / Excellent / Good / Fair / Area for Growth

Creates opportunities for staff members to participate in shared reflection and problem-solving; makes all staff members feel invested and appreciated; actively cultivates opportunities for teacher leadership;

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Observations of staff meetings
 - Mid-year retreat agenda/aims/outcomes
 - Weekly staff bulletins and other communication
 - Staff meeting agendas/aims/outcomes
 - Teacher leadership opportunities (formal and informal) at the school

Communication/Setting the Tone

Benchmark / Excellent / Good / Fair / Area for Growth

Proactively anticipates and communicates key messages and information to all staff so that everyone has the information they need to be successful; religiously distributes weekly staff memo and weekly parent memo on time every week; constantly communicates messages of urgency, excellence, and optimism that become baked into the staff culture; is the most positive person in the building; runs effective staff meetings and other meetings; maximizes the time at all meetings; sends out agendas in advance, has clear outcome goals, and clearly communicates the purpose and outcomes of meetings

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Observations of staff meetings
 - Meeting agendas/aims/outcomes
 - Weekly staff bulletins and other communication

Using the Mirror

Benchmark / Excellent / Good / Fair / Area for Growth

Models self-reflection, asks regularly for feedback, admits mistakes, and seeks out thought partners

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Weekly staff bulletins and other communication
 - Conversations with AF Central
 - Seeking out the AF principal network

Leading the admin team

Benchmark / Excellent / Good / Fair / Area for Growth

Works collaboratively with the school manager, registrar, deans, teachers, and AF central to ensure a very smooth-running school; empowers the admin team to relentlessly pursue and achieve excellence; fosters trust and open communication among all admin team members

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits, other
 - Weekly staff bulletins and other communication
 - Feedback from AF central
 - Feedback from school manager, registrar

Instructional Leadership – INPUTS

Time in Classrooms

Benchmark / Excellent / Good / Fair / Area for Growth

Spends at least 2-3 hours a day in classrooms conducting walk-throughs, informal and formal class observations; focuses instruction and school culture; sits in his/her office "doing work" for extended periods only after the kids have gone home

Metrics / Observables: - Teacher survey results - Principal calendar - Principal debrief notes
- Observations during visits

Content Knowledge

Benchmark / Excellent / Good / Fair / Area for Growth

Especially in the elementary and middle school areas, has a deep knowledge of all curricula (e.g. Saxon, DI, FOSS, middle school subject areas) and standards; knows highly effective ways to teach standards in all subject areas and can communicate this knowledge to teachers

Metrics / Observables: - Teacher survey results
- Observations during visits

Regular, Meaningful Feedback

Benchmark / Excellent / Good / Fair / Area for Growth

Regularly provides targeted, high-impact feedback to teachers on areas of strength and specific suggestions for improving instruction; focuses on the “big rocks” of great lessons and then moves on to finer points

Metrics / Observables: - Teacher survey results - Observations of visits
- Write-ups from formal observations and full-class observations
- Example emails sent to teachers after observations

Data Analysis

Benchmark / Excellent / Good / Fair / Area for Growth

Rigorously collects and analyzes data on student and school performance; guides teachers in effectively using the data to inform instruction

Metrics / Observables: - Teacher survey results - Observations of IA debriefs
- Examples of data posted at the school (in principal's office, classrooms, etc.)
- Example emails sent to teachers after IA debriefs
- Examples of data presented to staff for reflection and analysis

Great Teaching Comes First

Benchmark / Excellent / Good / Fair / Area for Growth

Talks constantly about great instruction and creates an atmosphere where teachers are always pursuing great lessons and great results for students; creates a "buzz" in the building about great instruction; inspires all teachers to want to be masters of their craft; models excellence in teaching in their own classroom

Metrics / Observables:

- Self-evaluation of principal
- Observations of visits
- Professional Development calendar submitted by principal
- Lesson plans, student work
- Teacher survey results
- Student achievement results from your classroom
- Observations of your teaching

Homework Vigilance/Strategy

Benchmark / Excellent / Good / Fair / Area for Growth

Galvanizes all teachers to be obsessive about homework and ensures that homework standards are high; uses effective strategies to ensure high homework completion rates.

Metrics / Observables:

- Teacher survey results
- Superintendent observation of your teaching
- Homework completion rates
- Quality of the homework

Structured Professional Development

Benchmark / Excellent / Good / Fair / Area for Growth

Maximizes the time allocated for professional development; provides meaningful opportunities for all teachers to master their craft; thoughtfully plans best use of scarce and valuable PD time; carefully identifies school and teacher needs and plans engaging, high impact PD to meet these needs; especially at the high school level, finds high-quality subject-specific specialists to develop the skills of teachers

Metrics / Observables:

- Teacher survey results
- Observations of PD sessions
- Professional Development plan/calendar developed with AF

School Culture Leadership – INPUTS

Relentlessness

Benchmark / Excellent / Good / Fair / Area for Growth

Persistently, insistently, and consistently reinforces the school’s high expectations for student behavior with all students all the time; creates an environment where all staff sweat the small stuff and act quickly to fix any broken windows ; demonstrates a “whatever it takes” orientation to achieving school and student goals; doesn’t give up on a student or on fixing a problem

Metrics / Observables:

- Teacher survey results
- Observations during visits
- Messages and systems visible at the school
- Weekly staff bulletins and other communication

Preaching

Benchmark / Excellent / Good / Fair / Area for Growth

Preaches inspirational school-wide messages and mantras constantly, infusing the school with a warm-demanding orientation; inspires students to work hard and model good character; preaches in 1-on-1, class/advisory, grade level, and schoolwide venues; creates opportunities for teachers to preach effectively

Metrics / Observables:

- Teacher survey results
- Observations during visits
- Parent survey results

Student Relationships

Benchmark / Excellent / Good / Fair / Area for Growth

Builds strong and lasting relationships with students, especially Kids We Love the Most; clearly communicates in words and actions to students, parents, and staff his/her personal commitment and love for every child

Metrics / Observables:

- Teacher survey results
- Observations during visits
- Parent survey results

J-Factor

Benchmark / Excellent / Good / Fair / Area for Growth

Makes sure that everyone – staff, students, and leadership – has fun along the journey; brings the J-Factor! (Joy)

- Metrics / Observables*
- Teacher survey results
 - Parent survey results
 - Observations during visits
 - Messages and systems visible at the school
 - Calendars, records of events (i.e. town mtg., ScholarDollar trips, Funtastic Fridays)

Parent Relationships

Benchmark / Excellent / Good / Fair / Area for Growth

Reaches out to parents and enlists their proactive support in the dream – and the hard work – of getting their child to college

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Parents talking with superintendent, president, AF central staff
 - Parent survey results

Specific Growth Areas for School / Leader:

1.

2.

3.

of Personal Days: _____ # of Sick Days: _____ Total: _____

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Antioch Comm High School
CHSD 117
Antioch, ILLINOIS
GRADES : 9 10 11 12



ILLINOIS
SCHOOL
REPORT
CARD

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Total Enrollment
School	82.5	2.2	9.3	2.1	0.1	0.1	3.8	19.4	0.4	11.9	0.2	1,316
District	81.2	3.3	9.7	2.3	0.1	0.2	3.1	15.8	0.3	10.9	0.4	2,799
State	50.6	17.6	24.1	4.3	0.1	0.3	3.0	49.9	9.5	13.6	2.0	2,054,155

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.
IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.
Total Enrollment is based on Home School.
Homeless students are who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School	1.0	3.0	5.2	93.6
District	0.9	2.8	4.8	93.7
State	2.4	9.8	12.8	94.2

Mobility rate is based on the number of times students enroll in or leave a school during the school year.
Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		Total School Days	
	Percent		Days
School	99.8	School	175
District	99.9	District	175
State	95.5	State	176

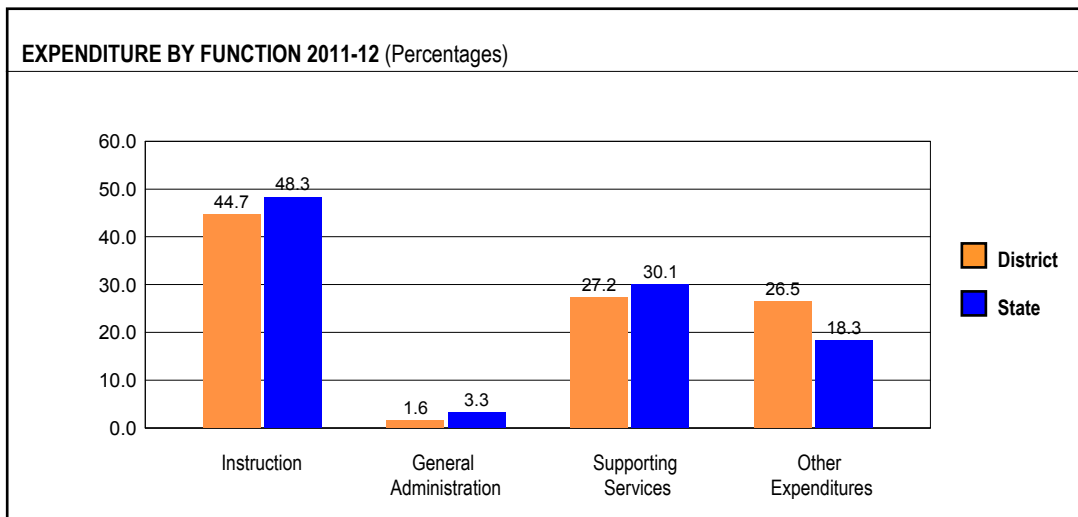
* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School										19.2	19.2
District										21.1	21.1

TEACHER INFORMATION	
	% of Classes Not Taught by Highly Qualified Teachers
School	0.0
District	0.0
State	0.2

Some teacher/administrator data are not collected at the school level.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2011-12				EXPENDITURE BY FUND 2011-12			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$37,239,852	77.2	61.1	Education	\$28,872,342	62.6	73.4
Other Local Funding	\$3,967,634	8.2	4.8	Operations & Maintenance	\$4,084,550	8.9	6.2
General State Aid	\$1,568,363	3.3	16.4	Transportation	\$2,548,811	5.5	3.7
Other State Funding	\$4,564,429	9.5	9.7	Debt Service	\$9,649,413	20.9	7.6
Federal Funding	\$871,582	1.8	8.1	Tort	\$212,232	0.5	1.2
TOTAL	\$48,211,860			Municipal Retirement/ Social Security	\$751,543	1.6	2.0
				Fire Prevention & Safety	\$0	0.0	0.7
				Capital Projects	\$0	0.0	5.2
				TOTAL	\$46,118,891		

OTHER FINANCIAL INDICATORS				
	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	\$539,410	2.64	\$8,027	\$15,522
State	**	**	\$6,974	\$11,842

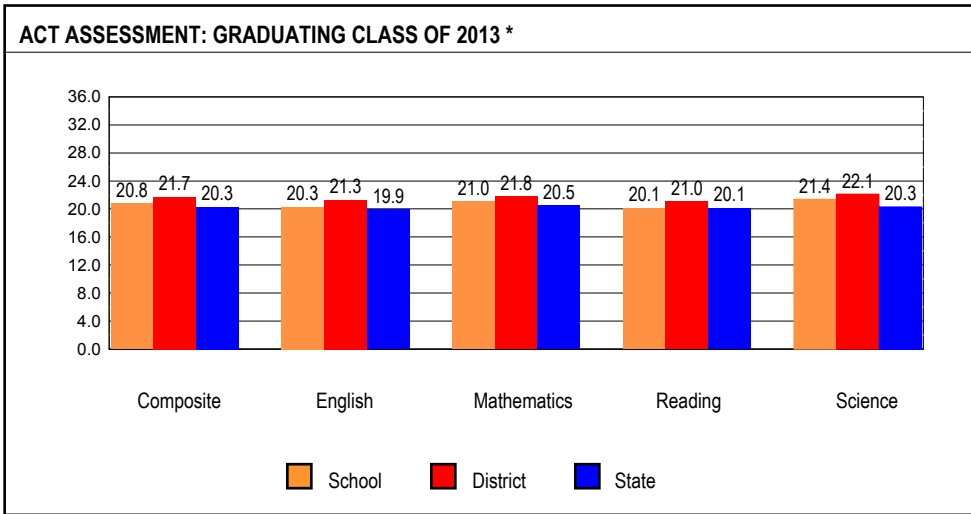
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK

School	47.9
District	55.7
State	45.7

HIGH SCHOOL 4-YEAR GRADUATION RATE

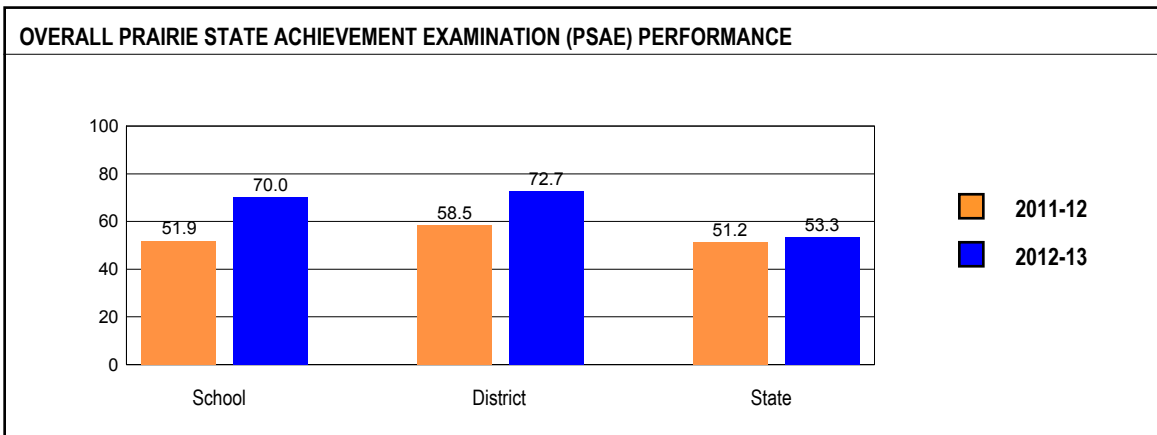
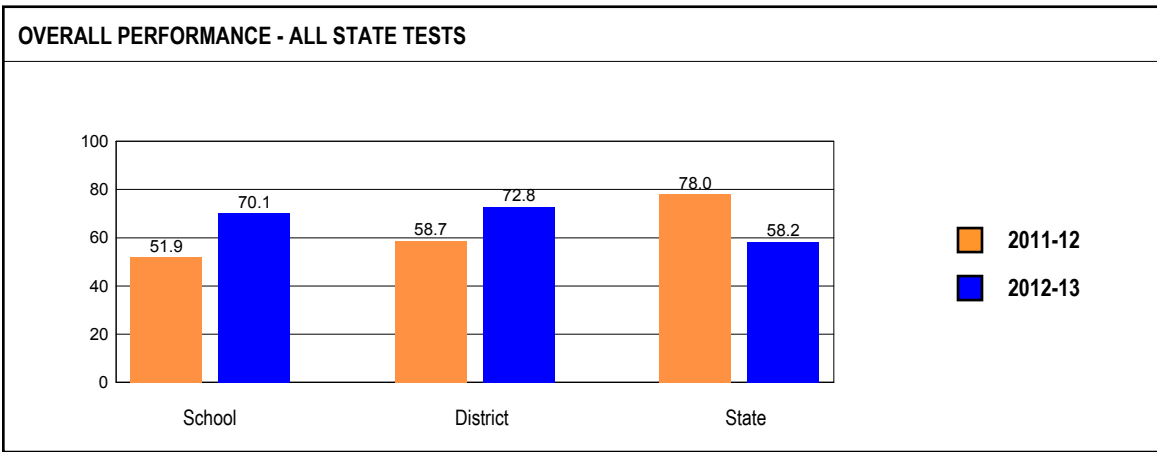
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	93.7	92.8	94.9	94.3	100.0	92.3	100.0			80.0	50.0		86.7	89.6
District	95.4	94.8	96.1	96.4	82.6	95.7	100.0			83.3	50.0		89.1	90.8
State	83.2	80.3	86.1	89.3	70.9	76.3	92.0			83.1	63.7		70.1	73.0

HIGH SCHOOL 5-YEAR GRADUATION RATE

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	95.3	93.8	97.0	95.5	100.0	90.9	100.0			100.0			88.2	89.7
District	96.2	95.2	97.3	96.7	94.1	91.8	100.0			90.9			91.3	89.4
State	87.0	84.9	89.1	90.7	78.4	83.2	94.9			86.5			76.8	80.6

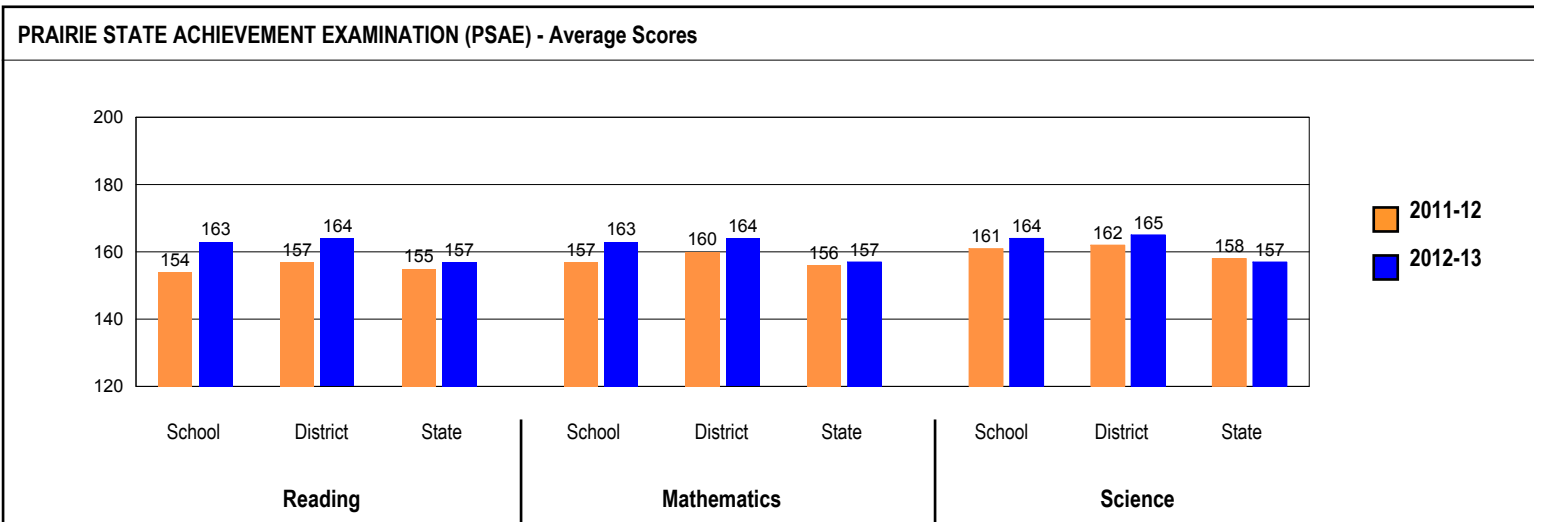
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.



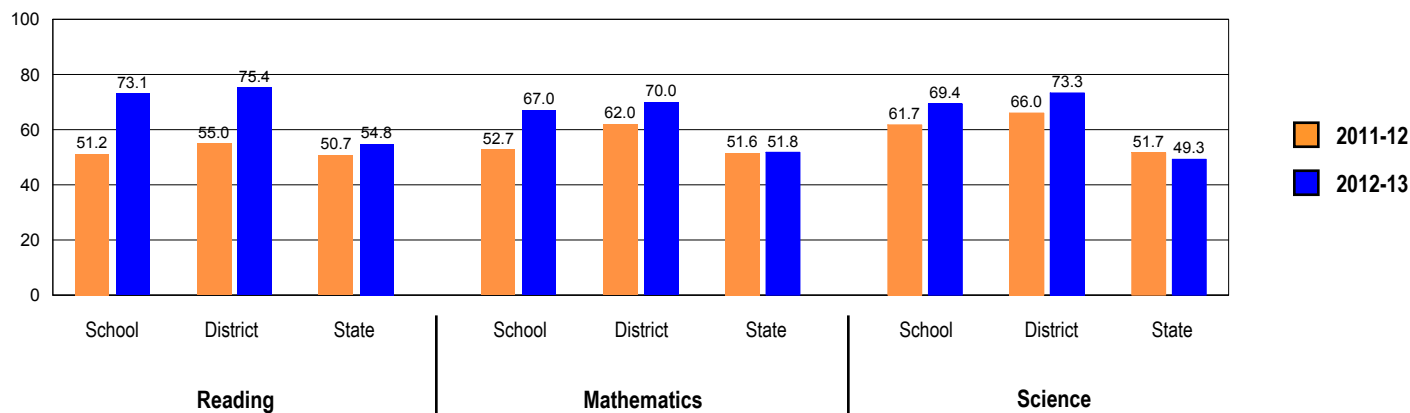
PSAE PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this school with PSAE scores in 2013: 327

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING																			
		Gender			Racial/Ethnic Background							LEP		Migrant		Students with Disabilities		Economically Disadvantaged	
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races								
School	*Enrollment	331	178	153	291	5	20	6	0	0	9	2	0	27	56				
	Reading	0.3	0.0	0.7	0.3		0.0							0.0	0.0				
District	*Enrollment	649	342	307	547	15	55	14	0	0	18	3	0	55	91				
	Reading	0.2	0.0	0.3	0.2	0.0	0.0	0.0			0.0			0.0	0.0				
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427				
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	0.5				

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Economically Disadvantaged
School	*Enrollment	331	178	153	291	5	20	6	0	0	9	2	0	27	56
	Mathematics	0.3	0.0	0.7	0.3		0.0							0.0	0.0
District	*Enrollment	649	342	307	547	15	55	14	0	0	18	3	0	55	91
	Mathematics	0.2	0.0	0.3	0.2	0.0	0.0	0.0			0.0			0.0	0.0
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Economically Disadvantaged
School	*Enrollment	331	178	153	291	5	20	6	0	0	9	2	0	27	56
	Science	0.3	0.0	0.7	0.3		0.0							0.0	0.0
District	*Enrollment	649	342	307	547	15	55	14	0	0	18	3	0	55	91
	Science	0.2	0.0	0.3	0.2	0.0	0.0	0.0			0.0			0.0	0.0
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.8	25.1	56.0	17.1	2.4	30.6	51.7	15.3	1.8	28.7	49.5	19.9
District	2.2	22.5	57.4	17.9	2.3	27.6	55.5	14.5	1.4	25.3	53.7	19.7
State	8.2	37.1	42.9	11.9	9.9	38.3	42.4	9.4	9.2	41.4	38.0	11.4

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.8	27.8	53.4	15.9	1.7	29.0	54.0	15.3	1.1	26.7	51.1	21.0
	District	2.7	23.6	56.0	17.7	2.1	24.5	56.9	16.5	1.2	22.1	54.6	22.1
	State	10.6	37.1	40.5	11.9	10.0	36.4	42.7	10.9	9.5	38.0	38.7	13.9
Female	School	0.7	21.9	58.9	18.5	3.3	32.5	49.0	15.2	2.6	31.1	47.7	18.5
	District	1.7	21.2	58.9	18.2	2.6	31.1	54.0	12.3	1.7	28.8	52.6	16.9
	State	5.7	37.1	45.3	11.9	9.9	40.2	42.1	7.8	9.0	44.8	37.3	8.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.7	23.3	57.8	17.1	2.4	29.6	53.0	15.0	2.1	27.9	50.5	19.5
	District	2.0	20.8	59.2	18.0	2.2	26.0	56.8	15.0	1.5	23.9	54.0	20.6
	State	4.8	27.5	50.9	16.9	4.9	30.0	52.1	12.9	4.3	31.3	47.9	16.5
Black	School												
	District	6.7	20.0	60.0	13.3	0.0	46.7	53.3	0.0	0.0	40.0	53.3	6.7
	State	15.7	55.4	27.0	1.9	24.2	54.7	20.3	0.8	22.5	59.8	16.6	1.1
Hispanic	School	5.0	45.0	40.0	10.0	5.0	50.0	35.0	10.0	0.0	45.0	40.0	15.0
	District	3.6	36.4	49.1	10.9	5.5	40.0	47.3	7.3	1.8	34.5	50.9	12.7
	State	11.7	50.8	33.4	4.1	13.0	50.8	33.5	2.7	12.8	56.4	27.4	3.4
Asian	School												
	District	0.0	28.6	50.0	21.4	0.0	7.1	64.3	28.6	0.0	21.4	42.9	35.7
	State	4.8	23.3	48.7	23.2	3.5	20.4	48.5	27.5	4.4	25.9	46.3	23.4
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.9	35.8	44.7	10.6	7.3	38.2	47.2	7.3	5.7	42.3	43.9	8.1
American Indian	School												
	District												
	State	8.6	42.1	39.2	10.1	14.0	41.6	39.5	4.9	10.9	43.7	37.5	8.0
Two or More Races	School												
	District	0.0	27.8	33.3	38.9	0.0	38.9	38.9	22.2	0.0	27.8	61.1	11.1
	State	7.2	32.8	44.3	15.7	8.4	37.3	42.2	12.1	7.3	39.1	39.2	14.4

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	7.7	61.5	26.9	3.8	11.5	61.5	26.9	0.0	11.5	57.7	23.1	7.7
	District	12.0	52.0	34.0	2.0	16.0	56.0	28.0	0.0	10.0	58.0	28.0	4.0
	State	32.3	49.9	15.5	2.3	41.0	44.8	12.7	1.4	38.8	44.8	13.5	2.9
Non-IEP	School	1.3	21.9	58.5	18.3	1.7	27.9	53.8	16.6	1.0	26.2	51.8	20.9
	District	1.4	20.0	59.4	19.3	1.2	25.2	57.9	15.7	0.7	22.5	55.8	21.0
	State	5.2	35.5	46.3	13.1	6.1	37.5	46.1	10.3	5.6	41.0	41.0	12.4

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	5.5	38.2	52.7	3.6	3.6	40.0	54.5	1.8	5.5	36.4	54.5	3.6
	District	5.6	36.0	51.7	6.7	2.2	42.7	53.9	1.1	3.4	39.3	50.6	6.7
	State	13.8	51.1	31.6	3.5	17.3	51.5	29.3	2.0	16.5	56.2	24.4	2.8
Not Eligible	School	1.1	22.4	56.6	19.9	2.2	28.7	51.1	18.0	1.1	27.2	48.5	23.2
	District	1.6	20.3	58.3	19.7	2.4	25.2	55.8	16.7	1.1	23.0	54.2	21.7
	State	4.1	26.9	51.0	17.9	4.6	28.8	51.9	14.7	4.0	30.7	47.7	17.5

2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
2013-14 Federal Improvement Status	Restructuring	
2013-14 State Improvement Status	Academic Watch Status Year 2	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
All	99.7	Yes	99.7	Yes	73.5	56.0	Yes	67.3	57.9	Yes			95.3	Yes
White	99.7	Yes	99.7	Yes	75.4	57.6	Yes	68.3	59.2	Yes			95.5	
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	57.4	43.5	Yes	57.4	43.5	Yes			89.7	

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 05/01/2012.

** Safe Harbor Targets of 92.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Appendix 2.3.b.

Curriculum Materials: Exemplars of Curriculum Maps, Units, and Lesson Plans

In the upcoming development of curriculum maps, units, and lesson plans we will employ the Understanding by Design (UbD) method created by Grant Wiggins and Jay McTighe.

On the following pages are UbD maps for first, fourth, and sixth grades demonstrating the kind of maps, units, and lesson plans our staff will build. These exemplars from a careful selection of schools, state school boards, and other leading sources include the information that our maps, units, and lessons will provide. These maps also include descriptions of the units, which fulfill the RPF's request for both maps and units. After each map with the included unit plans is an example of a lesson plan.

Curriculum Maps, Unit Plans, and Lessons by Grade Level and Subject
Grade 1 Exemplars:
MAP Mathematics
<i>Santa Ana Unified School District, Santa Ana, Calif.</i> http://www.sausd.us/page/23207
LESSON Mathematics
<i>Engage NY, New York State Education Department, Albany, NY</i> https://www.engageny.org/resource/grade-1-mathematics-module-3-topic-d-lesson-13
MAP Reading
<i>Santa Ana Unified School District, Santa Ana, Calif.</i> http://www.sausd.us/page/23207
LESSON Reading
<i>Colorín Colorado, Washington, DC</i> http://www.colorincolorado.org/common-core/classroom/lessons/grade1/
MAP Science
<i>Tacoma Public Schools, Tacoma, WA</i> http://www.tacoma.k12.wa.us/academics/curriculum/science/Pages/default2.aspx
LESSON Science
<i>HotChalk, Inc., Campbell, CA, and University of Missouri, Columbia, MO</i> http://lessonplanspage.com/where-did-the-snow-go-a-lesson-on-changes-in-density
MAP Art
<i>Collier County Public Schools, Collier County, FL</i> https://www.collierschools.com/finearts/docs/Art-Gr1.pdf
LESSON Art
<i>Andrea Mulder-Slater, KinderArt.com</i> http://www.kinderart.com/across/tasty.shtml
Grade 4 Exemplars:
MAP Mathematics
<i>Wilmette Public Schools District 39</i> http://www.wilmette39.org/index.php?Itemid=32/
LESSON Mathematics
<i>Engage NY, New York State Education Department, Albany, NY</i> https://www.engageny.org/resource/grade-3-mathematics-module-4-topic-d-lesson-16
MAP Reading
<i>Wilmette Public Schools District 39</i>

http://www.wilmette39.org/index.php?Itemid=32/
LESSON Reading
<i>Colorin Colorado, Washington, DC</i> http://www.colorincolorado.org/lessons/Grade-4/Cinderella/Lesson-1/Teacher-Guide-1.pdf
MAP Social Studies
<i>Wilmette Public Schools District 39</i> http://www.wilmette39.org/index.php?Itemid=32/
LESSON Social Studies
<i>Smithsonian Center for Learning and Digital Access, Washington, DC</i> http://smithsonianeducation.org/educators/lesson_plans/elections/ATZ_Elections_2012_Supplement.pdf
MAP Music
<i>Granite School District, Salt Lake City, UT</i> http://www.graniteschools.org/curriculuminstruction/wp-content/uploads/sites/29/2014/08/Music-4th-Grade-Map.pdf
LESSON Music
<i>ArtsEdge, John F. Kennedy Center for the Performing Arts, Washington, DC</i> http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/America_A_Home_for_Every_Culture
Grade 6 Exemplars
MAP Mathematics, Algebra I
<i>Community Charter School of Cambridge, Cambridge, Mass.</i> http://www.doe.mass.edu/candi/model/maps/
LESSON Mathematics
<i>Math Forum, Drexel University Department of Education, Philadelphia, PA</i> http://mathforum.org/alexandre/algfac.html
MAP Reading
<i>Brockton Public Schools, Brockton, Mass.</i> http://www.doe.mass.edu/candi/model/maps
LESSON Reading
<i>Engage NY, New York State Education Department, Albany, NY</i> https://www.engageny.org/resource/grade-6-module-3b-unit-2-lesson-6
MAP Social Studies
<i>Brockton Public Schools, Brockton, Mass.</i> http://www.doe.mass.edu/candi/model/maps
LESSON Social Studies
<i>Smithsonian Center for Learning and Digital Access, Washington, DC</i> http://smithsonianeducation.org/educators/lesson_plans/elections/ATZ_Elections_2012_Supplement.pdf
MAP Art
<i>Robeson County Schools, Robeson County, NC</i> http://www.robeson.k12.nc.us/Page/42427
LESSON Art
<i>Dick Blick Holdings, Galesburg, IL</i> http://cdn.dickblick.com/lessonplans/van-gogh-clay-plaque/van-gogh-clay-plaque-van-gogh-clay-plaque.pdf

Additional Resources for Curriculums
<i>Teaching Understanding by Design, Jay McTighe & Elliot Seif</i> https://ed240s12a.wikispaces.com/Understanding+by+Design
<i>Visible Learning for Teachers: Maximizing Impact on Learning, John Hattie</i> http://www.tdschools.org/wp-content/uploads/2013/08/The+Main+Idea+-+Visible+Learning+for+Teachers+-+April+2013.pdf
<i>Raising the Bar: The Common Core State Standards, Chicago Public Schools</i> http://cps.edu/commoncore/Pages/Teacher.aspx
<i>New Illinois Learning Standards, Illinois State Board of Education</i> http://www.isbe.net/common_core/htmls/resources.htm

SAUSD Common Core Aligned Curriculum Map: Grade 1 Mathematics

These curriculum maps are designed to address CCSS Mathematics and Literacy outcomes. The overarching focus for all curriculum maps is building student’s content knowledge and literacy skills as they develop knowledge about the world.

Each unit provides several weeks of instruction. Each unit also includes various formative and summative assessments.

Taken as a whole, this curriculum map is designed to give teachers recommendations and some concrete strategies to address the shifts required by CCSS.

<p>Focus strongly where the Standards focus</p>	<p><i>SAUSD’s approach emphasizes effective instruction framed by performance tasks that engage students and promote inquiry. The tasks are sequenced around a topic leading to the big idea and essential questions in order to provide a clear and explicit purpose for instruction.</i></p> <ul style="list-style-type: none"> ● Focus requires that we significantly narrow and deepen the scope of content in each grade so that students more deeply experience concepts. Instruction will focus at least 75% on grade level content, with remediation, extension, and application centered on grade level material. ● Instruction engages students through cross-curricular concepts and application. ● Each unit focuses on implementation of the Math Practices in conjunction with math content.
<p>Coherence: Think across grades, and link to major topics within grades</p>	<p><i>SAUSD recognizes that coherence promotes mathematical sense making. It is critical to think across grades and examine the progressions in the standards to ensure the development of major topics over time. The emphasis on problem solving, reasoning and proof, communication, representation, and connections require students to build comprehension of mathematical concepts, procedural fluency, and productive disposition.</i></p> <ul style="list-style-type: none"> ● Teachers make coherent connections within and across grade levels through the art of questioning. Problems and activities connect clusters and domains. ● A purposeful sequence of lessons build meaning by moving from concrete to abstract, with new learning built upon prior knowledge and connections made to previous learning. ● Opportunities are provided for remediation of unfinished learning and extensions for deeper learning within grade level work.

Grade 1 Exemplars:

MAP AND UNITS Mathematics
LESSON Mathematics

MAP AND UNITS Reading
LESSON Reading

MAP AND UNITS Science
LESSON Science

MAP AND UNITS Art
LESSON Art

Rigor: In major topics, pursue conceptual understanding, procedural skills and fluency, and application

SAUSD’s approach emphasizes increased rigor: Conceptual understanding, procedural skills & fluency, and real-world applications will be taught with equal intensity. These elements may be explicitly addressed separately or at other times combined. Students demonstrate deep conceptual understanding of core math concepts by applying them in new situations, as well as writing and speaking about their understanding. Students will make meaning of content outside of math by applying math concepts to real-world situations.

- Conceptual understanding underpins fluency; fluency is practiced in contextual applications; and applications build conceptual understanding.
- Each unit contains a balance of challenging, multiple-step problems to teach new mathematics, and exercises to practice mathematical skills.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy). **The Standards for Mathematical Practice are interwoven into every Unit of Study. Individual lessons may focus on one or more of the Math Practices, but every unit must include all eight:**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision in computation, vocabulary and argument.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

How to Read this Document

- The purpose of this document is to provide an overview of the progression of units of study within a particular grade level describing what students will achieve by the end of the year. The work of **Big Ideas and Essential Questions** is to provide an overarching understanding of the mathematics structure that builds a foundation to support the rigor of subsequent grade levels. The standards listed include not only the Mathematics Content Standards, but also the Literacy and ELD Standards by which the students express their learning. The **Final Performance Task** will assess student learning via modeling of complex mathematical situations. Each unit incorporates components of the **SAUSD Theoretical Framework** and the philosophy of **Quality Teaching for English Learners (QTEL)**. Each of the math units of study highlights the Common Core instructional shifts for mathematics of focus, coherence, and rigor.
- First, read each module overview paragraph. This describes the purpose for the unit and the connections with previous and subsequent units. The content standards that are central to each unit are also listed here.
- On the map, note the titles across the year: These show the progression of units drawn from various domains.
- The timeline tells the length of each unit and when each unit should begin and end.

FIRST GRADE UNITS OF STUDY	
Unit 1	<p>Numbers to 50</p> <p>In this unit, students will count, read, and write numerals to 50. They will represent up to 50 objects with the correct numeral. They will understand that the two digits of a number represent ones and tens. They will understand that ten is a bundle of 10 ones, ten numbers consist of one ten and some additional ones, and multiples of 10 refer to groups of ten. They will compare two numbers using $<$, $=$, or $>$.</p> <p>This unit centers on Math Content Standards 1.NBT.1, 1.NBT.2, 1.NBT.3</p>
Unit 2	<p>Addition within 10</p> <p>In this unit, students will add within 10 using mental strategies. By the end of grade 1, they will know all sums within 10. They will solve word problems involving situations of putting together and taking apart.</p> <p>This unit centers on Math Content Standards 1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6</p>
Unit 3	<p>Add and Subtract within 10</p> <p>In this unit, students will fluently add and subtract within 10 using mental strategies. By the end of grade 1, they will know all sums and differences within 10. They will solve word problems involving situations of putting together and taking apart. They will use strategies, such as counting on, making ten, decomposing numbers, and using the relationship between addition and subtraction to</p>

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	<p>solve problems.</p> <p>This unit centers on Math Content Standards 1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6</p>
Unit 4	<p>Data and Graphs</p> <p>In this unit, students will organize, represent, and interpret data with up to three categories. They will ask and answer questions about graphs and compare categories based upon more or less in each category.</p> <p>This unit centers on Math Content Standard 1.MD.4</p>
Unit 5	<p>Geometry</p> <p>Students will describe shapes, and compose new shapes from other shapes. They will partition shapes into parts with equal areas, and describe the parts.</p> <p>This unit centers on Math Content Standards 1.G.1, 1.G.2, 1.G.3</p>
Unit 6	<p>Numbers to 120</p> <p>In this unit, students will count, read, and write numerals to 120. They will represent up to 120 objects with the correct numeral. They will understand that the three digits of a number represent ones, tens, and hundreds. They will understand that ten is a bundle of 10 ones, teen numbers consist of one ten and some additional ones, and multiples of 10 refer to groups of ten. They will compare two numbers using $<$, $=$, or $>$.</p> <p>This unit centers on Math Content Standards 1.NBT.1, 1.NBT.2, 1.NBT.3</p>
Unit 7	<p>Add and Subtract to 12</p> <p>Students will solve word problems involving putting together and taking apart up to three numbers by using objects and drawings. They will understand subtraction as an unknown addend problem. They will use strategies, such as counting on, making ten, decomposing numbers, and using the relationship between addition and subtraction to solve problems.</p> <p>This unit centers on Math Content Standards 1.OA.1, 1.OA.2, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8</p>
Unit 8	<p>Add and Subtract to 20</p> <p>Students will solve word problems involving putting together and taking apart up to three numbers by using objects, drawings, and equations. They will understand subtraction as an unknown addend problem. They will use strategies, such as counting on, making ten, decomposing numbers, and using the relationship between addition and subtraction to solve problems. They will apply properties of addition.</p> <p>This unit centers on Math Content Standards 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8</p>
Unit 9	<p>Time</p> <p>Students will tell and write time in hours or half hours using analog or digital clocks.</p> <p>This unit centers on Math Content Standards 1.MD.3</p>
Unit 10	<p>Add and Subtract 2-digit Numbers</p> <p>Students will add within 100, adding a 1-digit and a 2-digit number, or a 2-digit number and a multiple of 10, using concrete models or drawings. They will use strategies based on place value, properties of addition, and the relationship between addition and subtraction. They will find ten more or ten less than any given number. They will subtract multiples of ten from multiples of ten</p>

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Unit 11	<p>using visual models, and explain their work. This unit centers on Math Content Standards 1.NBT.4, 1.NBT.5, 1.NBT.6</p> <p>Measurement</p> <p>Students will measure longer objects by laying smaller objects along the length, and tell the length of the longer object in units of the smaller object. They will order three objects by length. This unit centers on Math Content Standard 1.MD.1, 1.MD.2</p>
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TIMELINE	2 Weeks Early September UNIT 1	3 Weeks Late September/October UNIT 2	4 Weeks October to Early November UNIT 3
TRIMESTER 1			
TITLE	Numbers to 50	Addition within 10	Add & Subtract within 10
END OF UNIT PERFORMANCE TASK	Make number cards to 50.	Show multiple ways to solve the same problem.	Write and solve a word problem to depict a given addition or subtraction problem.
BIG IDEAS AND ESSENTIAL QUESTION	<p>Big Idea: Quantities can be purposefully represented, and compared in many ways.</p> <ul style="list-style-type: none"> How do groups of ten help us count bigger numbers? How can we compare bigger and smaller numbers? 	<p>Big Idea: Quantities can be combined and separated in many ways.</p> <ul style="list-style-type: none"> What are some different ways to solve addition problems? 	<p>Big Idea: Quantities can be combined and separated in many ways.</p> <ul style="list-style-type: none"> What are some different ways to solve addition problems? What are some different ways to solve subtraction problems?
COMPLEX TEXTS / RESOURCES	<p>HM Chapters 1, 2 Variety of problem types to solve</p>	<p>HM Chapters 3, 4, 5</p>	<p>HM Chapters 6, 7, 8, 9</p>
MATH CONTENT STANDARDS CENTRAL TO THIS UNIT	<p>1.NBT.1 Count to 50, starting at any number less than 50. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> 10 can be thought of as a bundle of ten ones — called a “ten.” The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, 	<p>1.OA.1 Use addition within 10 to solve word problems involving situations of adding to, putting together, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 10, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.5 Relate counting to addition (e.g., by counting on 2 to add 2).</p> <p>1.OA.6 Add within 10, demonstrating fluency for addition within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4$</p>	<p>1.OA.1 Use addition and subtraction within 10 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 10, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.6 Add and subtract within 10,</p>

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<p style="text-align: center;">STANDARDS OF MATHEMATICAL PRACTICE CENTRAL TO THIS UNIT</p>	<p>seven, eight, or nine tens (and 0 ones). NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>$= 10 + 4 = 14$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>	<p>demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>
	<p style="text-align: center;">READING INFORMATIONAL STANDARDS CENTRAL TO THIS UNIT</p>	<p>MP2 Students recognize that a number represents a specific quantity. They connect the quantity to written symbols. MP7 Students look for patterns and structures in the number system. MP8 Students notice repetitive actions in counting by tens and hundreds.</p>	<p>P1 Students know that doing mathematics involves reasoning about and solving problems. MP3 Students may construct arguments using concrete referents, such as objects, pictures, and drawings. MP4 Students use concrete manipulatives and math drawings to explain equations. MP6 Students try to use clear and precise language in their discussions with others and in explaining their own reasoning.</p>
<p style="text-align: center;">WRITING STANDARDS</p>		<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	
	<p style="text-align: center;">LISTENING AND SPEAKING STANDARDS</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	

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ELD STANDARDS			
CROSS-CONTENT/ REAL WORLD CONNECTIONS	Make number cards to 50.	Show multiple ways to solve the same problem.	Write and solve a word problem to depict a given addition or subtraction problem.

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TIMELINE	2 Weeks Late November UNIT 4	3 Weeks December UNIT 5	3 Weeks January UNIT 6
TRIMESTER 2	Numbers to 120		
TITLE	Geometry		
END OF UNIT PERFORMANCE TASK	Create a set of number cards with tens and ones to show any number to 99.		
BIG IDEAS AND ESSENTIAL QUESTION	<p>Big Idea: Objects can be described, classified, and analyzed based on their attributes.</p> <ul style="list-style-type: none"> • What are the important parts of a graph? • What do the pictures mean on a picture graph? • What do the bars mean on a bar graph? 	<p>Big Idea: Shapes can be divided into equal parts.</p> <ul style="list-style-type: none"> • How can we identify shapes? • How can we divide shapes into equal parts? 	<p>Big Idea: Quantities can be purposefully represented, and compared in many ways.</p> <ul style="list-style-type: none"> • How do groups of ten help us count bigger numbers? • How can we compare bigger and smaller numbers?
COMPLEX TEXTS / RESOURCES	HM Chapter 10		
MATH CONTENT STANDARDS CENTRAL TO THIS UNIT	<p>1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p>Getting to the Core: Geometry Unit HM Chapters 26, 27</p> <p>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.</p> <p>1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and</p>	<p>HM Chapters 12, 13, 14</p> <p>1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> 10 can be thought of as a bundle of ten ones — called a “ten.” The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <p>NBT.3 Compare two two-digit numbers based</p>

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STANDARDS OF MATHEMATICAL PRACTICE CENTRAL TO THIS UNIT	<p>MP2 Students recognize that a number represents a specific quantity. They connect the quantity to written symbols, and can represent this on a bar graph.</p> <p>MP4 Students represent problem situations in multiple ways using numbers, words (mathematical language), charts, and lists. They can represent this information in a bar graph.</p>	<p>quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>MP5 Students may use tools such as virtual manipulatives, and concrete geometric shapes (e.g., pattern blocks, three-dimensional solids).</p>	<p>on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>MP2 Students recognize that a number represents a specific quantity. They connect the quantity to written symbols.</p> <p>MP7 Students look for patterns and structures in the number system.</p> <p>MP8 Students notice repetitive actions in counting by tens and hundreds.</p>
READING INFORMATIONAL STANDARDS CENTRAL TO THIS UNIT	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>		
WRITING STANDARDS			
LISTENING AND SPEAKING STANDARDS	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>		
ELD STANDARDS			
CROSS-CONTENT/ REAL WORLD CONNECTIONS	<p>Collect data about the students in the class and make a bar graph to show the information.</p>	<p>Find and identify geometric shapes in the classroom or around the school.</p>	<p>Count items in the classroom and write the number for each item (pencils, desks, crayons in one box of crayons). Place the numbers in order from least to greatest.</p>

SAUSD Common Core Aligned Curriculum Map: Grade 1 Mathematics

TIMELINE	3 Weeks February Unit 7	4 Weeks March UNIT 8	2 Weeks April Unit 9
TRIMESTER 3			
TITLE	Add & Subtract to 12		
END OF UNIT PERFORMANCE TASK	Show multiple ways to solve the same problem.		
BIG IDEAS AND ESSENTIAL QUESTION	<p>Big Idea: Quantities can be combined and separated in many ways.</p> <ul style="list-style-type: none"> How do groups of ten help us count bigger numbers? How can groups of ten help us add and subtract numbers? 	<p>Big Ideas: Quantities can be combined and separated in many ways.</p> <ul style="list-style-type: none"> How do groups of ten help us add and subtract bigger numbers? What are some different ways we can show adding and subtracting? 	<p>Big Idea: Time can be measured and used to solve problems.</p> <ul style="list-style-type: none"> What does the long hand on the clock measure? What does the short hand on the clock measure? How do the numbers around the clock help us to tell the time?
COMPLEX TEXTS / RESOURCES	HM Chapters 15, 16		
MATH CONTENT STANDARDS CENTRAL TO THIS UNIT	<p>1.OA.1 Use addition and subtraction within 12 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 12.</p> <p>1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that</p>	<p>HM Chapter 17, 18, 19</p> <p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.4 Understand subtraction as an unknown-addend problem.</p> <p>1.OA.5 Relate counting to addition and</p>	<p>HM Chapter 22</p> <p>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p>

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<p>STANDARDS OF MATHEMATICAL PRACTICE CENTRAL TO THIS UNIT</p>	<p>makes 10 when added to 8. 1.OA.5 Relate counting to addition and subtraction. 1.OA.6 Add and subtract within 12, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</p>	<p>subtraction (e.g., by counting on 2 to add 2). 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p>	<p>MP5 Students consider the meaning of time on analog and digital clocks and can represent one form with the other. MP8 Students notice patterns in the system for telling time.</p>
<p>READING INFORMATIONAL STANDARDS CENTRAL TO THIS UNIT</p>	<p>P1 Students know that doing mathematics involves reasoning about and solving problems. MP3 Students may construct arguments using concrete referents, such as objects, pictures, and drawings. MP4 Students use concrete manipulatives and math drawings to explain equations. MP6 Students try to use clear and precise language in their discussions with others and in explaining their own reasoning.</p>	<p>MP1 Students know that doing mathematics involves reasoning about and solving problems. MP5 Students consider the available tools when solving a mathematical problem and decide when a certain tool might be helpful. MP6 During tasks involving number sense, students consider if their answer is reasonable, and check their work for accuracy..</p>	<p>MP5 Students consider the meaning of time on analog and digital clocks and can represent one form with the other. MP8 Students notice patterns in the system for telling time.</p>
<p>WRITING STANDARDS CENTRAL TO THIS UNIT</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<p>MP5 Students consider the meaning of time on analog and digital clocks and can represent one form with the other. MP8 Students notice patterns in the system for telling time.</p>

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LISTENING AND SPEAKING STANDARDS	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.</p> <p>4.2.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4.2.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remark of others.</p> <p>4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>		
ELD STANDARDS			
CROSS-CONTENT/ REAL WORLD CONNECTIONS	Show multiple ways to solve the same problem.	Write and solve a word problem to depict a given subtraction problem.	Write the time at regular times during the day (recess, lunch, dismissal).

SAUSD Common Core Aligned Curriculum Map: Grade 1 Mathematics

TIMELINE	3 Weeks May Unit 10	3 Weeks June UNIT 11
TRIMESTER 3		
TITLE	Add & Subtract 2-digit Numbers	Measurement
END OF UNIT PERFORMANCE TASK	Write and solve a word problem to depict a given addition/subtraction problem.	Estimate and measure lengths using smaller objects.
BIG IDEAS AND ESSENTIAL QUESTION	<p>Big Idea: Quantities can be combined and separated in many ways.</p> <ul style="list-style-type: none"> • How do groups of ten help us add and subtract bigger numbers? • What are some different ways we can show adding and subtracting? 	<p>Big Ideas: Objects can be described, classified, measured, and analyzed based on their attributes.</p> <ul style="list-style-type: none"> • How can we use smaller objects to measure larger objects? • What happens when we measure the same length with different objects? • How can we compare lengths using objects?
COMPLEX TEXTS / RESOURCES	HM Chapters 23, 24, 25	HM Chapter 28
MATH CONTENT STANDARDS CENTRAL TO THIS UNIT	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones	<p>1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the</p>

SAUSD Common Core Aligned Curriculum Map: Grade 1 Mathematics

<p style="text-align: center;">STANDARDS OF MATHEMATICAL PRACTICE CENTRAL TO THIS UNIT</p>	<p>and ones; and sometimes it is necessary to compose a ten. 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>
	<p style="text-align: center;">READING INFORMATIONAL STANDARDS CENTRAL TO THIS UNIT</p>	<p>MP2 Students can translate a situation into numbers and symbols. MP5 While measuring, students can explain why one measuring tool would be more appropriate than another. MP6 When measuring an object, students carefully line up the tool correctly to get an accurate measurement.</p>
<p style="text-align: center;">WRITING STANDARDS</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	
<p style="text-align: center;">LISTENING AND SPEAKING STANDARDS</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. 4.2.b Follow agreed-upon rules for discussions and carry out assigned roles. 4.2.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remark of others.</p>	

SAUSD Common Core Aligned Curriculum Map: Grade 1 Mathematics

	4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELD STANDARDS	
CROSS-CONTENT/ REAL WORLD CONNECTIONS	Write and solve a word problem to depict a given situation. Measure your desk, folders, math book, pencil, and other classroom objects, using smaller objects to measure (crayon, paperclip, cube, etc.)

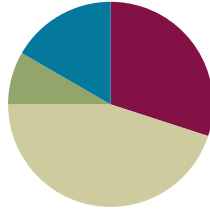
Revised 08/28/14

Lesson 13

Objective: Ask and answer varied word problem types about a data set with three categories.

Suggested Lesson Structure

■ Fluency Practice	(18 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(27 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (18 minutes)

- Hide Zero Number Sentences **1.NBT.2, 1.NBT.4** (3 minutes)
- Add Three Numbers **1.OA.2** (5 minutes)
- Sprint: Add Three Numbers **1.OA.2** (10 minutes)

Hide Zero Number Sentences (3 minutes)

Materials: (T) Hide Zero cards (Lesson 2 Fluency Template 1)

Note: This fluency activity strengthens the understanding of place value and prepares students for Module 4.

Show students a number from 10 to 40 with Hide Zero cards (e.g., 15). Students say an addition sentence with 10 as an addend (e.g., $10 + 5 = 15$). As students say the sentence, pull apart the Hide Zero cards to model the equation. Alternate asking students to say the numbers the Say Ten way and the regular way.

Suggested sequence: 15, 25, 35; 14, 24, 34; 16, 26, 36; etc.

Add Three Numbers (5 minutes)

Materials: (S) 3 dice per pair, personal white board

Note: This fluency reviews adding three numbers.

Assign students partners. Partners take turns rolling the three dice and adding them together. The partner with the highest sum each round scores a point. If there is a tie, players should keep playing until one of them has the highest sum. The person with the highest sum after the tie scores two points. Students record points with tally marks on their personal white boards.

Sprint: Add Three Numbers (10 minutes)

Materials: (S) Add Three Numbers Sprint

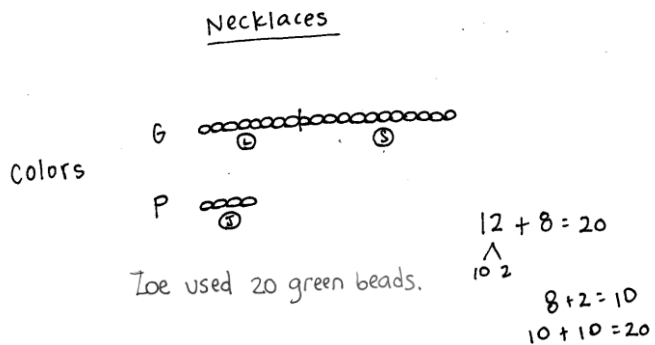
Note: This Sprint provides students practice with adding three numbers within 20 and encourages students to apply properties of operations as strategies to add.

Application Problem (5 minutes)

Zoe made friendship necklaces for her 3 closest friends. Make a graph to show the two colors of beads she used. She used 8 green beads for Lily, 4 purple beads for Jamilah, and 12 green beads for Sage. How many green beads did she use?

Note: As students finish, ask additional questions to help them interpret the data, focusing on Grade 1 problem types.

- How many more purple beads would need to be used to have the same amount as the green beads?
- How many fewer green beads does Lily have than Sage?
- If Lily added 3 green beads to her necklace, how many more green beads would she need to have the same amount as Sage?



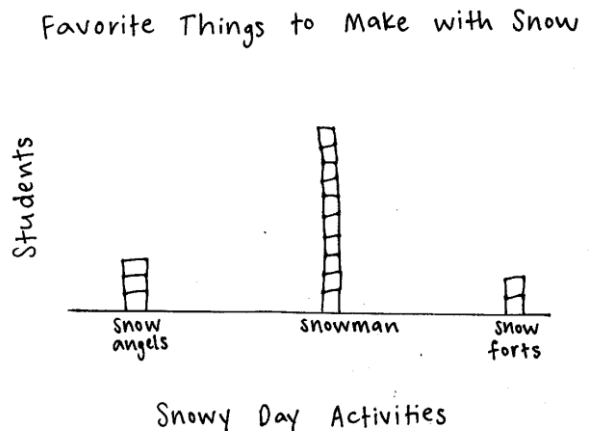
Concept Development (27 minutes)

Materials: (T) Graph entitled *Favorite Things to Make with Snow* created on easel (data: snow angels—3, snowman—12, and snow forts—2) (S) Personal white board

Note: Adjust the Concept Development as necessary based on your observations of student successes and challenges during Lesson 12, as well as during the most recent Application Problems. Today’s Concept Development is an opportunity to continue supporting student understanding of the *compare with difference unknown* problem types using appropriate number sentences as they interpret the given data.

Have students gather in the meeting area in a semicircle formation with their personal white boards.

T: (Post the graph.) Here’s a graph I made yesterday after talking to the children in my neighborhood. I asked what they like to do in the snow. The graph shows how they answered my question. What do you notice about this graph that is different from the graphs we used yesterday? What is similar?



- S: The starting point is on the bottom of this graph. Yesterday, we started from the top. Today, they are built like towers. → But it's still following the rules. → No overlaps. → No gaps. → The same endpoints.
- T: Turn and talk to your partner about what you notice. What information can you gather from reading this graph?

Answers may vary. Be sure to record how many votes each category received.

- T: How many people prefer building a snowman over making snow angels? How did you figure it out?
- S: I looked at the snowman and snow angels columns. I counted on from 4 since they both have 3 votes. → I already know that there are 3 votes for snow angels and 12 votes for the snowman, so I took away 3 from 12 and got 9.
- T: I noticed that yesterday, many students counted to figure out which had more or fewer votes. What subtraction sentence can you use to solve this problem?
- S: $12 - 3 = 9$.
- T: Explain to your partner how both of these strategies are related.
- T: No matter how you solve this, we can use the number sentence $12 - 3 = 9$ as a way to show how we solved the problem.



**NOTES ON
MULTIPLE MEANS
OF ACTION AND
EXPRESSION:**

Asking questions for comprehension during this lesson is important to guide students to evaluate their thinking. This provides students an opportunity to evaluate their process and analyze errors.

Continue to ask *compare with difference unknown* and *put together with result unknown* problems, encouraging students to include a number sentence. For all problems, have students discuss how both counting on and using a subtraction sentence are related to one another. You may use the following suggested sequence:

- How many more children prefer making the snowman over building a fort? Making the snow angel over building a fort? Making the snowman or the snow angel?
- How many children took this **poll**? (Note: Students might not be familiar with the word *poll*. Explain that a poll is a situation in which people vote. The teacher can give the example that, in this case, students were polled about their favorite things to make with snow.)

In the next set of questions, encourage students to visualize how the graph might change based on the information presented in the following situations:

- MP.2**
- How many more votes do we need if we want to make the number of votes for building the fort the same as the number of votes for making the snowman?
 - Some more children came by and answered the question. If there were 20 children total that answered the question, how many more children came by and voted?
 - If 4 more children came along and said they like building snow forts the most, then how many votes would there be for building forts?

Use additional sticky notes or tiles for those students who need the concrete–visual support. Again, encourage students to use a number sentence to solve.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first.

Student Debrief (10 minutes)

Lesson Objective: Ask and answer varied word problem types about a data set with three categories.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- How is using the counting on strategy related to using a subtraction sentence when looking for how many more or fewer votes one received when comparing two categories?
- How is using the counting on strategy related to using an addition sentence when combining the votes for two or more categories?
- When is it more efficient to use number combinations to solve rather than counting on?
- Look at Problem 1. Which problem on Page 2 connects to this one? How do you know?
- How are the *Favorite Fruit* and *School Day Weather* graphs set up differently?
- Explain to your partner how you solved Problem 9. Compare how each of you solved the problem.
- How did the Application Problem connect to today's lesson?

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 13 Problem Set 1-3

Name Maria Date _____

Use the table to answer the questions. Fill in the blank, and write a number sentence to the right to solve the problem.

	sunny ☀️	rainy ☁️🌧️	cloudy ☁️
Number of School Days	4	7	5

- How many more day(s) were cloudy than sunny? 1 more day(s) were cloudy than sunny. $5 - 4 = 1$
- How many fewer days were cloudy than rainy? 2 more day(s) were cloudy than rainy. $7 - 5 = 2$
- How many more days were rainy than sunny? 3 more day(s) were rainy than sunny. $7 - 4 = 3$
- How many total days did the class keep track of the weather? 16 total days
- If the next 3 school days are sunny, how many of the school days will be sunny in all? 7 days will be sunny.

COMMON CORE Lesson 13: Ask and answer varied word problem types about a data set with three categories. Date: 9/1/14 engage^{ny} 3.D.40

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 13 Problem Set 1-3

Use the table to answer the questions. Fill in the blank, and write a number sentence that helps you solve the problem.

	apples 🍏	bananas 🍌	grapes 🍇
Number of Students	5	6	4

☺️ = 1 student

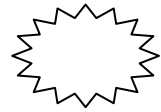
- How many fewer students chose bananas than apples? 1 fewer students chose bananas than apples. $6 - 5 = 1$
- How many more students chose bananas than grapes? 1 more students chose bananas than grapes. $5 - 4 = 1$
- How many fewer students chose grapes than apples? 2 fewer students chose grapes than apples. $6 - 4 = 2$
- Some more students answered about their favorite fruits. If the new total number of students who answered is 20, how many more students answered? 5 more students answered the question. $20 - 15 = 5$

COMMON CORE Lesson 13: Ask and answer varied word problem types about a data set with three categories. Date: 9/1/14 engage^{ny} 3.D.41

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

Number Correct:



Name _____

Date _____

A

*Write the missing number.

1	$9 + 1 + 3 = \square$		16	$6 + 3 + 8 = \square$	
2	$9 + 2 + 1 = \square$		17	$5 + 9 + 4 = \square$	
3	$5 + 5 + 3 = \square$		18	$3 + 12 + 4 = \square$	
4	$5 + 2 + 5 = \square$		19	$3 + 11 + 5 = \square$	
5	$4 + 5 + 5 = \square$		20	$5 + 6 + 7 = \square$	
6	$8 + 2 + 4 = \square$		21	$2 + 6 + 3 = \square$	
7	$8 + 3 + 2 = \square$		22	$3 + 2 + 13 = \square$	
8	$12 + 2 + 2 = \square$		23	$3 + 13 + 3 = \square$	
9	$3 + 3 + 12 = \square$		24	$9 + 1 + \square = 14$	
10	$4 + 4 + 5 = \square$		25	$8 + 4 + \square = 16$	
11	$2 + 15 + 2 = \square$		26	$\square + 8 + 6 = 19$	
12	$7 + 3 + 3 = \square$		27	$2 + \square + 7 = 18$	
13	$1 + 17 + 1 = \square$		28	$2 + 2 + \square = 18$	
14	$14 + 2 + 2 = \square$		29	$19 = 6 + \square + 9$	
15	$4 + 12 + 4 = \square$		30	$18 = 7 + \square + 6$	

Number Correct: 

Name _____

Date _____

B

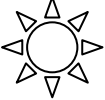


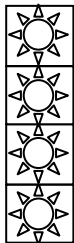


*Write the missing number.

1	$9 + 1 + 2 = \square$		16	$6 + 3 + 9 = \square$	
2	$9 + 4 + 1 = \square$		17	$4 + 9 + 2 = \square$	
3	$5 + 5 + 1 = \square$		18	$2 + 12 + 4 = \square$	
4	$5 + 3 + 5 = \square$		19	$2 + 11 + 5 = \square$	
5	$4 + 5 + 5 = \square$		20	$6 + 6 + 7 = \square$	
6	$8 + 2 + 2 = \square$		21	$2 + 6 + 5 = \square$	
7	$8 + 3 + 2 = \square$		22	$3 + 3 + 13 = \square$	
8	$11 + 1 + 1 = \square$		23	$3 + 14 + 3 = \square$	
9	$2 + 2 + 14 = \square$		24	$9 + 1 + \square = 13$	
10	$4 + 4 + 4 = \square$		25	$8 + 4 + \square = 15$	
11	$2 + 13 + 2 = \square$		26	$\square + 8 + 6 = 18$	
12	$6 + 3 + 3 = \square$		27	$2 + \square + 6 = 18$	
13	$1 + 15 + 1 = \square$		28	$2 + 5 + \square = 18$	
14	$15 + 2 + 2 = \square$		29	$19 = 5 + \square + 9$	
15	$3 + 14 + 3 = \square$		30	$19 = 7 + \square + 6$	

Name _____ Date _____

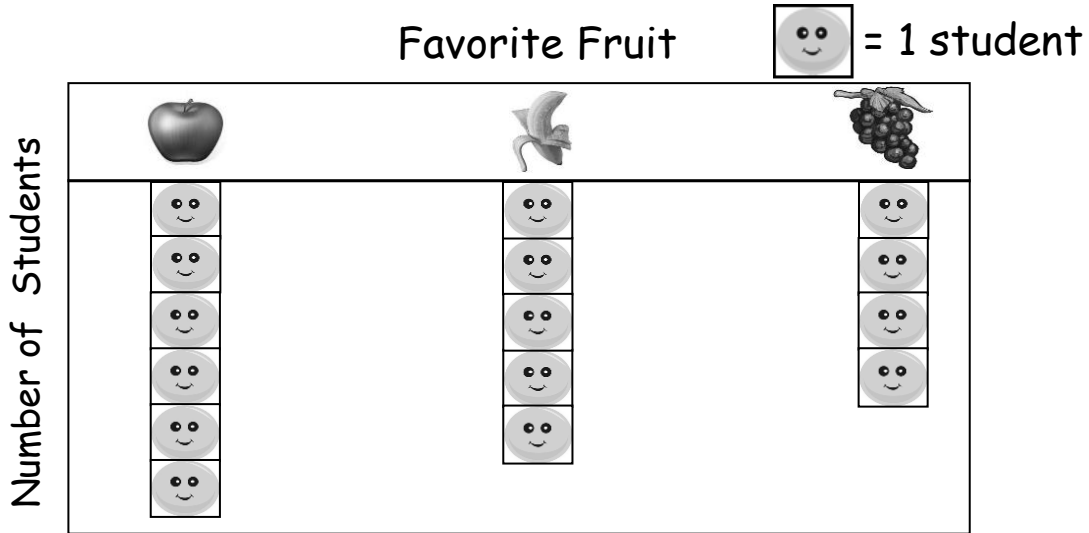
Use the table to answer the questions. Fill in the blank, and write a number sentence to the right to solve the problem.

School Day Weather

	sunny 	rainy 	cloudy 
Number of School Days			

- How many more day(s) were cloudy than sunny?
 _____ more day(s) were cloudy than sunny. _____
- How many fewer days were cloudy than rainy?
 _____ more day(s) were cloudy than rainy. _____
- How many more days were rainy than sunny?
 _____ more day(s) were rainy than sunny. _____
- How many total days did the class keep track of the weather?
 _____ total days
- If the next 3 school days are sunny, how many of the school days will be sunny in all?
 _____ days will be sunny.

Use the table to answer the questions. Fill in the blank, and write a number sentence that helps you solve the problem.



6. How many fewer students chose bananas than apples?

_____ fewer students chose bananas than apples. _____

7. How many more students chose bananas than grapes?

_____ more students chose bananas than grapes. _____

8. How many fewer students chose grapes than apples?

_____ fewer students chose grapes than apples. _____

9. Some more students answered about their favorite fruits. If the new total number of students who answered is 20, how many more students answered?

_____ more students answered the question. _____

Name _____

Date _____

Use the table to answer the questions.

Animals on Lily's Farm



= 1 animal

	sheep	cows	pigs
Number of Animals			


1. How many animals are on Lily's farm in all? _____ animals
2. How many fewer sheep than pigs are on Lily's farm? _____ fewer sheep
3. How many more cows are on Lily's farm than sheep? _____ more cows







Name _____

Date _____

Use the table to answer the questions. Fill in the blank, and write a number sentence.

School Lunch Order


 = 1 student




hot lunch 	sandwich 	salad 
		

- How many more hot lunch orders were there than sandwich orders?
 _____ more hot lunch orders
- How many fewer salad orders were there than hot lunch orders?
 _____ fewer salad orders
- If 5 more students order hot lunch, how many hot lunch orders will there be?
 _____ hot lunch orders

Use the table to answer the questions. Fill in the blanks, and write a number sentence.

Favorite Type of Book

 = 5 students

fairy tales	
science books	
poetry books	

4. How many more students like fairy tales than science books?

_____ more students

5. How many fewer students like science books than poetry books?

_____ fewer students

6. How many students picked fairy tales or science books in all?

_____ students

7. How many more students would need to pick science books to have the same number of books as fairy tales?

_____ students

8. If 5 more students show up late and all pick fairy tales, will this be the most popular book? Use a number sentence to show your answer.

SAUSD Common Core Aligned Curriculum Map: ELA Grade 1 – 2014-15

SAUSD Grade Level Curriculum Map

These curriculum maps are designed to address CCSS Literacy outcomes. The overarching focus for all curriculum maps is building student’s content knowledge and literacy skills as they develop knowledge about the world.

1. Each unit provides several weeks of instruction. Each unit also includes formative and summative assessments.
2. Taken as a whole, this curriculum map is designed to give teachers recommendations and some concrete strategies to address the shifts required by CCSS.
3. **Note that the curriculum map addresses all components of ELA except for the “green section” of OCR/Language Arts.** Teachers should continue teaching the “the Green Section” as it is sequenced in Open Court Reading. Research (NRP) has shown that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and Open Court Reading green section offers a systematic scope and sequence of phonics instruction.
4. **The selected texts in this curriculum map represent only one type of the reading that students must do to become proficient readers. A quality instructional program will include:**
 - **Complex Text for Close Reading**, both informational and narrative (as addressed in this curriculum map)
 - **Decodable Texts for Students** still building phonics skills (as addressed in OCR Green Section)
 - **Reading at student’s individual level to build fluency, vocabulary, and comprehension** (as addressed through workshop strategies, intervention or Accelerated Reader, etc.)

Components

- a. **CCSS Shifts:** reviews SAUSD’s approach to the Common Core Literacy Shifts which guided the curriculum map.
- b. **Year at a Glance:** provides a quick look into each unit of study. It includes the big idea, and essential questions, core complex texts chosen through close analysis and the performance task. (see further explanation of the criteria below). The amount of time spent for each unit is also included.

SAUSD Common Core Aligned Curriculum Map: ELA Grade 1 – 2014-15

- b. **Narrative Overview:** describes the purpose for the unit, the connections with previous and subsequent units, standards addressed, and the unit anchor text(s).
- c. **Curriculum Map:** *The Curriculum Map is presented by trimester. Each trimester includes:*
- **Unit Title:** These are either the title of the Open Court Unit itself, or when applicable, the SAUSD Common Core Unit of Study
 - **Date range and number of weeks:** Includes the approximate dates when the unit will be taught and the estimated number of weeks classrooms will spend on the unit. The flexibility offered by a range of dates allows for teachers to use formative assessment and be responsive to the needs of students. In this vein, an estimated range of dates is conducive to supporting students in developing a deep understanding which promotes transfer of knowledge and skills to other contexts.
 - **Performance Task:** The performance task is a culminating activity that allows students to apply the both content knowledge and literacy skills gained throughout the unit. It is a relevant and real-life application that involves reading, writing, and often presenting is tied the big idea and essential questions for the unit. The performance task might be collaborative or independent in nature. Teachers will make decisions about the strategies and scaffolds needed to support students in the task.
 - **Big Ideas and Essential Questions:** The big idea for each unit is a statement describing the universal theme of the unit. The essential questions drive the inquiry around the big idea. The texts and tasks are aligned to the big idea and essential questions that students will explore throughout the unit.
 - **Complex Texts:** We look at our Open Court selections in a new way. We will spend more time on key selections and have the option to use some other selections in flexible ways based on student needs. In the curriculum maps, text selections are identified as **anchor, standard, read-aloud, or optional** based on their centrality to the unit:
 - **Anchor Text:** These selections are central to the unit. They are complex and closely aligned to the big idea and essential questions of the unit. They provide multiple opportunities for teaching the qualitative aspects of text and the CCSS standards. Teachers will want to spend an extended period of time (up to 2 weeks) in order to teach these selections in depth. With each anchor text, students will closely read for a *variety of purposes to*

SAUSD Common Core Aligned Curriculum Map: ELA Grade 1 – 2014-15

- deeply explore the text*, engage in collaborative conversations surrounding the text, and write their own texts using the selection as a source. The anchor text presents many opportunities to address the CCSS literacy shifts as students build knowledge as they read, write, and speak about a complex text using academic language.
- **Standard Texts:** These selections, while an important part of the unit, won't require the same depth of reading as the anchor texts. Teachers will want to spend about one week of instruction on these selections, to include: reading, asking and answering text dependent questions, and participating in collaborative conversations.
 - **Read-Aloud Texts:** These selections link to the unit big idea and essential questions, but based on qualitative analysis and time constraints, it is suggested that these selection are read aloud to students so as to allow more time for anchor and standard texts. Although teachers will still ask text dependent questions and have students interact during the read aloud, this might be accomplished in one sitting and other extended activities aren't required. Read-aloud texts also provide opportunities for students to further develop listening skills while (in some cases) gaining access to texts, concepts, and vocabulary that might otherwise be at their frustration reading level.
 - **Optional Texts:** Though many of these selections have merit, they are optional in order to make more time for anchor and standard texts. Teachers may choose to skip these texts or use them in other flexible ways.
 - **Content Standards:** When there are connections to History Social/Science or Science standards, those standards are indicated here. Though the unit concepts connect to these standards, additional instruction might be needed to fully address the content standards
 - **CCSS Standards:** The Common Core Standards addressed in each unit for reading, writing, speaking and listening, and language are identified. These standards should be addressed through questioning and student tasks. Standards are “bundled” and not taught in isolation so they represent authentic experiences.
 - **Note:** the distinction between standards “across units” vs. “central to this unit”.Standards labeled “across units” are foundational to the CCSS shifts, and therefore are taught early and reinforced through the year.Standards central for this unit are the focus for that specific unit.
 - **Cross-Content Real World Connection:** To provide relevance to students, as identified in the shifts and SAUSD Theoretical Framework, the cross-content, real world connections to the unit are indicated. The emphasis of learning is the application of knowledge to real world experiences. This gives purpose to learning, which is motivating to students

SAUSD Common Core Aligned Curriculum Map: ELA Grade 1 – 2014-15

CCSS ELA/Literacy Instructional Shifts

<p>Building knowledge through content-rich nonfiction</p>	<p><i>SAUSD’s approach emphasizes effective literacy instruction through the use of compelling topics that engage students in informational and literary texts. The texts are sequenced around a topic leading to the big idea and essential questions in order to provide a clear and explicit purpose for instruction.</i></p> <ul style="list-style-type: none"> • Curriculum includes a rich variety of texts, including literature, nonfiction, media, primary sources, visuals. • Curriculum is based in part on what resources teachers likely already have, but also includes additional authentic texts needed to craft a coherent learning progression within and among grade levels.
<p>Reading, and writing, and speaking grounded in evidence from text, both literary and informational</p>	<p><i>SAUSD’s approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read. It emphasizes performance tasks that require students to cite textual evidence, to revise and reflect on their own writing as well as their peers’ writing. It emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.</i></p> <ul style="list-style-type: none"> • Throughout instruction, students are asked to return to the text through sequenced, rich, and rigorous evidence based questioning, discussions, and varied, engaging tasks. • Students write routinely, including a balance of on-demand and process writing. Students will draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. • All end-of-unit performance tasks directly build on the reading students have been doing in the unit. Many are designed to build students’ engagement by asking them to do a more real-world task. • Performance tasks may include narratives, but emphasize informative and argumentative writing.
<p>Regular practice with complex text and its academic language</p>	<p><i>SAUSD’s approach emphasizes active reading of complex texts by all students. Students will read a progression of complex texts and focus on building academic language and syntax in context.</i></p> <ul style="list-style-type: none"> • Texts are chosen to reflect a variety of factors: Lexile level, complexity of the topic/concept, the appropriateness of the text given the specific literacy standard or task. • Texts cultivate students’ interests, are relevant to their culture, and engage them in reading, writing, and speaking. • Curriculum directly address supports for meeting the needs of a wide range of learners in order for every student to become a more proficient and independent reader. • Curriculum emphasizes academic and domain specific vocabulary as well as other words ELLs or other struggling readers might not know • Curriculum strongly emphasize teaching students how to figure out words in context. • Students are expected to do regular independent reading to build on concepts and ideas in each unit. Research shows that students must read a high volume of text at their reading level in order to build a strong vocabulary.

SAUSD Common Core Aligned Curriculum Map: ELA Grade 1 – 2014-15

Year at a Glance

Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
Unit 1: Let's Read	3 weeks Beg. Sept. – End Sept.	Create a circle map of things we read, students graph their favorite story	Reading is fun and important.	<ol style="list-style-type: none"> 1. What do we read? 2. Where can we read? 3. What helps us learn to read? 	Standard Texts – “The Purple Cow”; “If I Were A Mouse”; “Hey, Diddle, Diddle”; “There Once Was a Fish”; “Rain”; “Rhyme Stew”; “Rags”; “Twinkle, Twinkle”; “The Chase”; “Mrs. Goose’s Baby”; “Baby Buggy” Optional Text - “Las Hormiguitas”
Unit 2: Animals	4 Weeks End Sept. – End Oct.	Select an animal and tell what food it eats for survival, the ways its parents take care of it and the habitat it lives in.	Animals meet their needs in different ways.	<ol style="list-style-type: none"> 1. How do animals take care of themselves? 2. How do animal resemble their parents? Why do some babies not resemble their parents? 3. What different foods do various animals eat? 	“Raccoons” - Standard “Spiders” - Read Aloud “Baby Animals” - Anchor “Munch Crunch” - Standard “Mice” - Read Aloud “Hermit Crab” - Standard text
Unit 3: Things That Go	4 Weeks End Oct. – Mid Nov.	Picture Sort In collaborative groups, classify modes of transportation on a tree map and present	People travel from place to place in different ways and for many reasons.	<ol style="list-style-type: none"> 1. Why do people choose different types of transportation? 2. What reasons would cause people to travel from one place to another? 3. How do you know which vehicle to select when traveling? 	“On the Go” - Anchor “On the Move” - Standard “I Go With my Family to Grandma’s” - Standard “Trucks” - Read Aloud “Song of the Train” - Read Aloud
Unit 4: CC Unit of Study Neighborhoods at Work	4 weeks Mid November – mid December	Creation of a Neighborhood Map in cooperative groups	People in a community depend on each other for things they need.	<ol style="list-style-type: none"> 1. What does it mean to live in a community? 2. What is the difference between providing services and goods? 3. Where is our community and what services/goods are provided? 	“Wake Up City!” Social Studies Text U.6 – <i>Goods and Services</i> The Veterinarian (video) “Fireman”
Unit 5: Weather *Time to teach Water Cycle! **Students receive first textbook	4 weeks Beg. Jan. – End Jan.	Track the weather in Santa Ana and the weather in a different region of the country, record it daily for the duration of the unit and visually/orally present in collaborative group.	Weather happens through predictable patterns.	<ol style="list-style-type: none"> 1. What are the characteristics of weather? 2. How do you know what the weather will be? 3. What instruments can you use to measure the weather? 	“When a Storm Comes Up” - Anchor “How’s the Weather”, “Clouds, rain, Snow, and Ice”, “A Good Day for Kites”, “Deserts”, “Snow is Good”, “Hurricanes” - Standard “I Call It Sky”, “Listen to the Rain” - Optional

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<p>Unit 6: Journeys CC Unit of Study</p>	<p>5 weeks Beg. Feb. – Beg. March (Spend 2 days per continent)</p>	<p>Students will make a poster and write a paragraph on a continent</p>	<p>Our world is organized in a way we can understand.</p>	<p>1. How do maps help us explore the world? 2. Why is it important to learn to read maps, globes, and models? 3. What is my place in the world? What makes our world interesting?</p>	<p>“Me on the Map” - Anchor “Continents of the World” - Standard “Captain Bill Pickney’s Journey” - Standard</p>
<p>Unit 7: Keep Trying</p>	<p>3 weeks Mid. Mar. – early April</p>	<p>Write a narrative about a time when you first learned to do something (i.e. reading, swimming, riding a bike).</p>	<p>To reach a goal takes perseverance.</p>	<p>1. When should you keep trying? What does it mean to meet your goal? 2. Is there ever a right time to stop trying?</p>	<p>“The Kite” - Anchor “The Garden” - Standard “The Way of an Ant” - Standard “The Fox and the Grapes”, “The Hare and the Tortoise” - Optional “74th Street” - Optional</p>
<p>Unit 8: Games – continue with Green section for Unit 8</p>					<p>The selections from this unit can be read as Read-Alouds or for independent reading</p>
<p>Unit 9: Being Afraid</p>	<p>4 weeks Mid April – mid May</p>	<p>Write a narrative about a time you were afraid and how you overcame your fear. If you haven’t overcome your fear tell about something you are afraid of and why?</p>	<p>Everyone is afraid of something and we all have different ways to deal with fear.</p>	<p>1. What do you do when you are frightened of something or someone? 2. How can you help someone overcome a fear? 3. What are some things that terrify you?</p>	<p>“Dear Bear” - Read Aloud “My Brother Is Afraid of Just About Everything” - Standard “Little Miss Muffet” - Optional “We’re Going on a Bear Hunt” - Anchor “Clyde Monster” - read aloud “Ira Sleeps Over” - read aloud “Three Billy Goats Gruff” - standard text</p>
<p>Unit 10: Homes #3 Common Core Unit of Study</p>	<p>5 weeks Mid May- Mid June</p>	<p>Write about a climate zone and the type of home you might build there, including the natural resources you would use.</p>	<p>There is a relationship between the environment and how people live.</p>	<p>1. What are some environments people live in? 2. How does location affect climate? 3. How does climate determine how people live? 4. How does environment influence the materials people use to build their homes now and in the past?</p>	<p>Homes Around the World Climates “Climates Around the World”</p>

Narrative Overview

Grade:
Unit 1

1

Let’s Read:

In this Open Court Reading unit, students explore stories and the many ways stories are important to society as entertainment, vicarious learning, passing on history from one generation to the next. This unit offers students the opportunity to reflect on the function that stories play in their lives and the many ways stories can be shared. Students understand that one fundamental way that humans interact is through sharing stories. Through this unit, students will explore the Big Idea “Reading is fun and important” while also considering the essential questions,

1. Why do we read? 2. Where can we read? 3. What helps us learn to read?

Key Standards: RL.1.1, RL.1.2, RL.1.4, RL.1.6, RL.1.7, RL.1.10, W1.1, SL1-6, L.1a, e, f, h, j, L.2a, b,d,e, L.4a, L.5a, c, d, L.6, ELD Part IB.6, Part IB.7, Part IB.8, Part IIB3-5, Part III 1,2,3

Activate prior knowledge

Builds on Prior Knowledge: Builds on their learning about poetry and literature in Kindergarten. The focus on poetry allows a firm foundation to the elements of poems that can be referenced throughout the year.

Standard Texts (Limit each text to one day each.): *The Purple Cow; Las Hormiguitas; If I Were A Mouse; Hey, Diddle, Diddle; There Once Was a Fish; Rain; Rhyme Stew; Rags; Twinkle, Twinkle; The Chase; Mrs. Goose’s Baby; Baby Buggy*

Unit 2

Animals:

In this Open Court Reading unit, students have the opportunity to share their existing knowledge about animals and to build on that knowledge as they learn about how animals grow and learn to meet their needs. They will classify and categorize animals in ways that will be foundational to future learning. Through this unit, students will explore the Big Idea “Animals meet their needs in different ways.” by considering the essential questions: 1. How does the way an animal plays help it mature? 2. How do animal resemble their parents? 3. Why do some babies not resemble their parents? 4. Why do animals eat different foods? This unit correlates with science standards and should be taught in tandem.

Key Standards: RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.10, W.1.2, W.1.5, W.1.7, W.1.8, LS 2a-2d, SL1-6, L.1a,b,c,d, e, f, g, h, i, j, L.2a,b,d,e, L.4a, L.5a, b, c, d, L.6, ELD Part IB.6, Part IB.7, Part IIA, Part IIB, Part III 1,2,3

Builds on Prior Knowledge: Builds on their learning about sea life in Kindergarten.

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AnchorTexts: *A Time for Playing*

Read Aloud Texts: *Raccoons; Spiders Standard*

Text: *Baby Animals; Munch Crunch Optional*

Text: *Mice, Hermit Crab*

Science Connection: *McMillan Science Chapters 2 and 3*

Unit 3

Things That Go

In this Open Court Reading Unit, students will explore the Big Idea: “People travel from place to place in different ways and for different reasons.” These essential questions will be addressed: 1. Why do people choose different types of transportation. 2. What are some reasons people travel from one place to another? 3. How do the parts of a vehicle make it go or give it power? 4. How has transportation changed from long ago? Through this study they will learn about various modes of transportation around the world. They will classify modes of transportation into land, water, and air travel and consider how transportation has changed from long ago to today. This unit correlates to the social studies standards and they should be taught in tandem.

Key Standards: RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.10, W.1.2, W.1.5, W.1.7, W.1.8, SL1-6, H/SS 1.1.4-1.1.6, L.1a,b,c,d, e, f, g, h, i, j, L.2a, b,c ,d,e, L.4a, L.5a, b, c, d L.6, ELDPart IB.6, Part IB.7, Part IB.8, PART II B3-5, Part II C6 Part III 1,2,3

Builds on Prior Knowledge: Students’ life experiences (i.e. how they get to school)

Anchor Texts: *On the Go*

Standard texts: *On the Move; I Go With My Family to Grandma’s*

Read Aloud Text: *Song of the Train*

Optional Text: *Trucks*

Social Studies Connection Text: *Scott Foresman Social Studies Unit 4: Lessons 1, 2, 3*

Unit 4

Common Core Unit: Our Neighborhood at Work

In this Common Core- ELA unit of study, students explore the Big Idea that “People in a community depend on each other for services and things they need.” They will consider the essential questions: 1)What does it mean to live in a community? 2)What is the difference between providing services and goods? 3)Where is our community and what services and goods are provided? They learn the differences between service providers and people who produce goods. They learn about the various workers within a city and gain a deep understanding of the jobs firefighters do .As they conduct interviews with people they see every day to learn about the jobs they do they are clarifying what it means to

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ask a question. They gain experience writing informational paragraphs as they write about the various people they have interviewed. Students take a close look at imagery as they study this writer’s craft and try to illustrate the image created by the author’s words. This unit correlates to the social studies standards and should be taught in tandem.

Key Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.10, RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.10, W.1.1, W.1.5, W.1.7, W.1.8, SL1-6, H/SS 1.6.1, 1.6.2, L.1a,b,c,d, e, f, g, h, i, j, L.2a, b,c ,d,e, L.4a, L.5a, b, c, d L.6

Builds on Prior Knowledge: *This unit builds on the Kindergarten Common Core units’ big ideas of working together.*

Anchor Text: *Wake Up, City!; Firefighters; The Garbage Collector* (SAUSD created)

Standard:

Read Aloud text: *“Who am I?”*

Optional Text:

Social Studies: Scott Foresman Unit 6: Lessons 1,2

Unit 5

Weather

In this Open Court Reading unit, students will focus on the Big Idea “Weather happens through predictable patterns” as they strive to answer the essential questions: 1) What are the elements of weather? 2) How do you know what the weather will be? 3) What instruments can you use to measure the weather? How does weather affect our lives?” Through this unit student will learn about the relationship between the clouds, rain and the sun, which is foundational to understanding the water cycle. This unit correlates with the Science curriculum and should be taught in tandem with the appropriate science lessons.

Key Standards: RL 1.1, RL 1.2, RL1.3, RL 1.4, RL1.10RI.1.1, RI.1.2,RI 1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.10, W.1.1, W.1.5, W.1.7, W.1.8SL1-6,ES3a-c, PS 1a, 1b, IE4b,d,e, L.1a,b,c,d, e, f, g, h, i, j, L.2a, b,c ,d,e, L.4a, L.5a, b, c, d L.6,ELDPart IB.6, Part IB.7, Part IB.8, Part IIA,1, Part IIA.2, Part II B3-5, Part IIC 6,7, Part III 1,2,3

Builds on Prior Knowledge: This builds on foundational knowledge about weather students learned in the kindergarten OCR units “Wind”and “Shadows” .

Anchor Text: *When a Storm Comes Up*

Standard: How’s the Weather?; Clouds, Rain, Snow and Ice; A Good Day for Kites; Deserts; Snow is Good; Hurricanes

Read Aloud text: *“Listen to the Rain”*

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<p>Unit 6</p>	<p>Optional Text: “I Call it Sky” Science Connection Text :McMillan Science, Earth Science Chapter 4: Lessons 1-3; Physical Science Chapter 6: Lessons 1-4 and Chapter 7: Lessons 1-3</p> <p>Journeys In this Common Core Unit of study students will explore and learn about the world through maps, globes, and continent study. Throughout the unit students will consider how they fit into the world picture and how they are connected to the world at large as they explore the Big Idea: “Exploring the world helps us understand that we are all connected.” Students will answer the essential questions: 1)When we talk about “the world” what do we mean? 2) How do maps help us explore the world? 3) Why is it important to learn about other places in the world?4)What do we have in common with people around the world? This unit relates closely to social studies standards, and will be taught in tandem. Key Standards: RL 1.1, RL 1.2, RL 1.3, RL 1.4, RL 1.5, RL 1.9, RL1.10,RI.1.1, RI.1.2, RI 1.3,RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI 1.9,RI.1.10,W.1.1, W.1.2,W.1.5, W.1.6, W.1.7, W.1.8, SL1-6, H/SS 1.2.1 -1.2.4, L.1a,b,c,d, e, f, g, h, I, j, L.2a, b,c ,d,e, L.4a, L.5a, b, c, d L.6, ELD Part IB.6, Part IB.7, Part IIA.1, Part IIA.2, Part IIB3-5, Part IIC6,7, Part III 1,2,3</p> <p>Builds on Prior Knowledge: This unit builds on knowledge gained through the By the Sea unit in kindergarten. Anchor Texts: <i>Me on the Map, Captain Bill Pinkney’s Journey</i> Guided Reading (As part of Green Section-student reading): <i>The Plane Trip, The Special Day, The Library Trip; The Class Trip; The Camera Kid</i> Optional Text: <i>Across the Big Blue Sea</i> Social Studies Text: Scott Foresman Social Studies Unit 2: lessons 1, 2, 3</p>
<p>Unit 7</p>	<p>Keep Trying In this Open Court unit students learn the life lesson of the importance of perseverance as they explore the Big Idea: “To reach a goal takes perseverance.” Throughout the selections they will answer these essential questions: 1) When is it smart to keep trying? 2) What does it mean to meet your goal? 3) When is it okay to stop trying? The selection “The Garden” correlates to a science standard regarding plants. The science curriculum could be taught in tandem to that selection.</p> <p>Key Standards:RL1.1, RL1.2, RL.1.3, RL.1.4, R.L.1.7, RL.1.9, RL.1.10,W1.3, W.1.5, W.1.8,SL1-6, LS2a,2b, 2e, IE4a,b,e, L.1a,b,c,d, e, f, g, h, I, j, L.2a, b,c ,d,e, L.4a, L.5a, b, c, d L.6, ELD Part IB.6, Part IB.7, Part IB.8, Part IIA.1, Part IIA.2, Part IIB3-5, Part</p>

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	<p>IIC6,7, Part III 1,2,3</p> <p>Builds on Prior Knowledge: This unit builds on the concepts developed in the kindergarten OCR unit: <i>“Stick to It”</i>.</p> <p>Anchor- “Itsy Bitsy Spider”, “The Garden”</p> <p>Standard- “The Kite”, “The Way of an Ant”</p> <p>Read Aloud- “The Fox and the Grapes”, “The Hare and the Tortoise” “In 1776” “74th Street”</p> <p>Optional-</p> <p>Science text: McMillan Science Chapter 1: Lessons 1-3</p>
Unit 8	<p>Games</p> <p>This OCR unit is being omitted, but these texts can be used as optional read alouds throughout the year: <i>What Game Shall We Play; A Game Called Piggle; Jafra; Miss Mary Mack; Matthew and Tilly; The Great Ball Game; The Big Team Relay Race</i></p>
Unit 9	<p>Being Afraid</p> <p>In this Open Court unit students will look at the human experience of being afraid as they explore the Big Idea: “Everyone is afraid of something and we all have different ways to deal with fear.” Students will try to answer these essential questions as they read the selections in the unit: 1) What do you do when you are frightened of something or someone? 2) How can you help someone overcome a fear? 3) What are some unhealthy ways to deal with our fears? 4) What are some healthy ways we can deal with our fears?</p> <p>Key Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL 1.9, RL.1.10, W.1.3, W.1.5, W.1.8, SL1-6, L.1a,b,c,d, e, f, g, h, l, j, L.2a, b,c ,d,e, L.4a,b,c,L.5a, b, c, d L.6, ELDPart IB.6, Part IB.7, Part IB.8, Part IIA.1, Part IIA.2, Part IIB3-5, Part IIC6,7, Part III 1,2,3</p> <p>Builds on Prior Knowledge: Students’ life experiences (i.e. things you are afraid of)</p> <p>Read Aloud “Dear Bear”</p> <p>Anchor “My Brother Is Afraid of Just About Everything”</p> <p>Optional “Little Miss Muffet”</p> <p>Read Aloud “We’re Going on a Bear Hunt”</p> <p>Standard “Strange Bumps”</p>
Unit 10	<p>Homes</p> <p>In this Common Core unit of study students learn expand their understanding of the world and weather as they explore the various climate zones and the environments found in those zones. To understand the Big Idea that “There is a</p>

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relationship between our environment and how we live”, students use text and videos to answer the essential questions:

Key Standards:RI.1.1, RI.1.2,RI 1.3, RI.1.4, RI.1.5, RI 1.6, RI 1.7, RI.1.9, RI.1.10,W1.3, W.1.5, W.1.6, W.1.8, SL1-6, L.1a,b,c,d, e, f, g, h, i, j, L.2a, b,c ,d,e, L.4a,b,c, L.5a, b, c, d L.6, ELDPart IB.6, Part IB.7, Part IB.8, Part IIA.1, Part IIA.2, Part IIB3-5, Part IIC6,7, Part III 1,2,3

Builds on Prior Knowledge: Builds on concepts learned and developed in the Weather and Journeys units.

Anchor Text: “Homes Around the World”, “Climate Zones”, *video text:*

Standard Text: “Animal Homes”

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First Trimester

		UNIT 1 Beg. – End September	UNIT 2 End September – End October	UNIT 3 End October – End November
District Assessments	MAP – Math (9/15-9/26) DIBELS (9/29-10/10)			Writing Proficiency #1 (11/3-11/7)
TITLE	Let's Read Select your favorite poem from the unit. Draw a picture, write a sentence telling why it is your favorite and share out your sentence. <i>(Teacher can create a class circle map or one-sided multi-flow with reasons why they like a particular poem. Language sentence frames should be provided.)</i>	Animals Informational Writing: Select an animal, describe what it looks like, and tell what food it eats for survival.(Use a tree map and sentence frames). Share your paragraph with the class.	Things That Go Picture sort In collaborative groups, classify modes of transportation on a tree map and present. Informational Writing: Individually students will choose form of transportation and write about it, including where it travels (on land, rails, water or in the air), how it is powered and how many people it could carry. OR Students can choose one category (rail, land, air, water, motor powered, man powered or animal powered) of transportation and write	
END OF UNIT PERFORMANCE TASK				
BIG IDEAS AND ESSENTIAL QUESTION	Big Idea: Reading is fun and important Essential Questions: 1. What do we read? 2. Where can we read? 3. What helps us learn to read?	Big Idea: Animals meet their needs in different ways. Essential Questions: 1. How does the way an animal plays help it mature? 2. How do animal resemble their parents? 3. Why do some babies not resemble their parents? 4. Why do animals eat different foods?	Big Idea: People travel from place to place in different ways and for many reasons. Essential Questions: 1. Why do people choose different types of transportation? 2. What reasons would cause people to travel to from one place to another? 3. How do you know which vehicle to select when traveling?	
COMPLEX TEXTS	Read all OCR unit 1 selections, spending only one day per selection.	Anchor – “A Time for Playing” Read Aloud – “Raccoons”, “Spiders”	Anchor – “On the Move”, “I Go With my Standard-“	

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		<p>Standard- “Baby Animals”, “Munch Crunch” Optional- “Mice”, “Hermit Crab” Complex Text: <i>Chapters 2 and 3 in McMillan Science</i></p>	<p>Family to Grandma’s Read Aloud – “Trucks” Optional- “Song of the Train” Complex Text: <i>Scott Foresman Social Studies Unit 4: Lessons 1-3</i></p>
<p>CONTENT STANDARDS</p>	<p>N/A</p>	<p>Science: LS 2 Plants and animals meet their needs in different ways. LS2.a Students know different plants and animals inhabit different kinds of environment and have external features that help them thrive in different kinds of places. LS2b Students know both plants and animals need water, animals need food, and plants need light. LS2c Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. LS2d Students know how to infer what animals eat from the shapes of their teeth (e.g. sharp teeth: eats meat; flat teeth: eats plants)</p>	<p>Social Studies: H/SS 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time while others stay the same. H/SS 1.4.1 Examine the structure of schools and communities in the past. H/SS 1.4.2 Study transportation methods of earlier days. H/SS 1.4.3 Recognize similarities and differences of earlier generations.</p>
<p>READING STANDARDS ACROSS UNITS</p>	<p>Citing Evidence and Analyzing Content: RL. 1.1 & RI. 1.1. (ask/answer questions), RL. 1.2 & RI. 1.2 (main idea) Studying and applying vocabulary: RL. 1.4 & RI. 1.4 (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: RL. 1.10 & RI. 1.10 (complex text)</p>		
<p>READING STANDARDS CENTRAL TO THIS UNIT</p>	<p>RL.1.1 Ask/answer questions RL.1.2 Retell stories and understand message/lesson RL.1.3 Characters, setting, and events RL.1.4 Word/phrases that suggest feelings/senses RL.6 Points of view RL.7 Use illustrations and details to describe characters RL.10 Read prose and poetry of appropriate complexity a. Activate prior knowledge</p>	<p>RI.1.1 Ask/answer questions RI.1.2 Main topic and key details RI.1.4 Clarify meaning of words RI.1.5 Text features/structure RI.1.6 Distinguish information from pictures or words RI.7 Use the illustrations and details RI.10 Complex text</p>	<p>RI.1.1. Ask/answer questions RI.1.2, Main topic and key details RI.1.4 Clarify meaning of words RI.1.6 Distinguish information from pictures or words RI.1.7 Use the illustrations and details RI.10 Complex Text</p>

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<p>READING FOUNDATIONAL STANDARDS IN EACH UNIT</p>	<p>Addressed by Open Court Reading Green Section</p>		
<p>WRITING STANDARDS ACROSS UNITS</p>	<p>Writing Process and Routine Writing: W. 1.4 (development and organization), W. 1.5 (plan, revise, edit), W. 1.10 (routine writing) W. 1.8 Gather info, take notes, sort evidence</p>		
<p>WRITING STANDARDS CENTRAL TO THIS UNIT</p>	<p>W.1.1 Opinion</p>	<p>W1.2 Inform/ explain W1.5 Focus on a topic w.1.7 Shared research and writing projects w.1.8 Recall information</p>	<p>W1.2 Inform/ explain W1.5 Focus on a topic w.1.7 Shared research and writing projects w.1.8 Recall information</p>
<p>SPEAKING and LISTENING STANDARDS ACROSS UNITS</p>	<p>Conducting Discussions: SL. 1.1 (engage collaboratively) Report Findings: SL. 1.6 (use formal English when appropriate)</p>		
<p>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</p>	<p>SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others' talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences</p>	<p>SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others' talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences</p>	<p>SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others' talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences</p>

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LANGUAGE STANDARDS IN EACH UNIT	Study and apply grammar: L. 1.1 (grammar and usage), L. 1.2 (conventions), L. 1.3 (spoken vs. written) Study and apply vocabulary: L. 1.4 (word meaning), L. 1.6 (academic & domain-specific vocabulary)		
LANGUAGE STANDARDS CENTRAL TO THIS UNIT	<p>L.1. Grammar and usage</p> <p>L.1a. Print all upper/lowercase</p> <p>L.1b. Use common, proper, possessive nouns</p> <p>L.1c. Use singular and plural nouns with verbs</p> <p>L.1d. Pronouns</p> <p>L.1e. Use verbs: past, present, and future</p> <p>L.1f. Use adjectives</p> <p>L.1g. Use conjunctions</p> <p>L.1 h. Use determiners</p> <p>L.1 i. Use prepositions</p> <p>L.1 j. Respond with all types of complete sentences</p> <p>L.2. Capitalization, punctuation, and spelling</p> <p>L.2a. Capitalize dates/ names</p> <p>L.2b. End punctuation</p> <p>L.2c. Commas in dates/series</p> <p>L.2d. Spelling patterns/ irregular</p> <p>L.2e. Spelling patterns L.4. Clarify meaning of unknown/multi-meaning words L.4a. Sentence level context clues L.4b. Meaning from affixes L.4c. Use root word as clue L.4d. Use root word as clue L.4e. Understanding of word relationships/nuances</p> <p>L.5a. Sort words in categories</p> <p>L.5b. Define words by category</p>	<p>L.1. Grammar and usage</p> <p>L.1a. Print all upper/lowercase</p> <p>L.1b. Use common, proper, possessive nouns</p> <p>L.1c. Use singular and plural nouns with verbs</p> <p>L.1d. Pronouns</p> <p>L.1e. Use verbs: past, present, and future</p> <p>L.1f. Use adjectives</p> <p>L.1g. Use conjunctions</p> <p>L.1 h. Use determiners</p> <p>L.1 i. Use prepositions</p> <p>L.1 j. Respond with all types of complete sentences</p> <p>L.2. Capitalization, punctuation, and spelling</p> <p>L.2a. Capitalize dates/ names</p> <p>L.2b. End punctuation</p> <p>L.2c. Commas in dates/series</p> <p>L.2d. Spelling patterns/ irregular</p> <p>L.2e. Spelling patterns</p> <p>L.4. Clarify meaning of unknown/multi-meaning words</p> <p>L.4a. Sentence level context clues</p> <p>L.4b. Meaning from affixes</p> <p>L.4c. Use root word as clue</p> <p>L.4d. Use root word as clue L.4e. Understanding of word relationships/nuances</p> <p>L.5a. Sort words in categories</p> <p>L.5b. Define words by category</p> <p>L.5c. Identify real-life connections</p>	<p>L.1.1. Grammar and usage</p> <p>L.1a. Print all upper/lowercase</p> <p>L.1b. Use common, proper, possessive nouns</p> <p>L.1c. Use singular and plural nouns with verbs</p> <p>L.1d. Pronouns</p> <p>L.1e. Use verbs: past, present, and future</p> <p>L.1f. Use adjectives</p> <p>L.1g. Use conjunctions</p> <p>L.1 h. Use determiners</p> <p>L.1 i. Use prepositions</p> <p>L.1 j. Respond with all types of complete sentences</p> <p>L.2. Capitalization, punctuation, and spelling</p> <p>L.2a. Capitalize dates/ names</p> <p>L.2b. End punctuation</p> <p>L.2c. Commas in dates/series</p> <p>L.2d. Spelling patterns/ irregular</p> <p>L.2e. Spelling patterns</p> <p>L.4. Clarify meaning of unknown/multi-meaning words</p> <p>L.4a. Sentence level context clues</p> <p>L.4b. Meaning from affixes</p> <p>L.4c. Use root word as clue</p> <p>L.4d. Use root word as clue L.4e. Understanding of word relationships/nuances</p> <p>L.5a. Sort words in categories</p> <p>L.5b. Define words by category</p>

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<p>ELD STANDARDS CENTRAL TO THIS UNIT</p>	<p>L.5c. Identify real-life connections L.5d. Shades of meaning L.6 Use acquired words/phrases</p> <p>Part IB.6 Describe ideas, phenomenon and text elements. Part IB.7 Describe the language writers or speakers use to present an idea. Part IB.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience. Part IIB 3-5 Using verbs, nouns and modifiers</p>	<p>L.5d. Shades of meaning L.6 Use acquired words/phrases</p> <p>Part IB.6 Describe ideas, phenomenon and text elements. Part IB.7 Describe the language writers or speakers use to present an idea. Part IB.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience. Part IIA.1 Understanding text structure Part IIA.2 Understanding cohesion Part IIB 3-5 Using verbs, nouns and modifiers Part II C6 Connecting ideas</p>	<p>L.5c. Identify real-life connections L.5d. Shades of meaning L.6 Use acquired words/phrases</p> <p>Part IB.6 Describe ideas, phenomenon and text elements. Part IB.7 Describe the language writers or speakers use to present an idea. Part IB.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience. Part IIB 3-5 Using verbs, nouns and modifiers Part II C6 Connecting ideas</p>
<p>CROSS- CONTENT/ REAL WORLD CONNECTIONS</p>	<p>Poetry/Rhyme</p>	<p>Science</p>	<p>Social Studies</p>

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Second Trimester

		UNIT 4 End November – Mid December		UNIT 5 Beg. January – End January		UNIT 6 Beg. February – Beg. March	
District Assessments	MAP Math (1/12-1/26)		DIBELS (1/29- 2/11)		Writing Proficiency #2 (2/23- 3/13) ADEPT (2/23- 3/13)		
Title	Our Neighborhood at Work Common Core Unit of Study	OCR Weather Unit	Journey Around the World Common Core Unit of Study				
END OF UNIT PERFORMANCE TASK	Students will use information and resources developed throughout the unit to form an opinion about what job they would like to have when they grow up. They will give at least two reasons for their choice. OR They will state an opinion about what job is most important to the community and give reasons for their opinion.	Students will state an opinion about the most dangerous kind of storm and give supporting details. OR Students will choose a kind of weather that is most fun to experience and give reasons for their opinion.	Students will use resources developed during the unit to write an opinion piece telling which continent would be the most interesting to visit and give supporting facts about the continent to justify their opinion. In collaborative groups, students will create a travel poster persuading others to visit their favorite continent.				
BIG IDEAS AND ESSENTIAL QUESTION	“People in a community depend on each other for services and things they need.” 1. What does it mean to live in a community? 2. What is the difference between providing services and goods? 3. Where is our community and what services and goods are provided?	“Weather happens through predictable patterns” 1. What are the elements of weather? 2. How do you know what the weather will be? 3. What instruments can you use to measure the weather? 4. How does weather affect our lives?”	“Exploring the world helps us understand that we are all connected.” 1. When we talk about “the world” what do we mean? 2. How do maps help us explore the world? 3. Why is it important to learn about other places in the world? 4. What do we have in common with people around the world?				

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<p>COMPLEX TEXTS</p>	<p>Anchor Text: <i>Wake Up, City!</i>; <i>Firefighters; The Garbage Collector</i> (SAUSD created) Standard: Read Aloud text: “<i>Who am I?</i>” Optional Text: Social Studies: Scott Foresman Social Studies Unit 6: Lessons 1,2</p>	<p>Anchor Text: <i>When a Storm Comes Up</i> Standard: How’s the Weather?; Clouds, Rain, Snow and Ice; A Good Day for Kites; Deserts; Snow is Good; Hurricanes Read Aloud text: “<i>Listen to the Rain</i>” Optional Text: “<i>I Call it Sky</i>” Science Connection Text/Complex : <i>McMillan Science Chapter 4: Lessons 1-3</i> <i>Chapter 6: Lessons 1-4</i> <i>Chapter 7: Lessons 1-3</i></p>	<p>Anchor Texts: <i>Me on the Map, Captain Bill Pinkney’s Journey</i> Guided Reading (As part of Green Section-student reading): <i>The Plane Trip, The Special Day, The Library Trip; The Class Trip; The Camera Kid</i> Optional Text: <i>Across the Big Blue Sea</i> Social Studies/Complex Text: <i>Scott Foresman Social Studies Text: Unit 2, lessons 1, 2, 3</i></p>
<p>CONTENT STANDARDS</p>	<p>H/SS 1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. H/SS 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p>	<p>Science: ES 3 Weather can be observed, measured, and described. ES3a Students know how to use simple tools (e.g. thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. ES3b Students know that the weather changes from day to day but that trends in temperature or rain (or snow) tend to be predictable during the seasons. ES3c Students know the Sun warms the land, air, and water. PS 1 Materials come in different forms (states) including solids, liquids and gases. PS 1a Students know solids, liquids and gases have different properties. PS 1b Students know the properties of substances can change when the</p>	<p>H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans. H/SS 1.2.2 Compare the information that can be derived from a three dimensional model to the information that can be derived from a picture of the same location. H/SS 1.2.3 Construct a simple map using cardinal directions and map symbols. H/SS 1.2.4 Describe how location, weather, and physical environments affect the way people live including the effects on their food, clothing, shelter, transportation and recreation.</p>

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<p>READING STANDARDS ACROSS UNITS</p>	<p>substances are mixed, cooled, or heated. IE 4a Draw pictures that portray some features of the thing being described. IE 4b Record observations and data with pictures, numbers or written statements. IE 4d Describe the relative position of objects by using two references (e.g. above and next to, below and left of) IE 4e Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	<p>substances are mixed, cooled, or heated. IE 4a Draw pictures that portray some features of the thing being described. IE 4b Record observations and data with pictures, numbers or written statements. IE 4d Describe the relative position of objects by using two references (e.g. above and next to, below and left of) IE 4e Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	<p>Citing Evidence and Analyzing Content: RL. 1.1 & RI. 1.1. (ask/answer questions), RL. 1.2 & RI. 1.2 (main idea) Studying and applying vocabulary: RL. 1.4 & RI. 1.4 (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: RL. 1.10 & RI. 1.10 (complex text)</p>
<p>READING STANDARDS CENTRAL TO THIS UNIT</p>	<p>RI.1.1 Ask/Answer questions. RI.1.2 Main idea and key details RI.1.3 Describe connections RI.1.4 Clarify meaning of words RI.1.6 Distinguish information from pictures or words. RI.1.7 Use illustrations and details. RI.1.10 Complex text a. Activate prior knowledge RL.1.1 Ask/Answer questions RL.1.2 Retell stories and understand message/lesson RL.1.3 Character setting and major events RL.1.4 Words and phrases that suggest feelings or senses RL.1.10 Read prose and poetry of appropriate complexity.</p>	<p>RI.1.1 Ask/Answer questions. RI.1.2 Main idea and key details RI.1.3 Describe connections RI.1.4 Clarify meaning of words RI.1.6 Distinguish information from pictures or words. RI.1.7 Use illustrations and details. RI.1.10 Complex text b. Activate prior knowledge RL.1.1 Ask/Answer questions RL.1.2 Retell stories and understand message/lesson RL.1.3 Character setting and major events RL.1.4 Words and phrases that suggest feelings or senses RL.1.10 Read prose and poetry of appropriate complexity.</p>	<p>RI.1.1 Ask/Answer questions. RI.1.2 Main idea and key details RI.1.3 Describe connections RI.1.4 Clarify meaning of words RI.1.5 Use various text features/structures RI.1.6 Distinguish information from pictures or words. RI.1.7 Use illustrations and details. RI.1.9 Identify similarities and difference between two texts on same topic. RI.1.10 Complex text a. Activate prior knowledge RL.1.1 Ask/Answer questions RL.1.2 Retell stories and understand message/lesson RL.1.3 Character setting and major events RL.1.4 Words and phrases that suggest feelings or senses RL.1.5 Explain differences between stories and informational text RL.1.7 Use illustrations and details to describe</p>

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				characters, settings or events RL.1.9 Compare and contrast character adventures RL.1.10 Read prose and poetry of appropriate complexity. a. Activate prior knowledge b. Confirm predictions
READING FOUNDATIONAL STANDARDS IN EACH UNIT	Addressed by Open Court Reading Green Section			
WRITING STANDARDS ACROSS UNITS	Writing Process and Routine Writing: W. 1.4 (development and organization), W. 1.5 (plan, revise, edit), W. 1.10 (routine writing) W. 1. 8 Gather info, take notes, sort evidence			
WRITING STANDARDS CENTRAL TO THIS UNIT	W.1 Opinion W.5 Focus on a topic W.7 Shared research and writing projects W.8. Recall information	W.1 Opinion W.5 Focus on a topic W.7 Shared research and writing projects W.8. Recall information	W.1 Opinion W.5 Focus on a topic W.6. Use technology to produce and publish W.7 Shared research and writing projects W.8. Recall information	W.1 Opinion W.5 Focus on a topic W.6. Use technology to produce and publish W.7 Shared research and writing projects W.8. Recall information
SPEAKING and LISTENING STANDARDS ACROSS UNITS	Conducting Discussions: SL. 1.1 (engage collaboratively) Report Findings: SL. 1.6 (use formal English when appropriate)			
SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others' talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others' talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others' talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others' talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions

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	<p>SL.3. Ask/answer questions about what a speaker says</p> <p>SL.4. Describe people, places, things, events</p> <p>a. Memorize and recite poems</p> <p>SL.5. Add visuals to descriptions</p> <p>SL.6. Produce complete sentences</p>	<p>SL.3. Ask/answer questions about what a speaker says</p> <p>SL.4. Describe people, places, things, events</p> <p>a. Memorize and recite poems</p> <p>SL.5. Add visuals to descriptions</p> <p>SL.6. Produce complete sentences</p>	<p>SL.3. Ask/answer questions about what a speaker says</p> <p>SL.4. Describe people, places, things, events</p> <p>a. Memorize and recite poems</p> <p>SL.5. Add visuals to descriptions</p> <p>SL.6. Produce complete sentences</p>
<p>LANGUAGE STANDARDS IN EACH UNIT</p>	<p>Study and apply grammar: L. 1.1 (grammar and usage), L. 1.2 (conventions), L. 1.3 (spoken vs. written)</p> <p>Study and apply vocabulary: L. 1.4 (word meaning), L. 1.6 (academic & domain-specific vocabulary)</p>		
<p>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</p>	<p>L.1. Grammar and usage</p> <p>L.1a. Print all upper/lowercase</p> <p>L.1b. Use common, proper, possessive nouns</p> <p>L.1c. Use singular and plural nouns with verbs</p> <p>L.1d. Pronouns</p> <p>L.1e. Use verbs: past, present, and future</p> <p>L.1f. Use adjectives</p> <p>L.1g. Use conjunctions</p> <p>L.1 h. Use determiners</p> <p>L.1 i. Use prepositions</p> <p>L.1 j. Respond with all types of complete sentences</p> <p>L.2. Capitalization, punctuation, and spelling</p> <p>L.2a. Capitalize dates/ names</p> <p>L.2b. End punctuation</p> <p>L.2c. Commas in dates/series</p> <p>L.2d. Spelling patterns/ irregular</p>	<p>L.1. Grammar and usage</p> <p>L.1a. Print all upper/lowercase</p> <p>L.1b. Use common, proper, possessive nouns</p> <p>L.1c. Use singular and plural nouns with verbs</p> <p>L.1d. Pronouns</p> <p>L.1e. Use verbs: past, present, and future</p> <p>L.1f. Use adjectives</p> <p>L.1g. Use conjunctions</p> <p>L.1 h. Use determiners</p> <p>L.1 i. Use prepositions</p> <p>L.1 j. Respond with all types of complete sentences</p> <p>L.2. Capitalization, punctuation, and spelling</p> <p>L.2a. Capitalize dates/ names</p> <p>L.2b. End punctuation</p> <p>L.2c. Commas in dates/series</p> <p>L.2d. Spelling patterns/ irregular</p>	<p>L.1. Grammar and usage</p> <p>L.1a. Print all upper/lowercase</p> <p>L.1b. Use common, proper, possessive nouns</p> <p>L.1c. Use singular and plural nouns with verbs</p> <p>L.1d. Pronouns</p> <p>L.1e. Use verbs: past, present, and future</p> <p>L.1f. Use adjectives</p> <p>L.1g. Use conjunctions</p> <p>L.1 h. Use determiners</p> <p>L.1 i. Use prepositions</p> <p>L.1 j. Respond with all types of complete sentences</p> <p>L.2. Capitalization, punctuation, and spelling</p> <p>L.2a. Capitalize dates/ names</p> <p>L.2b. End punctuation</p> <p>L.2c. Commas in dates/series</p> <p>L.2d. Spelling patterns/ irregular</p> <p>L.2e. Spelling patterns</p>

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	<p>L.2e. Spelling patterns L.4. Clarify meaning of unknown/multi-meaning words L.4a. Sentence level context clues L.4b. Meaning from affixes L.4c. Use root word as clue L.5. Understanding of word relationships/nuances L.5a. Sort words in categories</p>	<p>L.2e. Spelling patterns L.4. Clarify meaning of unknown/multi-meaning words L.4a. Sentence level context clues L.4b. Meaning from affixes L.4c. Use root word as clue L.5. Understanding of word relationships/nuances L.5a. Sort words in categories</p>	<p>L.4. Clarify meaning of unknown/multi-meaning words L.4a. Sentence level context clues L.4b. Meaning from affixes L.4c. Use root word as clue L.5. Understanding of word relationships/nuances L.5a. Sort words in categories</p>
<p>ELD STANDARDS CENTRAL TO THIS UNIT</p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements. Part 1B.7 Describe the language writers or speakers use to present an idea. Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience. Part IIB 3-5 Using verbs, nouns and modifiers Part II C6 Connecting ideas</p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements. Part 1B.7 Describe the language writers or speakers use to present an idea. Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience. Part IIB 3-5 Using verbs, nouns and modifiers Part II C6 Connecting ideas</p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements. Part 1B.7 Describe the language writers or speakers use to present an idea. Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience. Part IIB 3-5 Using verbs, nouns and modifiers Part II C6 Connecting ideas</p>
<p>CROSS-CONTENT/ REAL WORLD CONNECTIONS</p>	<p>Social Studies: Goods and services</p>	<p>Science: Weather, States of matter</p>	<p>Social Studies: Maps , continents, oceans</p>

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Third Trimester

		UNIT 7 Beg. March – early April	UNIT 9 Mid April – mid May	UNIT 10 Mid May- Mid June
District Assessments		ELA Mid-Year Benchmark (3/13-3/20/14)	MAP Math (5/20-6/8) DIBELS (5/20-6/8)	Writing Proficiency #3 (6/1 – 6/5) ADEPT (6/3- 6/12)
TITLE		Keep Trying OCR Unit 7	Being Afraid OCR Unit 9	Homes Around the World Common Core Unit of Study
END OF UNIT PERFORMANCE TASK		Narrative Writing: Students will write about a time they had to persevere to achieve a goal. They will introduce the topic, write three sentences about their experience, and provide a sense of closure.	Narrative Writing: Students will write about a time they were afraid. They state the cause of their fear (introduce the topic), the setting and what they did about their fear. They will provide a sense of closure by telling about the result of their actions (are they still afraid? Have they overcome the fear?)	Students will write about a climate zone and the type of home you might build there, including the natural resources you might use.
BIG IDEAS AND ESSENTIAL QUESTION		“To reach a goal takes perseverance.” 1. When is it smart to keep trying? 2. What does it mean to meet your goal? 3. When is it okay to stop trying?	“Everyone is afraid of something and we all have different ways to deal with fear.” 1. What do you do when you are frightened of something or someone? 2. How can you help someone overcome a fear? 3. What are some unhealthy ways to deal with our fears? 4. What are some healthy ways we can deal with our fears?	“There is a relationship between the environment and how people live.” 1. What are some environments people live in? 2. How does location affect climate? 3. How does climate determine how people live? 4. How does location affect the way people build their homes now and in the past? 5. How does environment influence the materials used to build their homes? 6. What is the relationship between environment and people’s homes?

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<p>COMPLEX TEXTS</p>	<p>Anchor- “Itsy Bitsy Spider” Standard- “The Kite”, “The Garden”, “The Way of an Ant” Read Aloud- “The Fox and the Grapes”, “The Hare and the Tortoise” “In 1776” “74th Street” Optional- Science text: McMillan Science Chapter1: Lessons 1-3</p>	<p>Anchor “My Brother Is Afraid of Just About Everything” Optional “Little Miss Muffet” Read Aloud “We’re Going on a Bear Hunt” Standard “Strange Bumps”</p>	<p>Anchor Text: “Homes Around the World”, “Climate Zones”, video text: “Standard Text: “Animal Homes”</p>
<p>CONTENT STANDARDS</p>	<p>Science: LS2a Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. LS2b Students know both plants and animals need water, animals need food and plants need light. LS2e Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. IE 4a Draw pictures that portray some features of the thing being described. IE 4b Record observations and data with pictures, numbers or written statements. IE 4e Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	<p>N/A</p>	<p>Science Earth Sciences 1.3 Weather can be observed, measured, and described. As a basis for understanding this concept:b. Students know that the weather changes from day to day but that trends in temperature or rain (or snow) tend to be predictable during a season.c. Students know the sun warms the land, air, and water. Social Studies 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 1.2.11. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 1.2.4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.1.4 Students compare and contrast everyday life in different places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p>

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<p>READING STANDARDS ACROSS UNITS</p>	<p>Citing Evidence and Analyzing Content: RL. 1.1 & RI. 1.1. (ask/answer questions), RL. 1.2 & RI. 1.2 (main idea) Studying and applying vocabulary: RL. 1.4 & RI. 1.4 (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: RL. 1.10 & RI. 1.10 (complex text)</p>		
<p>READING STANDARDS CENTRAL TO THIS UNIT</p>	<p>RL.1.1 Ask/Answer questions. RL.1.2 Retell stories and understand message/lesson RL.1.3 Character setting and major events RL.1.4 Words and phrases that suggest feelings or senses RL.1.7 Use illustrations and details to describe characters, settings or events RL.1.9 Compare and contrast character adventures RL.1.10 Read prose and poetry of appropriate complexity. a. Activate prior knowledge b. Confirm predictions</p>	<p>RL.1.1 Ask/Answer questions RL.1.2 Retell stories and understand message/lesson RL.1.3 Character setting and major events RL.1.4 Words and phrases that suggest feelings or senses RL.1.6 Identify points of view RL.1.7 Use illustrations and details to describe characters, settings or events RL.1.9 Compare and contrast character adventures RL.1.10 Read prose and poetry of appropriate complexity. a. Activate prior knowledge b. Confirm predictions</p>	<p>RI.1.1 Ask/Answer questions. RI.1.2 Main idea and key details RI.1.3 Describe connections RI.1.4 Clarify meaning of words RI.1.5 Use various text features/structures or words. RI.1.7 Use illustrations and details. RI.1.9 Identify similarities and difference between two texts on same topic. RI.1.10 Complex text a. Activate prior knowledge b. predictions</p>
<p>READING FOUNDATIONAL STANDARDS IN EACH UNIT</p>			
<p>Addressed by Open Court Reading Green Section</p>			
<p>WRITING STANDARDS ACROSS UNITS</p>	<p>Writing Process and Routine Writing: W. 1.4 (development and organization), W. 1.5 (plan, revise, edit), W. 1.10 (routine writing) W. 1.8 Gather info, take notes, sort evidence</p>		
<p>WRITING STANDARDS CENTRAL TO THIS UNIT</p>	<p>W.3 Narrative W.5 Focus on a topic W.8. Recall information</p>	<p>W.3 Narrative W.5 Focus on a topic W.8. Recall information</p>	<p>W.3 Narrative W.5 Focus on a topic W.6. Use technology to produce and publish W.8. Recall information</p>

SAUSD Common Core Aligned Curriculum Map: ELA Grade 1 – 2014-15

<p>SPEAKING and LISTENING STANDARDS ACROSS UNITS</p>	<p>Conducting Discussions: SL. 1.1 (engage collaboratively) SL 1.2 (Ask and answer questions Report Findings: SL. 1.6 (use formal English when appropriate)</p>		
<p>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</p>	<p>SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences</p>	<p>SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences</p>	<p>SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences</p>
<p>LANGUAGE STANDARDS ACROSS UNITS</p>	<p>Study and apply grammar: L. 1.1 (grammar and usage), L. 1.2 (conventions), L. 1.3 (spoken vs. written) Study and apply vocabulary: L. 1.4 (word meaning), L. 1.6 (academic & domain-specific vocabulary)</p>		
<p>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</p>	<p>L.1. Grammar and usage L.1a. Print all upper/lowercase L.1b. Use common, proper, possessive nouns L.1c. Use singular and plural nouns with verbs L.1d. Pronouns L.1e. Use verbs: past, present, and future L.1f. Use adjectives L.1g. Use conjunctions L.1 h. Use determiners</p>	<p>L.1. Grammar and usage L.1a. Print all upper/lowercase L.1b. Use common, proper, possessive nouns L.1c. Use singular and plural nouns with verbs L.1d. Pronouns L.1e. Use verbs: past, present, and future L.1f. Use adjectives L.1g. Use conjunctions L.1 h. Use determiners</p>	<p>L.1. Grammar and usage L.1a. Print all upper/lowercase L.1b. Use common, proper, possessive nouns L.1c. Use singular and plural nouns with verbs L.1d. Pronouns L.1e. Use verbs: past, present, and future L.1f. Use adjectives L.1g. Use conjunctions L.1 h. Use determiners L.1 i. Use prepositions L.1 j. Respond with all types of complete</p>

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	<p>L.1 i. Use prepositions L.1 j. Respond with all types of complete sentences L.2. Capitalization, punctuation, and spelling L.2a. Capitalize dates/ names L.2b. End punctuation L.2c. Commas in dates/series L.2d. Spelling patterns/ irregular L.2e. Spelling patterns L.4. Clarify meaning of unknown/multi-meaning words L.4a. Sentence level context clues L.4b. Meaning from affixes L.4c. Use root word as clue L.5. Understanding of word relationships/nuances L.5a. Sort words in categories L.5b. Define words by category L.5c. Identify real-life connections L.5d. Shades of meaning L.6 Use acquired words/phrases</p>	<p>L.1 i. Use prepositions L.1 j. Respond with all types of complete sentences L.2. Capitalization, punctuation, and spelling L.2a. Capitalize dates/ names L.2b. End punctuation L.2c. Commas in dates/series L.2d. Spelling patterns/ irregular L.2e. Spelling patterns L.4. Clarify meaning of unknown/multi-meaning words L.4a. Sentence level context clues L.4b. Meaning from affixes L.4c. Use root word as clue L.5. Understanding of word relationships/nuances L.5a. Sort words in categories L.5b. Define words by category L.5c. Identify real-life connections L.5d. Shades of meaning L.6 Use acquired words/phrases</p>	<p>sentences L.2. Capitalization, punctuation, and spelling L.2a. Capitalize dates/ names L.2b. End punctuation L.2c. Commas in dates/series L.2d. Spelling patterns/ irregular L.2e. Spelling patterns L.4. Clarify meaning of unknown/multi-meaning words L.4a. Sentence level context clues L.4b. Meaning from affixes L.4c. Use root word as clue L.5. Understanding of word relationships/nuances L.5a. Sort words in categories L.5b. Define words by category L.5c. Identify real-life connections L.5d. Shades of meaning L.6 Use acquired words/phrases</p>
<p>ELD STANDARDS CENTRAL TO THIS UNIT</p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements. Part 1B.7 Describe the language writers or speakers use to present an idea. Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience.</p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements. Part 1B.7 Describe the language writers or speakers use to present an idea. Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience.</p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements. Part 1B.7 Describe the language writers or speakers use to present an idea. Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience. Part 2A.1 Understanding text structure Part 2A.2 Understanding cohesion</p>
<p>CROSS-CONTENT/ REAL WORLD CONNECTIONS</p>	<p>Goal setting and perseverance</p>	<p>Dealing with real life problems</p>	<p>Weather, climate zones, maps, continents, oceans</p>



Before Reading: Teacher Guide and Notes



Burro's Tortillas includes several key words in Spanish that are important to understanding the text. Therefore, the lesson includes a mini-lesson to introduce students to the Spanish words. As each word is introduced, students are asked if anyone knows what it means, giving ELLs from Spanish-speaking backgrounds another opportunity to be “experts” among their peers.

In addition, this lesson includes a “realia” walk focused on the central activity to the *Burro's Tortillas*, making tortillas. Students become familiar with this activity by participating in a “realia” walk featuring objects (or photos) from the text, in which they walk around the room and tell each other what each object is used for and their experience with the object.

In the case of ELLs from backgrounds in which tortillas are important part of the culinary culture, students will have an opportunity to become “experts” as they explain the objects to their peers.

Lesson Overview

Common Core Objectives	
Students will: <ul style="list-style-type: none"> • Use illustrations to describe the story’s characters, setting, or events. (RL 1.7) • Participate in collaborative conversations with diverse partners. (SL 1.1) 	
Teacher Materials	Student Materials
<ul style="list-style-type: none"> • Introductory Lesson: Teacher’s Guide and Notes • Spanish Mini-lesson (PPT / PDF) • Realia display 	<ul style="list-style-type: none"> • Student Chart: Spanish Vocabulary



Activity A: Realia Walk

Overview: Teacher displays “realia” (real objects or photos) throughout classroom; students walk around in groups and talk about their previous experiences with the objects.

Materials: Realia display and objects/photos

- **Preparation:** Before students enter the room, display the realia. Realia should include corn kernels, a *metate* (grinding stone), *masa* (dough), a *tortillera* (a tortilla press), a *comal* (griddle), and *tortillas* (photographs can be displayed in lieu of real objects if necessary).
- Explain to students that they are going to walk around the room and tell each other what each object is used for and their experience with the object.
- Put students in groups of three and have the groups walk around the classroom, talking about their experience with the realia or making predictions for how it is used.

**Note: In grouping students, try to ensure that at least one student in the group has previous experience with making tortillas (or observing tortillas being made). This student can be the expert for the activity.*

Activity B: Book Introduction

Overview: Teacher shares the cover of the book with students and asks them to describe it and make predictions about the story.

Materials: Spanish Mini-lesson (PPT or PDF); Teacher Notes: Spanish Mini-lesson (see page 4)

- Display Slide #1 with the book cover.
- Ask students questions that help them describe the cover and make predictions about the story.

Activity C: Spanish Mini-Lesson

Overview: Students learn the Spanish vocabulary words that appear in the book; students with first-language Spanish knowledge are encouraged to describe the words.

Materials: Spanish Mini-lesson and Teacher Notes (cont.); Student Chart: Spanish Vocabulary

- Display Slides #2-7 with Spanish vocabulary words.



- Provide students with the Student Chart. As they learn the words, they should draw a picture of the nouns in their chart.
- Engage students in conversations about the words based on the notes in the Teacher's Guide.
- Encourage Spanish-speaking students to share their knowledge about the words.



Teacher Notes: Spanish Mini-lesson

Spanish Vocabulary Words

1. Introduction

Tomorrow we are going to read a book called *Burro's Tortillas* by Terri Fields. This book has many words in Spanish.

[Ask students questions that help them describe the cover and make predictions about the story.]

We're going to talk about the meanings of these words, and then you can help me find them when we read the book tomorrow.

2. Amigos

Does anyone know what "*amigos*" means? (Friends)

"*Amigos*" is the Spanish word for "friends," just like the children in this picture. Let's all say "*amigos*" three times. [Students repeat "*amigos*" three times.]

Partner Talk

Why do you like your best *amigo*?

3. Tortillas

Does anyone know what "*tortillas*" means? (A type of food, like bread)

Tortillas are like very thin pieces of bread. Show me how thin you think *tortillas* are.

[Model the action by placing your forefinger and thumb very close together.]

Now let's say *tortillas* three times. [Students repeat.]

Raise your hand if you think you'd like to eat *tortillas*.

4. Metate, la masa, and tortillera

Does anyone know what "*metate*" means? (Grinding stone)

How about "*la masa*"? (Dough)



Does anyone know what “*tortillera*” means? (It’s used to flatten dough for *tortillas*.)

The burro in the story really wants to eat some *tortillas*. But he will have to make them first. We need three things to make *tortillas*.

First, we need a *metate*. Let’s say “*me-ta-te*” three times. [Students repeat.]

We use a *metate* to make flour out of corn for the *tortillas*.

Next, we mix the corn flour with water and it makes *la masa*. Now let’s say “*la masa*” three times. [Students repeat.]

Remember how thin *tortillas* are? Show me.

[Model the action by placing your forefinger and thumb very close together.]

Finally, we make them that thin with a *tortillera*. Let’s all say “*tor-ti-lle-ra*” three times. [Students repeat.]

The *tortillera* presses, or smashes, the *masa* flat. Everyone clap their hands together three times to show how the *masa* is pressed flat.

[Lead the students in three horizontal claps to mimic pressing a tortilla]

When the *masa* is flat, we cook it and eat yummy *tortillas*!

5. “*Vengan aquí*”

There are some other Spanish words in this book, like “*Vengan aquí*.” Does anyone know what “*Vengan aquí*” means? (Come here!)

“*Vengan aquí*” means “come here.” Someone told these dogs “*vengan aquí*,” and here they come! Let’s say “*ven-gan a-quí*” three times. [Students repeat.]

Partner Talk

What would you do if I said “*vengan aquí*”? (We would come to you.)

6. ¡*Yo no!*

Does anyone know what ¡*Yo no!* means? (Not me!)



This little girl doesn't want to do something. She says, "*¡Yo no!*" – "not me!" Let's say "*¡Yo no!*" three times. [*Students repeat.*]

 **Partner Talk**

Tell your partner something you don't like doing.

7. *Muy delicioso*

Does anyone know what "*muy delicioso*" means? (Very delicious)





This ice cream is *muy delicioso*. It is very good to eat. Let's say *muy de-li-cio-so* three times.

 **Partner Talk**




Tell your partner a food that you think is *muy delicioso*.


Now that you understand these Spanish words, we are ready to start reading the book!




Solids and Liquids Physical Science

Learning Targets	Science Content Standard	Systems	Inquiry	Application
<p>Investigation 1: Solids </p> <p>Learning Targets</p> <ul style="list-style-type: none"> I describe properties of solids. I explain ways that solids are the same. I describe how the properties of solids can be used to build a structure. 	<p>K-1 ES2A Materials K-1 LS3A Living/nonliving K-1 PS2A Liquids K-1 PS2B Solids</p>	<p>K-1 SY5A Part/Whole</p>	<p>K-1 INQD Write/draw</p>	<p>K-1 APPB Materials K-1 APPC Solutions</p>
<p>Investigation 2: Liquids </p> <p>Learning Targets</p> <ul style="list-style-type: none"> I describe how liquids are different from each other. I describe how liquids flow when a bottle is tipped upside down. I describe how the same amount of liquid looks in various shaped containers. I explain how all liquids are the same. 	<p>K-1 PS2A Liquids</p>	<p>K-1 SY5B Taken apart</p>	<p>K-1 INQA Questions K-1 INQC Record data/patterns K-1 INQD Write/draw K-1 INQE Repeat observations K-1 INQF Honesty and accurate</p>	<p>K-1 APPB Materials K-1 APPD Counting</p>
<p>Investigation 3: Bits and Pieces </p> <p>Learning Targets</p> <ul style="list-style-type: none"> I describe and explain materials as solids or liquids. I describe a process to separate a mixture of solid particles. I describe ways that solids move in bottles. I describe how to know which screens to use for separating a mixture of solids. 	<p>K-1 PS2B Solids</p>		<p>K-1 INQA Questions K-1 INQC Record data/patterns K-1 INQD Write/draw K-1 INQE Repeat observations K-1 INQF Honesty and accurate</p>	<p>K-1 APPA Tools K-1 APPC Solutions K-1 APPD Counting</p>
<p>Investigation 4: Solids and Liquids with Water </p> <p>Learning Targets</p> <ul style="list-style-type: none"> I explain what happens when different solids are mixed with water. I describe how to separate a mixture of water and solids. I describe what happens when water is mixed with other liquids. 	<p>K-1 PS2A Liquids K-1 PS2B Solids</p>		<p>K-1 INQA Questions K-1 INQC Record data/patterns K-1 INQD Write/draw K-1 INQE Repeat observations K-1 INQF Honesty and accurate</p>	<p>K-1 APPC Solutions</p>

Air & Weather

Learning Targets	Science Content Standard	Systems	Inquiry	Application
<p>Investigation 1: Exploring Air </p> <p>Learning Targets</p> <ul style="list-style-type: none"> • I describe how air interacts with objects. • I explain how air affects how a parachute floats to the ground. • I describe what happens when I push air into a smaller space. • I describe how air can push water around a system. • I explain how compressed air propels a balloon rocket. 	<p>2-3 ES2B Water</p> <p>2-3 ES2C Weather</p> <p>2-3 PS2C Water Changes</p>	<p>2-3 SYSA Systems</p>	<p>2-1 INQA Investigations</p> <p>2-3 INQB Outcome</p> <p>2-3 INQC Inferences</p> <p>2-3 INQD Instruments</p>	<p>2-3 APPA Solving Problems</p> <p>2-3 APPB Scientific ideas</p> <p>2-3 APPC Cultures</p> <p>2-3 APPD Tools</p>
<p>Investigation 2: Observing Weather </p> <p>Learning Targets</p> <ul style="list-style-type: none"> • I explain how to keep a daily weather record. • I describe how a thermometer works to measure temperature. • I explain how weather affects clouds. • I describe a process to measure the amount of rain that falls. 	<p>2-3 ES1A Sun shadows</p> <p>2-3 ES2B Solids/liquids</p> <p>2-3 ES2C Weather</p>	<p>2-3 SYSA Systems</p> <p>2-3 SYSE Roles</p>	<p>2-3 INQA Investigations</p> <p>2-3 INQB Outcome</p> <p>2-3 INQC Inferences</p> <p>2-3 INQD Instruments</p> <p>2-3 INQF Explain</p>	<p>2-3 APPA Solving Problems</p> <p>2-3 APPB Scientific ideas</p> <p>2-3 APPC Cultures</p> <p>2-3 APPD Tools</p>
<p>Investigation 3: Wind Explorations </p> <p>Learning Targets</p> <ul style="list-style-type: none"> • I explain how bubbles show wind speed and direction. • I explain how people describe the strength of the wind. • I describe how pinwheels show wind speed. • I explain how a wind vane shows the direction of the wind. • I describe and explain how using weather instruments improve kite flying 	<p>2-3 PS1B Force & movement</p> <p>2-3 PS1C Force & speed</p>		<p>2-3 INQA Investigations</p> <p>2-3 INQB Outcome</p> <p>2-3 INQD Instruments</p>	<p>2-3 APPA Solving Problems</p> <p>2-3 APPB Scientific ideas</p> <p>2-3 APPC Cultures</p> <p>2-3 APPD Tools</p>

<p>Investigation 4: Looking for Change</p> <p>Learning Targets </p> <ul style="list-style-type: none"> • Making and using a graph, I explain how weather changes over a month. • Making and using a graph, I explain how weather changes over different seasons. • I describe what is in the night sky. • I explain ways to monitor and record observations to look for changes in the night sky. 	<p>K-1 ES1A Objects in the sky</p> <p>K-1 ES1B Sun</p> <p>K-1 ES1C Moon</p> <p>2-3 ES2C Weather</p> <p>Common Core Math</p> <p>1.MD.4 Represent and interpret data</p>	<p>2-3 SYSA Systems</p>	<p>k-1 INQA Investigations</p> <p>2-3 INQA Investigations</p> <p>2-3 INQB Outcome</p> <p>2-3 INQC Inferences</p> <p>2-3 INQD Instruments</p> <p>2-3 INQF Explain</p>	<p>2-3 APPA Solving Problems</p> <p>2-3 APPB Scientific ideas</p> <p>2-3 APPC Cultures</p> <p>2-3 APPD Tools</p>

Learning Targets	Science Content Standard(s)	Systems	Inquiry	Application
<p>Investigation 1: Brassica Seeds</p> <p>Learning Targets </p> <ul style="list-style-type: none"> I explain what I know about plants. I describe how I use a science journal to show changes in new plants. I explain what plants need to live. I describe changes in brassica plants as they grow. 	<p>K-1 LS1B Plant parts K-1 LS1C Parts magnified K-1 LS1F Plant needs 2-3 LS1A Life cycles 2-3 LS3B Offspring resemble parents</p>	<p>K-1 SYSA Parts & whole K-1 SYSB Taken apart 2-3 SYSA Parts & wholes 2-3 SYSB Missing parts 2-3 SYSC Whole system 2-3 SYSD Connected parts 2-3 SYSE Similar parts</p>	<p>K-1 INQA Question K-1 INQC Observations K-1 INQD Report K-1 INQE Communicate K-1 INQF Honesty</p>	<p>K-1 APPD Counting</p>
<p>Investigation 2: Grass & Grain Seeds</p> <p>Learning Targets </p> <ul style="list-style-type: none"> Using a drawing, I describe what grows in a lawn. I explain what happens to some plants when they are cut back. I describe how a seed grows. 	<p>K-1 LS1B Plant parts K-1 LS1C Parts magnified K-1 LS1F Plant needs 2-3 LS3C Different characteristics</p>	<p>K-1 SYSA Parts & whole K-1 SYSB Taken apart 2-3 SYSA Parts & wholes 2-3 SYSB Missing parts 2-3 SYSC Whole system 2-3 SYSD Connected parts 2-3 SYSE Similar parts</p>	<p>K-1 INQA Question K-1 INQC Observations</p>	<p>K-1 APPD Counting & classifying</p>
<p>Investigation 3: Stems</p> <p>Learning Targets </p> <ul style="list-style-type: none"> I describe how to make a new plant from an old one. I explain how to keep cuttings alive. I explain why potatoes have eyes. 	<p>K-1 LS1B Plant parts K-1 LS1C Parts magnified K-1 LS1F Plant needs 2-3 LS 3B Plant offspring 2-3 LS2A Ecosystems provide food</p>	<p>2-3 SYSA Parts & wholes 2-3 SYSB Missing parts 2-3 SYSC Whole system 2-3 SYSD Connected parts 2-3 SYSE Similar parts</p>	<p>K-1 INQA Question K-1 INQD Report K-1 INQE Communicate K-1 INQF Honesty</p>	
<p>Investigation 4: Bulbs and Roots</p>	<p>K-1 LS1B Plant parts</p>	<p>2-3 SYSD Connected</p>	<p>K-1 INQA Question</p>	

New Plants
Life Science

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Where did the snow go?

Grade range: K-2

Time to complete: 45-60 minutes

Subjects/skills addressed: science, math

Objective: Students will change the density of powdered sugar by adding a liquid. They will use the changed sugar to decorate a snowflake cookie.

Materials needed:

2 pounds powdered sugar

Milk (2 TBSP per demonstration)

Prebaked sugar cookies

Colored granulated sugar

Vanilla and butter (optional)

Set of measuring cups and spoons

Spoon and spreading knife

Parchment paper

Words to know: measure, density, more, less

Instructions:

1. Ask: How do you think snow melts? What happens when it melts?

Explain that when snow melts, the density (how much space it fills) changes. The students will see how this is done by dissolving powdered sugar.

2. Direct a student to fill a measuring cup with powdered sugar, making sure that the sugar is not packed into the cup. Level the top with the handle of the spoon.

Ask: Is the cup full of sugar? Let's see if we can change that.

3. Direct a student to pour 1 teaspoon of milk into the center of the cup of sugar.

Ask: What is happening to the powdered sugar?

3. Direct another student to add a second spoon of milk. A third, etc. Observe what happens to the sugar. Use no more than a total of 6 teaspoons.

Ask: Why does it look like there is less sugar in the cup? Where did it go?

4. Repeat steps 2 and 3.

5. Stir the contents of the cup into a bowl, adding 2 teaspoons of vanilla to flavor.*

6. Use the steps in lesson 2 to create snowflakes that are 1.75" in diameter from the parchment paper.

7. Cover the cookies with the powdered sugar icing.

8. Place the parchment snowflake on top of the cookie and sprinkle generously with colored sugar, tapping off the extra before removing the snowflake pattern. A clean pin helps remove the parchment snowflakes from the icing.

Conclusion:

When liquid is added to powdered sugar, the sugar dissolves into the liquid, increasing the density of the sugar. The amount of air between the particles of sugar is reduced, causing the sugar to take up less room in the cup. This is similar to how the density of snow is changed when it melts. The air between the snowflakes is reduced as the snow becomes a liquid.

Snowy fact: If a snowstorm produces a light fluffy snow, then it is possible for 10 inches of snow to melt into merely 1 inch of water.

*Hint: After completing the demonstration the class can create buttercream icing that may taste better than the plain powdered sugar and milk mixture.

Elementary Curriculum Map – Visual Art – First Grade

Unit: Line Text: SRA Art Connections Learning Goal: The student will create an artwork by using a variety of line types. Essential Questions/Understandings: Why do lines have meaning? Why do we associate horizontal lines with being restful?	CTEM: NGSSS/Benchmarks/Common Core: VA.1.S.1.2: Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences. VA.1.F.1.1: Use various art media and real or imaginary choices to create artwork. VA.1.S.1.3: Create works of art to tell a personal story VA.1.S.1.4: Use accurate art vocabulary to communicate ideas about art. VA.1.H.1.2: Discuss suitable behavior expected of audience members. VA.1.H.2.2: Identify objects of art that are used every day for utilitarian purposes. VA.1.F.2.1: VA.1.H.2.3: Identify placed in which artworks may be viewed by others. MACC.K12.MP.5: Use appropriate tools strategically. MACC.K12.MP.6: Attend to precision. MACC.K12.MP.7: Look for and make use of structure.	SBPR Connections Recognizes and used the elements of art and the principles of design Develops beginning skills in the use of art tools and processes Understands and uses art vocabulary	
Vocabulary Straight Zigzag Curved Curled Dotted Thick Thin Smooth Rough Solid Broken	Resources Visual Artists: Albrecht Dürer, Wassily Kandinsky,	Activities Lessons: Introduction , 1,2,4,6 Projects: <ul style="list-style-type: none"> • Jasper John’s Abstract Line Designs (Lesson in Angel) • Create a drawing of your favorite quiet outdoor place using calm lines. • Draw people in movement and at play. 	Touchpoints/Assessment Identifies types of lines in an artwork and the feeling lines can create in an artwork Creates an artwork using a variety of lines Demonstrates proper use of pencils, crayons, markers, etc. Correctly uses the vocabulary associated with the elements of art.

Art is H.O.T. (Higher Order Thinking)



Analysis – Albrecht Dürer “Rhinoceros” 1515

- Describe the different types of lines you see in this artwork. (Describe)
- Why are some parts empty of line and other parts full of line? (Analysis)
- What do you think the rhinoceros would feel like if you touched it? Why? (Interpretation)
- What do you think people thought about this image in the year 1515? (Interpretation)

Elementary Curriculum Map – Visual Art – First Grade

Unit: Shape Text: <i>SRA Art Connections</i> Learning Goals: The student understands that objects are represented by shapes (free form or geometric) which are defined by outlines. The students will create an artwork using free-form and geometric shapes. Essential Questions/Understandings: How does an artist choose a particular shape to represent an object?	CTEM: NGSSS/Benchmarks/Common Core: VA.1.O.1.1: Identify and use the structural elements of art and organizational principles of design to support artistic development. VA.1.H.1.3: Describe ways in which artists use their work to share knowledge and life experiences. VA.1.S.2.1: Practice correct use of tools with various art media, techniques and processes. VA.1.O.2.1: Create imagery and symbols to express thoughts and feelings VA.1.H.1.1: Discuss how different works of art communicate information about a particular culture. LACC.1.SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SBPR Connections Recognizes and used the elements of art and the principles of design Develops beginning skills in the use of art tools and processes Understands and uses art vocabulary
Vocabulary Free-form shape Geometric shape Outline Still life	Resources Visual Artists: Henri Rosseau, Jacob Lawrence, Pablo Picasso, Paul Cézanne	Scale 4.0: In addition to Score 3.0, the student produces high quality/creative work and applies all skills stressed in class. 3.0: No major errors or omissions and student made an effort to apply skills for creating a quality artwork using a variety of shapes. 2.0: No major errors or omissions regarding the simpler details and processes, and applies some of the skills expected for using shapes in art. 1.0: With help, a partial understanding of the vocabulary and process for using shapes. Work of inconsistent quality. 0.0: Even with help, no understanding of how to use shapes. Work shows little effort.
Touchpoints/Assessment		Identifies the type of shapes – geometric and free-form Creates an artwork using a variety of geometric/free form shapes to create a landscape, still life, etc. Demonstrates proper use of scissors, glue and paint. Correctly uses the vocabulary associated with shape.

Art is H.O.T. (Higher Order Thinking)

Art Criticism - "[The Equatorial Jungle](#)" by [Henri Rousseau](#)



- What kinds of shapes were used to create this painting? (Describe)
- Why would the artist leave such a small area of sky? (Analysis)
- Why would Rousseau create leaves that are so large? (Analysis)
- Is this a realistic jungle painting? (Interpret)
- What kind of feeling do you think the artist had about this jungle? (Interpret)
- Was Rousseau successful in creating the feeling? (Judgment)

Elementary Curriculum Map – Visual Art – First Grade

Unit: Color Text: <i>SRA Art Connections</i>		CTEM:		SBPR Connections
<p>Learning Goals: The student will learn the color wheel, the 3 primary and the 3 secondary colors. The student will use either primary or secondary colors in an artwork.</p> <p>Essential Questions/Understandings: How can color in an artwork express feelings?</p>		<p>NGSSS/Benchmarks/Common Core:</p> <p>VA.1.C.3.1: Identify vocabulary that is used in both visual art and other contexts.</p> <p>VA.1.C.2.2: Use various media or techniques to learn how changes affect the completed work.</p> <p>VA.1.S.1.1: Experiment with art processes and media to express ideas.</p> <p>VA.1.S.2.1: Practice correct use of tools with various art media, techniques and processes.</p> <p>VA.1.S.2.2: Describe the steps used in art production</p> <p>VA.1.S.3.2: Discuss the qualities of good craftsmanship.</p> <p>LACC.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small/large groups.</p>		<p>Recognizes and used the elements of art and the principles of design</p> <p>Develops beginning skills in the use of art tools and processes</p> <p>Understands and uses art vocabulary</p>
Vocabulary	Resources	Activities	Scale	Touchpoints/Assessment
<p>Color wheel</p> <p>Rainbow</p> <p>Primary color</p> <p>Secondary color</p> <p>Genre painting</p> <p>Light colors</p> <p>Dark Colors</p>	<p>Visual Artists:</p> <p>David Hockney, Thomas Hart Benton</p>	<p>Lessons: Introduction, 1 & 6</p> <p>Projects:</p> <ul style="list-style-type: none"> Use a rainbow of color to create an image. Mixing primary paint colors to create secondary colors. 	<p>4.0: In addition to Score 3.0, the student produces high quality/creative work and applies all skills stressed in class.</p> <p>3.0: No major errors or omissions and student made an effort to apply skills for creating a quality artwork using primary/secondary colors.</p> <p>2.0: No major errors or omissions regarding the simpler details and processes, and applies some of the skills expected for using primary/secondary colors.</p> <p>1.0: With help, a partial understanding of the vocabulary and process for using primary/secondary colors. Work of inconsistent quality.</p> <p>0.0: Even with help, no understanding of how to use color. Work shows little effort.</p>	<p>Identifies primary, secondary, light and dark colors</p> <p>Creates an artwork using primary and secondary colors.</p> <p>Demonstrates the proper use of and understanding of painting media.</p> <p>Correctly uses the vocabulary associated with color</p>

Art is H.O.T. (Higher Order Thinking)



Analysis – “[Hollywood Hills House](#)” by [David Hockney](#) 1982

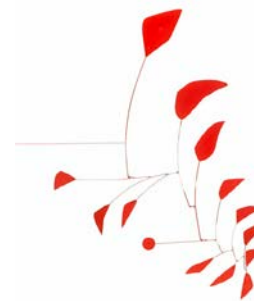
- Describe the colors within this work of art. (Describe)
- Categorize the primary and secondary colors in this work of art. (Describe)
- What kind of place does this art work project based on the colors used? (Interpret)

Elementary Curriculum Map – Visual Art – First Grade

Unit: Form and Space Text: <i>SRA Art Connections</i>		CTEM:		SBPR Connections
<p>Learning Goal: The student will be able to fill spaces with forms and shapes to create an artwork. The student will understand the difference between form and shape.</p> <p>Essential Questions/Understandings: How does and artist create forms from shapes?</p>		<p>NGSS/Benchmarks/Common Core: VA.1.F.3.2: Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. VA.1.S.3.1: Practice skills and techniques to create with two-and/or three-dimensional media VA.1.S.3.3: Demonstrate safety procedures for using art tools and materials. VA.1.O.3.1: Use personal symbols in artwork to document surroundings and community. VA.1.C.3.2: Distinguish between artwork, utilitarian objects, and objects from nature. VA.1.F.1.2: Identify how classmates solve artistic problems. VA.1.F.3.1: Describe the use of art to share community information. LACC.1.SL2.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>		<p>Recognizes and used the elements of art and the principles of design</p> <p>Develops beginning skills in the use of art tools and processes</p> <p>Understands and uses art vocabulary</p>
Vocabulary	Resources	Activities	Scale	Touchpoints/Assessment
Height Width Depth Form Space Geometric form Free-form form	<p>Visual Artists: Alexander Calder Frank Stella</p>	<p>Lessons: Introduction, 1,3,5</p> <p>Projects:</p> <ul style="list-style-type: none"> Construction paper mobile. Clay animal sculpture 3D found object building 	<p>4.0: In addition to Score 3.0, the student produces high quality/creative work and applies all skills stressed in class. 3.0: No major errors or omissions and student made an effort to apply skills for creating a quality artwork using form or space. 2.0: No major errors or omissions regarding the simpler details and processes, and applies some of the skills expected for using form or space in an artwork. 1.0: With help, a partial understanding of the vocabulary and process for form and space. Work of inconsistent quality. 0.0: Even with help, no understanding of how to use form or space in an artwork. Work shows little effort.</p>	<p>Identifies different types of forms and can describe space</p> <p>Creates a clay sculpture or pinch pot to show form.</p> <p>Creates a mobile to show shape/form</p> <p>Demonstrates the proper clay techniques</p> <p>Correctly uses art vocabulary in describing their own artwork.</p>

Art is H.O.T. (Higher Order Thinking)

Analysis – [Alexander Calder, “Big Red”](#) 1959



- What kinds of lines and shapes do you see in this artwork (Describe)
- Why are the shapes spaced as they are? (Analysis)
- Why did the artist name this mobile “Big Red”? (Interpretation)
- Does this mobile look like it works? (Evaluation)

Elementary Curriculum Map – Visual Art – First Grade

Unit: Texture, Pattern, and Rhythm Text: <i>SRA Art Connections</i>		CTEM:		SBPR Connections
<p>Learning Goal: The student will be able to identify and create texture, pattern and rhythm in works of art.</p> <p>Essential Questions/Understandings: Why would an artist want to add texture, pattern and/or rhythm to works of art?</p>		<p>NGSS/Benchmarks/Common Core:</p> <p>VA.1.C.1.1: Create and discuss works of art that convey personal interests.</p> <p>VA.1.C.1.2: Gather clues to help interpret and reflect on works of art.</p> <p>Va.1.C.2.1: Describe visual imagery used to complete artwork.</p> <p>VA.1.S.1.2: Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.</p> <p>VA.1.S.1.4: Use accurate art vocabulary to communicate ideas about art.</p> <p>VA.1.S.1.3: Create works of art to tell a personal story.</p> <p>VA.1.S.1.1: Experiment with art processes and media to express ideas.</p> <p>LACC.1.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		<p>Recognizes and used the elements of art and the principles of design</p> <p>Develops beginning skills in the use of art tools and processes</p> <p>Understands and uses art vocabulary</p>
Vocabulary	Resources	Activities	Scale	Touchpoints/Assessment
<p>Carving</p> <p>Collage</p> <p>Motif</p> <p>Pattern</p> <p>real texture</p> <p>rhythm</p> <p>visual texture</p> <p>weaving</p>	<p>Visual Artists:</p> <p>John Singleton Copley</p> <p>Winslow Homer</p> <p>Barbara Zook</p> <p>Peachey</p>	<p>Lessons: Introduction 1, 2, 4, 5</p> <p>Projects:</p> <ul style="list-style-type: none"> Collage with different textures Self-portrait crayon resist Printed pattern design Paper weaving 	<p>4.0: In addition to Score 3.0, the student produces high quality/creative work and applies all skills stressed in class.</p> <p>3.0: No major errors or omissions and student made an effort to apply skills for creating a quality artwork effectively using pattern or rhythm.</p> <p>2.0: No major errors or omissions regarding the simpler details and processes, and applies some of the skills expected for using pattern and rhythm in an artwork.</p> <p>1.0: With help, a partial understanding of the vocabulary and process for creating pattern/rhythm. Work of inconsistent quality.</p> <p>0.0: Even with help, no understanding of how to use pattern/rhythm in an artwork. Work shows little effort.</p>	<p>Identifies the types of textures in an artwork using correct vocabulary.</p> <p>Creates an artwork with real/visual textures, a textured collage, texture in a self-portrait, etc.</p> <p>Creates an artwork that uses repeated patterns to create a rhythm.</p> <p>Demonstrate proper use of scissors, glue, etc.</p>

Art is H.O.T. (Higher Order Thinking)



Analysis – John Singleton Copley “Mrs. Ezekiel Goldthwaite “1771

- *Describe the textures of the lady and the objects within the painting. (Describe)
- Why would the artist create a dark background? (Analyze)
 - Why is the lady dressed like she is? (Interpret)
 - Where is the light coming from? (Analyze)

Elementary Curriculum Map – Visual Art – First Grade

Unit: Balance, Emphasis and Unity Text: <i>SRA Art Connections</i>		CTEM:		SBPR Connections
Learning Goal: The students will learn about and apply balance, emphasis and unity in their works of art. Essential Questions/Understandings: How does an artwork achieve unity?		NGSS/Benchmarks/Common Core: VA.1.S.2.1: Practice correct use of tools with various art media, techniques, and processes. VA.1.S.3.2: Discuss the qualities of good craftsmanship. VA.1.C.3.2: Distinguish between artwork, utilitarian objects, and objects from nature. VA.1.O.2.1: Create imagery and symbols to express thoughts and feelings VA.1.C.1.2: Gather clues to help interpret and reflect on works of art. VA.1.H.2.1: Compare artworks from different cultures, created over time, to identify differences in style and media. VA.1.H.3.1: Identify connections between visual art and other content areas. VA.1.S.3.4: Identify and be respectful of artwork that belongs to others and represents their ideas.		Recognizes and used the elements of art and the principles of design Develops beginning skills in the use of art tools and processes Understands and uses art vocabulary
Vocabulary Balance Emphasis Landscape Mask Mola Sculpture unity		Resources Visual Artists: Leonardo da Vinci Rene Magritte Marc Chagall Stuart Davis	Activities Lessons: Introduction 1,3,5, Projects: • T-Shirt design • Landscape collage • Imaginary animal	Touchpoints/Assessment Identifies the type of balance and the area of emphasis in an artwork. Creates an artwork using a specific type of balance with a definite area of emphasis. Demonstrates understanding of the vocabulary through the creation of an artwork. Demonstrate proper use of materials.
		Scale 4.0: In addition to Score 3.0, the student produces high quality/creative work and applies all skills stressed in class. 3.0: No major errors or omissions and student made an effort to apply skills for creating a quality artwork effectively using emphasis and balance. 2.0: No major errors or omissions regarding the simpler details and processes, and applies some of the skills expected for using emphasis and balance in an artwork. 1.0: With help, a partial understanding of the vocabulary and process for creating emphasis and balance. Work of inconsistent quality. 0.0: Even with help, no understanding of how to use emphasis/balance in an artwork. Work shows little effort.		

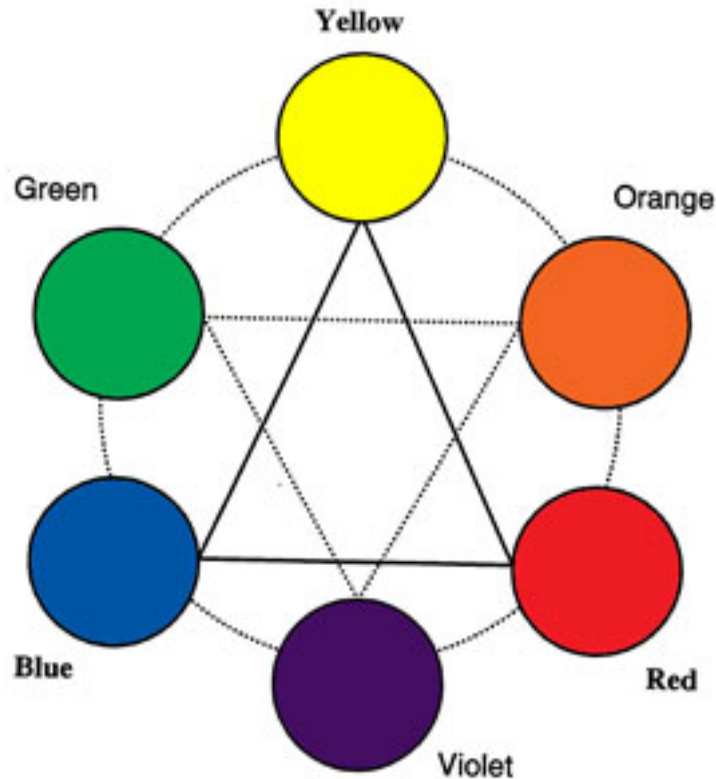
Art is H.O.T. (Higher Order Thinking)



Analysis – Rene Magritte, *Time Transfixed* 1938

- Describe what you notice first in this painting? (Describe)
- What made you notice that first? (Analyze)
- Why did the artist give it the title “Time Transfixed”? (Interpret)
- Why did the artist choose those particular objects in the painting? (Interpret)

TASTY COLOR MIXING



Level: ECE, Primary
Grades: Pre-K-2 | Age: 2-8 | Written by: Andrea Mulder-Slater

Summary:

Students will learn about coloring mixing by using cake frosting and food coloring.

Background

There are only three main colors that make up all the other colors in the world. Without them there would be no colors.

These three colors are red, yellow, and blue.

We call these colors the Primary Colors.

All other colors can be created by mixing the primary colors in various combinations. For example:

- Yellow + Red = Orange
- Red + Blue = Violet
- Blue + Yellow = Green

We call these colors the Secondary Colors

Objectives:

To have fun while experiencing the "magic" of color mixing.

What You Need:

- vanilla cake frosting (store bought or homemade)
- red, yellow and blue food coloring
- bowls to mix in
- popsicle sticks for stirring
- paper plates
- plain vanilla cookies (optional)
- napkins
- white paper

What You Do:

- 1 First mix together three different color frostings by adding food coloring to the vanilla icing. This can be done beforehand or during the actual color-mixing lesson.
- 2 Each student receives 1 paper plate and/or 4 cookies.
- 3 Each student may then add one small spoonful of each color of icing onto one of the paper plates or cookies.
- 4 Ask your students to predict what color will result when yellow and blue are mixed.
- 5 Your students can then mix small amounts of yellow icing and blue icing together with a popsicle stick and spread the new color on a cookie or paper plate.
- 6 Ask your students to predict what color will result when blue and red are mixed.
- 7 Your students can then mix small amounts of blue icing and red icing together with a popsicle stick and spread the new color on a cookie or paper plate.

- 8 Ask your students to predict what color will result when red and yellow are mixed.
- 9 Your students can then mix small amounts of red icing and yellow icing together with a popsicle stick and spread the new color on a cookie or paper plate.
- 10 Talk about these new findings and discuss color mixing.
- 11 Draw a color wheel on a large piece of paper at the front of the classroom or on the chalkboard.
- 12 Finally, have students create their own color wheels on paper using markers, crayons, paint or pencil crayons.

Grade 4 Exemplars:

MAP AND UNITS Mathematics
LESSON Mathematics

MAP AND UNITS Reading
LESSON Reading

MAP AND UNITS Social Studies
LESSON Social Studies

MAP AND UNITS Music
LESSON Music

**Wilmette Public Schools, District 39
Grade 4 Math Curriculum**

Statement of Philosophy

District 39 believes in a focused, coherent, and rigorous study of mathematics that encourages students to develop perseverance. Application of mathematical ideas emerges through the development of conceptual understanding and procedural fluency. Through evidence-based arguments and critiques, students engage in mathematical discourse. Students represent their ideas in multiple modalities and explore mathematical connections within the world around them.

Best Practices in Mathematics Education

Best instructional practices in a mathematics classroom should:

- provide concept-based instruction rather than skills-based instruction.
- address conceptual understanding and develop procedural literacy.
- differentiate instruction to meet the needs of the varied learners in the classroom.
- connect and integrate with other disciplines and the real world.
- allow for exploration, explanation, and evaluation of progress.
- ask probing questions which require students to justify their responses.
- encourage students to work cooperatively with others.
- accept divergent ideas and promote the sharing of these ideas.
- use multiple representations to communicate understandings of mathematical ideas.
- provide opportunities for supporting and challenging mathematical thinking and strategic thinking skills.
- promote strategic competence through meaningful problem-solving investigations.
- build on students' emerging capabilities by using concrete models to bridge understandings of mathematics toward more abstract reasoning and thinking.

Mathematical Practices

- MP1** Make sense of problems and persevere in solving them.
MP2 Reason abstractly and quantitatively.
MP3 Construct viable arguments and critique the reasoning of others.
MP4 Model with mathematics.
MP5 Use appropriate tools strategically.
MP6 Attend to precision.
MP7 Look for and make use of structure.
MP8 Look for and express regularity in repeated reasoning.

For more detailed descriptions:
<http://www.corestandards.org/Math/Practice>

Modes of Representation

1. Manipulative Models
2. Pictures/Graphs
3. Written Symbols
4. Oral/Written Language
5. Real-Life Situation

Conceptual understanding is demonstrated through the ability to express understanding through a variety of representations as well as the ability to convert from one mode to another mode of representation.

Big Ideas of Mathematics

- Math is a universal language with a unified system of symbols that can be used to explore ideas and connect the world.
- Math is indispensable in developing problem solving, reasoning, strategic and critical skills.
- Math is about making sense of the world through patterns and quantitative relationships.
- Math is like ladders that build in complexity with concrete and abstract ideas.

Essential Questions

- How do we make sense of the world using and applying mathematics?
- How can we use mathematics to communicate?
- How is math coherent?

Grade 4 Required Fluency Expectation

4.NBT.4 (Add and subtract multi-digit whole numbers) Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Critical Areas in Grade 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

1. Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.
2. Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.
3. Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

<http://www.corestandards.org/Math>

Unit 1: Place Value and Rounding		
<p>Domain-specific vocabulary Critical: Ten thousand, hundred thousand, one million, ten million, hundred million, rounding, place value, digit, standard form, expanded form, word form, number line, renaming, regrouping, equal, less than, greater than, estimate, reasonable, greatest, least, order, compare, number pattern, place-value chart</p> <p>Illinois Learning Standards Priority (70%) Supporting (20%) Additional (10%)</p> <p>4.OA.A.3 (1) Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. (2) Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.NBT.1 (Place value as multiplicative comparison) Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>4.NBT.2 (Read, write and compare multi-digit numbers) Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.3 (Round multi-digit whole numbers) Use place value understanding to round multi-digit whole numbers to any place. EOY</p>	<p style="text-align: center;">Prerequisite Skills</p> <p><i>Students should already be able to ...</i></p> <ul style="list-style-type: none"> • Multiply 1-digit whole numbers by multiples of 10. • Round numbers to the nearest 10 or 100 using real-life situations • Use number lines and place value charts to model thinking 	<p style="text-align: center;">Conceptual & Formative Understandings</p> <p>Conceptual Understandings: <i>Students will understand that ...</i></p> <ul style="list-style-type: none"> • Numbers can be represented in different ways. • Where a digit is placed in a number determines its value. • Rounding numbers can help assess the reasonableness of an answer. <p>Formative Understandings (Skills) <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Recognize a digit represents 10 times the value of what it represents in the place to its right. • Name numbers within 1 million by building understanding of the place value chart and placement of commas for naming base thousand units. • Read and write multi-digit numbers using base ten numerals, number names, and expanded form. • Compare numbers based on meanings of the digits, using $>$, $<$, or $=$ to record the comparison. • Find 1, 10, and 100 thousand more and less than a given number. • Round multi-digit numbers to the thousands place using the vertical number line. • Round multi-digit numbers to any place using the vertical number line. • Use place value understanding to round multi-digit numbers to any place value (including through the use of real world applications).
<p>Required Fluency Standards</p> <p>4.NBT.4 (Add and subtract multi-digit whole numbers) Fluently add and subtract multi-digit whole numbers using the standard algorithm. EOY</p>		

Unit 2: Algorithms for Addition and Subtraction		
<p>Domain-specific vocabulary Critical: grouping, regrouping, algorithm, sum, difference, number sentence, digit, variable, place value, compare, number pattern, place value chart, ten thousand, hundred thousand, standard form</p>		
<p>Illinois Learning Standards Priority (70%) Supporting (20%) Additional (10%) 4.OA.A.3 (1) Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. (2) Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Required Fluency Standards</p> <p>4.NBT.4 (Add and subtract multi-digit whole numbers) Fluently add and subtract multi-digit whole numbers using the standard algorithm. EOY</p>	<p>Prerequisite Skills <i>Students should already be able to...</i></p> <ul style="list-style-type: none"> Add and subtract fluently within 1,000. Represent numbers in word form, expanded form, and recognize the value of digits in a number. 	<p>Conceptual & Formative Understandings Conceptual Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Addition and subtraction can be modeled using place value strategies. Addition and subtraction equations can represent word problems. <p>Formative Understandings (Skills) <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm and apply the algorithm to solve both single and multi-step word problems. Use place value understanding to decompose to smaller units using the standard subtraction algorithm, and apply the algorithm to solve both single and multi-step word problems. Solve additive comparison word problems. Solve multi-step word problems modeled with addition or subtraction algorithms. Create and solve multi-step word problems from given addition and subtraction equations.

Unit 3: Multi-Digit Multiplication and Division		
<p>Domain-specific vocabulary Critical: composite, divisor, prime, remainder, algorithm, area model, equation, factors, multiple, product, quotient, rectangular array, common factor, greatest common factor, bar model, round, remainder, regroup, variable, dividend, repeated addition, repeated subtraction</p>		
<p>Illinois Learning Standards Priority (70%) Supporting (20%) Additional (10%) 4.NBT.5 (Multiply 4-digit by 1-digit, 2-digit by 2-digit) (1) Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. (2) Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>4.NBT.6 (Divide 4-digit by 1-digit, interpret remainders) (1) Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. (2) Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>Prerequisite Skills <i>Students should already be able to...</i></p> <ul style="list-style-type: none"> Interpret products and quotients of whole numbers. Solve multiplication and division word problems with equal groups, arrays and measurement. Understand division as unknown factor problems. Multiply one-digit whole numbers by multiples of 10. Solve two-step word problems involving addition, subtraction, multiplication and division. Multiply up to 3-digit numbers by 1-digit numbers. Divide up to 3-digit numbers by 1-digit numbers. 	<p>Conceptual & Formative Understandings Conceptual Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Drawings and equations can be used to solve multiplication and division word problems. A symbol can be used to represent an unknown number in an equation. Equations, rectangular arrays and area models can illustrate multiplication and division. Numbers can be multiplied using place value strategies and the properties of operations. Multiplication and division are inverse operations. <p>Formative Understandings (Skills) <i>Students will be able to...</i></p>

<p>4.OA.2 (Multiply or divide for word problems with drawings and equations) Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.3 (Multi-step word problems) (1) Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. (2) Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.OA.1 (Multiplicative Comparison) (1) Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. (2) Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.4 (Factor pairs/prime or composite) Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. EOY</p> <p>Required Fluency Standards</p> <p>4.NBT.4 (Add and subtract multi-digit whole numbers) Fluently add and subtract multi-digit whole numbers using the standard algorithm. EOY</p>		<ul style="list-style-type: none"> • Interpret and represent patterns when multiplying by 10, 100, and 1,000 in arrays and numerically. • Multiply multiples of 10, 100, and 1,000 by single digits, recognizing patterns. • Multiply two-digit multiples of 10 by two-digit multiples of 10. • Model two-digit, three and four-digit by one-digit multiplication. • Model the partial products, area, and standard algorithm methods for teaching larger number multiplication. • Connect the partial products method to the standard algorithm. • Solve two-step word problems, including multiplicative comparison. Use multiplication, addition, and/or subtraction to solve multi-step word problems. • Solve division word problems with and without remainders. • Understand and solve two-digit dividend division problems with a remainder in the ones place. • Represent and solve division problems requiring decomposing a remainder in the tens. • Find whole number quotients and remainders. • Explain remainders by using place value understanding and models. • Divide multiples of 10, 100, and 1,000 by single-digit numbers. • Represent and solve division problems with up to a three-digit dividend numerically and with models requiring decomposing a remainder in the hundreds place. • Represent and solve three-digit and four-digit dividend division with divisors of 2, 3, 4, and 5 numerically. • Solve division problems with a zero in the dividend or with a zero. • Find factor pairs for numbers to 100 and use understanding of factors to define prime and composite. • Use division and the associative property to test for factors and observe patterns. • Determine whether a whole number is a multiple of another number. • Explore properties of prime and composite numbers to 100 by using multiples.
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Unit 4: Fractions: Equivalence and Operations		
Domain-specific vocabulary Critical: benchmark, common denominator, denominator, line plot, mixed number, numerator, compose, decompose, equivalent fractions, unit fraction, equal to, less than, greater than, improper fraction, simplest form	Conceptual & Formative Understandings	Formative Understandings (Skills)
<p>Illinois Learning Standards Priority (70%) Supporting (20%) Additional (10%)</p> <p>4.NF.1 (Equivalent fractions) (1) Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. (2) Use this principle to recognize and generate equivalent fractions. EOY</p> <p>4.NF.2 (Comparing fractions) (1) Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. EOY (2) Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>4.NF.3 (Fractions are composed of unit fractions) Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. EOY b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2/1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>4.NF.4 (Multiplying a fraction by a whole number) Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i> b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i> c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast</i></p>	<p>Students should already be able to...</p> <ul style="list-style-type: none"> Use a ruler to measure to the nearest $1/4$, $1/2$, and whole of an inch. Display data on a line plot. Write whole numbers as fractions. Represent fractions on a number line. Create visual models to represent fractions. Use fractions to represent parts of a whole, points or distances on a number line, and parts of a set. 	<p>Conceptual Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Fractions are more easily compared, added, and subtracted when their denominators are the same. Whole and mixed numbers can be equivalent to improper fractions. Fractions can be decomposed into smaller unit fractions. <p>Formative Understandings (Skills) <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Recognize and generate equivalent fractions. Compare 2 fractions with different denominators and different numerators by representing the fractions with symbols, visual models and words and by comparing to a benchmark fraction using the modalities. Identify if comparisons are valid or invalid and explain why Represent unit fractions as a fraction with a numerator of 1 Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Add and subtract mixed numbers with like denominators and model the decomposition of the mixed numbers into unit fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators using visual models and/or equations. Represent multiplication of a fraction by a whole number as repeated addition using area or linear models. Represent that a fraction, such as $3/4$, is made up of 3 unit fractions of $1/4$ using a multiplication equation, such as $3 \times 1/4 = 3/4$. Multiply a fraction by a whole number by decomposing the fraction into a multiple of a unit fraction such as $3/4 \times 2 = 3 \times 2 \times 1/4$, which equals $6/4$, using the modalities. Represent improper fractions with visual models to demonstrate their relationship to the two closest whole numbers. Solve word problems involving multiplication of any fraction by a whole number by using visual models and/or equations. Measure objects to the nearest $1/2$, $1/4$ or $1/8$ of a unit. Make a line plot to display a set of measurements to the nearest $1/2$, $1/4$ or $1/8$ of a unit. Solve problems involving addition and subtraction of fractions by

<p><i>beef will be needed? Between what two whole numbers does your answer lie?</i></p> <p>4.MD.4 Make a line plot to display measurement data) Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. EOY</i></p> <p>Required Fluency Standards 4.NBT.4 (Add and subtract multi-digit whole numbers) Fluently add and subtract multi-digit whole numbers using the standard algorithm. EOY</p>		<p>using information presented in line plots. (i.e. range)</p>
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Unit 5: Decimals		
Domain-specific vocabulary	Prerequisite Skills	Conceptual & Formative Understandings
<p>Illinois Learning Standards Priority (70%) Supporting (20%) Additional (10%) 4.NF.5 (Convert between 10ths and 100ths as fractions and add) Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i></p> <p>4.NF.6 (Relate fractions and decimals (10ths and 100ths only) Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p> <p>4.NF.7 (Compare decimals) Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>Required Fluency Standards 4.NBT.4 (Add and subtract multi-digit whole numbers) Fluently add and subtract multi-digit whole numbers using the standard algorithm. EOY</p>	<p>Students should already be able to ...</p> <ul style="list-style-type: none"> • Represent fractions on a number line. • Compare and order fractions. • Use decimal notation for money. 	<p>Conceptual Understandings: Students will understand that ...</p> <ul style="list-style-type: none"> • Fractions can be expressed as decimals and vice versa. • Tenths and hundredths are an extension of the base-10 system. • Decimal place value regrouping uses the same strategies as whole number place value regrouping. • Decimals can be used to represent numbers less than one and numbers between whole numbers. <p>Formative Understandings (Skills) Students will be able to ...</p> <ul style="list-style-type: none"> • Compare two decimals to hundredths by reasoning about their size. • Understand that fractions with denominators of 10 and 100 may be expressed using decimal notation. • When comparing two decimals to hundredths, the comparisons are valid only if they compare to the same whole. • Write fractions with 10 and 100 in the denominator as decimals. • Compare two decimals to the hundredths using $<$, $>$, $=$. • Identify if decimal comparisons are valid or invalid and explain why.

Unit 6: Measurement		
<p>Domain-specific vocabulary Critical: kilometer, mass, milliliter, capacity, convert, distance, kilogram, liter, meter, centimeter, weight, foot, inch, mile, yard, pound, ounce</p>	<p>Conceptual & Formative Understandings</p> <p>Conceptual Understandings: Students will understand that . . .</p> <ul style="list-style-type: none"> Units of length, weight, mass, volume, and time can be converted from larger to smaller units and vice versa. Measurement problems in the real-world can solved using pictures and equations. <p>Formative Understandings (Skills) Students will be able to...</p> <ul style="list-style-type: none"> Represent the larger unit of measure in terms of the smaller unit of measure within the metric system, using manipulatives, pictures, language and/or equations. Record measurement equivalents in a two-column table. Use pictures and equations to represent and solve addition, subtraction, multiplication and division word problems involving measurement, distance, liquid volumes and masses of objects. Express metric length measurements in terms of a smaller unit; model and solve addition and subtraction word problems involving metric length. Express metric capacity measurements in terms of a smaller unit; model and solve addition and subtraction word problems involving metric capacity. Know and relate metric units to place value units in order to express measurements in different units. 	<p>Prerequisite Skills</p> <p>Students should already be able to...</p> <ul style="list-style-type: none"> Measure length, liquid volume and mass using metric units. Find the perimeter of geometric figures by using addition equations. Find the area of rectangles by using multiplication equations. Tell time to the nearest minute. Determine elapsed time.
<p>Illinois Learning Standards Priority (70%) Supporting (20%) Additional (10%)</p> <p>4.MD.1 (Measurement unit conversion within a system) Know relative sizes of measurement units within one system including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i> EOY</p> <p>4.MD.2 (Word problems involving distances, intervals of time, liquid volumes, masses of objects, and money) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. EOY</p> <p>4.MD.3 (Area and perimeter) Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i> EOY</p> <p>4.OA.5 (Generate number or shape pattern for a given rule) Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i> EOY</p>	<p>Required Fluency Standards</p> <p>4.NBT.4 (Add and subtract multi-digit whole numbers) Fluently add and subtract multi-digit whole numbers using the standard algorithm. EOY</p>	

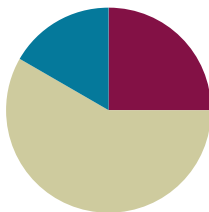
Unit 7: 2-Dimensional Geometry		
<p>Domain-specific vocabulary Critical: acute angle, angle, arc, diagonal, intersecting lines, isosceles triangle, length of an arc, line, line of symmetry, line segment, obtuse angle, obtuse triangle, parallel, perpendicular, point, protractor, ray, right angle, right triangle, scalene triangle, straight angle, supplementary angles, triangle, vertex, polygon, quadrilateral, rectangle, rhombus, square, trapezoid</p>	<p>Illinois Learning Standards Priority (70%) Supporting (20%) Additional (10%)</p> <p>4.G.1 (Draw points, lines, segments, rays, angles) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. EOY</p> <p>4.G.2 (Classify 2-dimensional figures) Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. EOY</p> <p>4.G.3 (Symmetry) Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. EOY</p> <p>4.MD.5 (Recognizing angles) Recognize angles as geometric shapes that are formed whenever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles. EOY b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. EOY</p> <p>4.MD.6 (Measuring angles) Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. EOY</p> <p>4.MD.7 (Angle measure as additive) Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. EOY</p>	<p>Conceptual Understandings: <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> Angles are measured in degrees. 1 degree is equal to $1/360$ of a circle. Angles can be measured when two rays or line segments meet. Two-dimensional figures can be classified by their parallel and perpendicular lines and angles. Symmetric figures have lines of symmetry that divide the shape into congruent halves. <p>Formative Understandings (Skills) <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Explore the definition of degree measure, beginning with a circular protractor. Create and measure angles. Measure angles to the nearest degree and sketch angles of a given measure. Recognize one part in a circle as representing 1 degree. Draw points, lines, line segments, and rays. Identify points, lines, line segments, and rays in various contexts and within familiar figures. Solve equations to find unknown angle measures. Classify geometric figures. Understand that the combined measure of two adjacent angles on a line is 180 degrees. Understand that the combined measure of two angles meeting to form a right angle is 90 degrees. Understand that a line of symmetry for a two dimensional figure is a line across the figure such that the figure can be folded along the line into matching parts. Classify 2 dimensional figures based on the presence or absence of parallel or perpendicular lines and right, acute or obtuse angles. Identify and classify triangles. Label the categories of triangles (right triangles, scalene, isosceles)
	<p>Prerequisite Skills</p> <p><i>Students should already be able to ...</i></p> <ul style="list-style-type: none"> Classify shapes based on the number and length of sides and number of angles. Compose and decompose polygons to make other polygons. Identify right angles and compare angles to right angles. Identify perpendicular and parallel lines. 	<p>Conceptual & Formative Understandings</p>
		<p>Required Fluency Standards</p> <p>4.NBT.4 (Add and subtract multi-digit whole numbers) Fluently add and subtract multi-digit whole numbers using the standard algorithm. EOY</p>

Lesson 16

Objective: Apply knowledge of area to determine areas of rooms in a given floor plan.

Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (15 minutes)

- Group Counting **3.OA.1** (3 minutes)
- Multiply by 9 **3.OA.7** (7 minutes)
- Find the Area **3.MD.7** (5 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Instruct students to count forward and backward, occasionally changing the direction of the count.

- Sixes to 60
- Sevens to 70
- Eights to 80

Multiply by 9 (7 minutes)

Materials: (S) Multiply by 9 (6–10) Pattern Sheet

Note: This activity builds fluency with multiplication facts using units of nine. It works toward students knowing all products of two one-digit numbers from memory. See Lesson 2 for the Directions for Administration of a Multiply-By Pattern Sheet.

T: (Write $6 \times 9 = \underline{\quad}$.) Let's skip-count up by nine to solve. (Count with fingers to 6 as students count.)

S: 9, 18, 27, 36, 45, 54.

T: Let's skip-count down to find the answer, too. Start at 90. (Count down with fingers as students count.)

S: 90, 81, 72, 63, 54.

T: Let's skip-count up again to find the answer, but this time start at 45. (Count up with fingers as students count.)

S: 45, 54.

Continue with the following possible sequence: 8×9 , 7×9 , and 9×9 .

T: (Distribute Multiply by 9 Pattern Sheet.) Let's practice multiplying by 9. Be sure to work left to right across the page.

Find the Area (5 minutes)

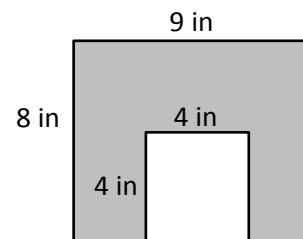
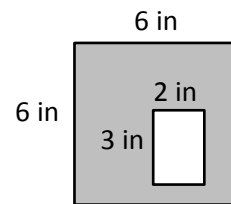
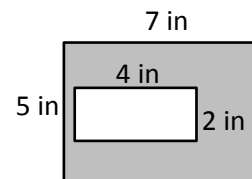
Materials: (S) Personal white board

Note: This fluency activity reviews Lesson 14.

T: (Project the first figure on the right.) Find the areas of the large rectangle and the unshaded rectangle. Then, subtract to find the area of the shaded figure. (Write $Area = \underline{\hspace{2cm}}$ square inches.)

S: (Work and write $Area = 27$ square inches.)

Continue with other figures.



Concept Development (35 minutes)

Materials: (S) Lesson 15 Problem Set, ruler

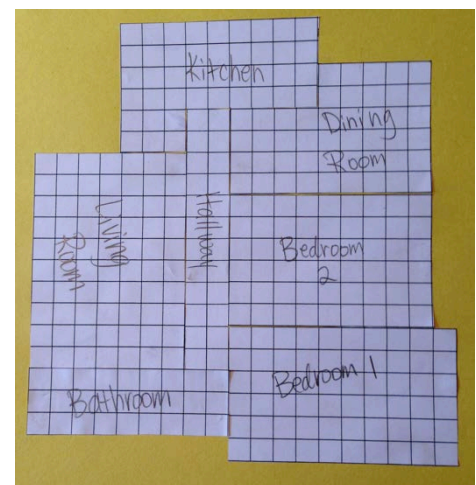
T: Today you will continue to find the area of each room in the house in square centimeters.

If students finish early, feel free to use one or both of the following options.

Option 1: Create a floor plan with different side lengths for given areas.

Materials: (S) Centimeter grid (Lesson 3 Template 1), construction paper, glue

Students work with a partner to create a floor plan with the areas of the rooms that they found. The task is for students to find new side lengths for each room. Students should use their answers from the Problem Set to ensure that they find different side lengths with the same area. After they find new side lengths, they mark each room on centimeter grid paper and then cut out the rooms. They use these centimeter grids to fit the rooms together to make their floor plan. They glue their final arrangement of rooms onto a piece of construction paper. Allow students a few minutes to do a gallery walk of the completed floor plans.



Option 2: Review strategies to find new side lengths of given areas.

Materials: (S) Lesson 16 Problem Set

- T: Yesterday you found the areas of the rooms in a floor plan that your clients designed. They like the area of each room, but they want to change the way the rooms look. Your job today is to create rooms with the same areas, but with different side lengths. Are you up for the challenge, architects?
- S: Yes!
- T: Look at the Problem Set. What is the area of the hallway?
- S: 24 square centimeters.
- T: What are possible side lengths you can have for the hallway and still have the same area?
- S: 3 and 8. → 1 and 24. → 2 and 12. → 6 and 4.
- T: Talk to a partner: Which of these choices was used in the floor plan?
- S: 8 and 3. → The numbers are just switched.
- T: So, when you redesign the floor plan today, be sure you don't use that combination!

Student Debrief (10 minutes)

Lesson Objective: Apply knowledge of area to determine areas of rooms in a given floor plan.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Explain to a partner how you found the side lengths of the whole house without using your ruler to measure.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 16 Problem Set 3•4

Name Gina Date _____

Record the new side lengths you have chosen for each of the rooms and show that these side lengths equal the required area. For non-rectangular rooms, record the side lengths and areas of the small rectangles. Then show how the areas of the small rectangles equal the required area.

Room	New Side Lengths
Bedroom 1: 60 sq cm	$6 \times 10 = 60 \text{ sq cm}$ New side lengths: 6 cm and 10 cm
Bedroom 2: 56 sq cm	$8 \times 7 = 56$ $(4 \times 2) \times 7 = 56$ $4 \times (2 \times 7) = 56$ $4 \times 14 = 56 \text{ sq cm}$ New side lengths: 4 cm and 14 cm
Kitchen: 42 sq cm	$6 \times 7 = 42$ $(3 \times 2) \times 7 = 42$ $3 \times (2 \times 7) = 42$ $3 \times 14 = 42$ New side lengths: 3 cm and 14 cm

COMMON CORE Lesson 16: Apply knowledge of area to determine areas of rooms in a given floor plan. engage^{ny} 4.D.54
Date: 8/9/14

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 16 Problem Set 3•4

Room	New Side Lengths
Hallway: 24 sq cm	$2 \times 12 = 24 \text{ sq cm}$ New side lengths: 2 cm and 12 cm
Bathroom: 25 sq cm	$10 + 15 = 25$ 2 smaller rectangles ↓ $2 \times 5 = 10$ → $3 \times 5 = 15$ New side lengths: 2 cm and 5 cm and 3 cm and 5 cm
Dining Room: 28 sq cm	$12 + 16 = 28$ 2 smaller rectangles ↓ $3 \times 4 = 12$ → $4 \times 4 = 16$ New side lengths: 3 cm and 4 cm and 4 cm and 4 cm
Living Room: 88 sq cm	$40 + 48 = 88$ 2 smaller rectangles ↓ $4 \times 10 = 40$ → $6 \times 8 = 48$ New side lengths: 4 cm and 10 cm and 6 cm and 8 cm

COMMON CORE Lesson 16: Apply knowledge of area to determine areas of rooms in a given floor plan. engage^{ny} 4.D.55
Date: 8/9/14

-
- Can you multiply the side lengths of the house to find the area of the house? Why or why not? How did you find the area of the whole house?
 - Do we usually measure rooms in centimeters? What unit might each centimeter in this picture represent on a real house? (Yards, feet, or meters.)

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

Multiply.

$9 \times 1 = \underline{\quad\quad\quad}$ $9 \times 2 = \underline{\quad\quad\quad}$ $9 \times 3 = \underline{\quad\quad\quad}$ $9 \times 4 = \underline{\quad\quad\quad}$

$9 \times 5 = \underline{\quad\quad\quad}$ $9 \times 6 = \underline{\quad\quad\quad}$ $9 \times 7 = \underline{\quad\quad\quad}$ $9 \times 8 = \underline{\quad\quad\quad}$

$9 \times 9 = \underline{\quad\quad\quad}$ $9 \times 10 = \underline{\quad\quad\quad}$ $9 \times 5 = \underline{\quad\quad\quad}$ $9 \times 6 = \underline{\quad\quad\quad}$

$9 \times 5 = \underline{\quad\quad\quad}$ $9 \times 7 = \underline{\quad\quad\quad}$ $9 \times 5 = \underline{\quad\quad\quad}$ $9 \times 8 = \underline{\quad\quad\quad}$

$9 \times 5 = \underline{\quad\quad\quad}$ $9 \times 9 = \underline{\quad\quad\quad}$ $9 \times 5 = \underline{\quad\quad\quad}$ $9 \times 10 = \underline{\quad\quad\quad}$

$9 \times 6 = \underline{\quad\quad\quad}$ $9 \times 5 = \underline{\quad\quad\quad}$ $9 \times 6 = \underline{\quad\quad\quad}$ $9 \times 7 = \underline{\quad\quad\quad}$

$9 \times 6 = \underline{\quad\quad\quad}$ $9 \times 8 = \underline{\quad\quad\quad}$ $9 \times 6 = \underline{\quad\quad\quad}$ $9 \times 9 = \underline{\quad\quad\quad}$

$9 \times 6 = \underline{\quad\quad\quad}$ $9 \times 7 = \underline{\quad\quad\quad}$ $9 \times 6 = \underline{\quad\quad\quad}$ $9 \times 7 = \underline{\quad\quad\quad}$

$9 \times 8 = \underline{\quad\quad\quad}$ $9 \times 7 = \underline{\quad\quad\quad}$ $9 \times 9 = \underline{\quad\quad\quad}$ $9 \times 7 = \underline{\quad\quad\quad}$

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$9 \times 8 = \underline{\quad\quad\quad}$ $9 \times 9 = \underline{\quad\quad\quad}$ $9 \times 9 = \underline{\quad\quad\quad}$ $9 \times 6 = \underline{\quad\quad\quad}$

$9 \times 9 = \underline{\quad\quad\quad}$ $9 \times 7 = \underline{\quad\quad\quad}$ $9 \times 9 = \underline{\quad\quad\quad}$ $9 \times 8 = \underline{\quad\quad\quad}$

$9 \times 9 = \underline{\quad\quad\quad}$ $9 \times 8 = \underline{\quad\quad\quad}$ $9 \times 6 = \underline{\quad\quad\quad}$ $9 \times 9 = \underline{\quad\quad\quad}$

$9 \times 7 = \underline{\quad\quad\quad}$ $9 \times 9 = \underline{\quad\quad\quad}$ $9 \times 6 = \underline{\quad\quad\quad}$ $9 \times 8 = \underline{\quad\quad\quad}$

$9 \times 9 = \underline{\quad\quad\quad}$ $9 \times 7 = \underline{\quad\quad\quad}$ $9 \times 6 = \underline{\quad\quad\quad}$ $9 \times 8 = \underline{\quad\quad\quad}$

multiply by 9 (6–10)

Name _____

Date _____

Record the new side lengths you have chosen for each of the rooms and show that these side lengths equal the required area. For non-rectangular rooms, record the side lengths and areas of the small rectangles. Then, show how the areas of the small rectangles equal the required area.

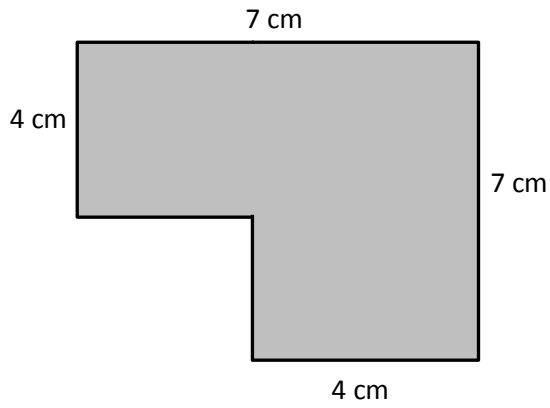
Room	New Side Lengths
Bedroom 1: 60 sq cm	
Bedroom 2: 56 sq cm	
Kitchen: 42 sq cm	

Room	New Side Lengths
Hallway: 24 sq cm	
Bathroom: 25 sq cm	
Dining Room: 28 sq cm	
Living Room: 88 sq cm	

Name _____

Date _____

Find the area of the shaded figure. Then, draw and label a rectangle with the same area.

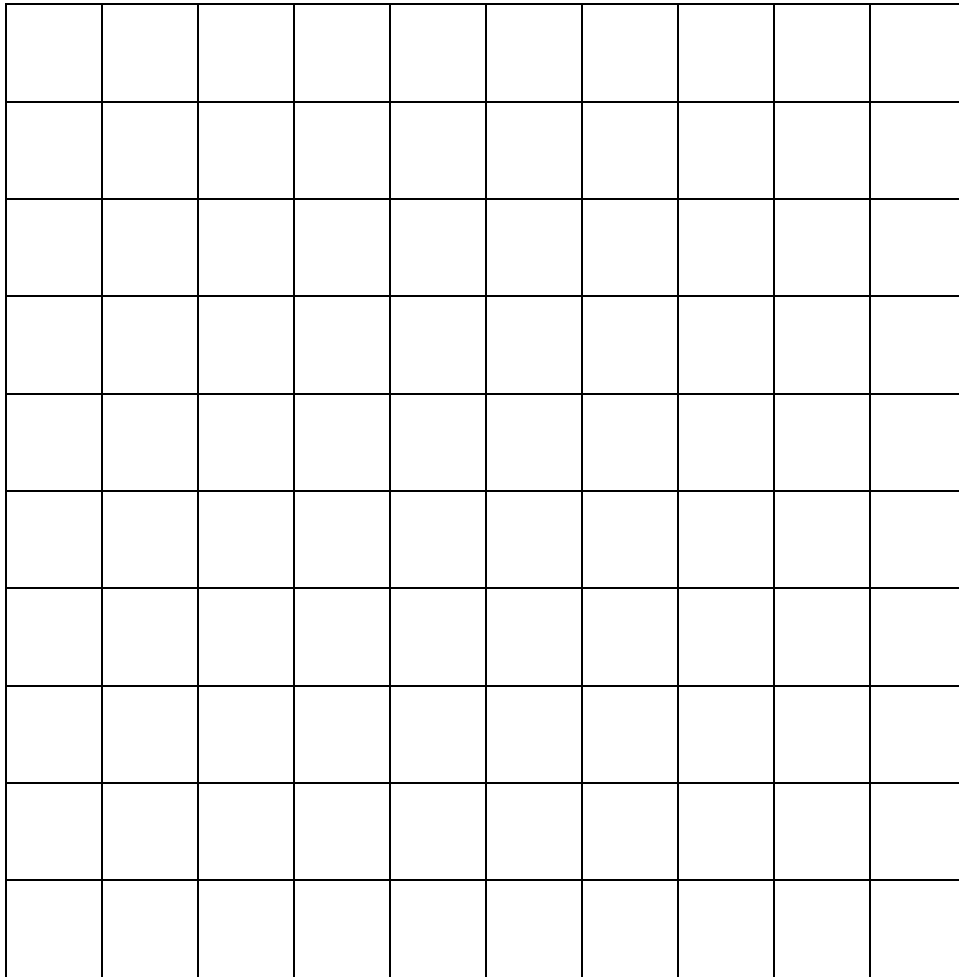


Name _____

Date _____

Jeremy plans and designs his own dream playground on grid paper. His new playground will cover a total area of 72 square units. The chart shows how much space he gives for each piece of equipment, or area. Use the information in the chart to draw and label a possible way Jeremy can plan his playground.

Basketball court	10 square units
Jungle gym	9 square units
Slide	6 square units
Soccer area	24 square units



Grade 4 Reading/Literature (Master)

Essential Questions	Content	Skills
<p>all</p> <p>Comprehension & Fluency How does an organized story structure help in understanding other story elements?</p> <p>How do readers understand the broad range of reading materials and genres?</p> <p>How do readers apply reading strategies to improve understanding and fluency?</p>	<p>Comprehension A. Listening Comprehension Strategies</p> <p>B. Reading Comprehension Strategies -story structure -predictions -connections</p>	<p>A. Ask and respond to questions based on read alouds, books on tape, shared reading A. Orally summarize the author's message</p> <p>Narrative selections B. Use word meaning to comprehend stories B. Analyze author's word choice to convey meaning B. Set purpose for reading B. Analyze story structure to enhance story comprehension -character -setting -problem/conflict -plot</p> <p>B. Use story structure to compare and contrast stories B. Identify and analyze elements of the author's craft -purpose -point of view</p> <p>B. Predict outcomes and confirm or revise as needed B. Draw conclusions B Make connections to personal experiences B. Orally demonstrate understanding of text using "think aloud"</p>
<p>Decoding and Vocabulary How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>Reading Behaviors How do students become active and engaged readers?</p>	<p>Fluency C. Phrasing -rate -automaticity</p> <p>Vocabulary D. Context Clues</p> <p>E. Word Analysis (morphology/meaning)</p>	<p>C. Adjust reading rate/pace according to the demands of the text C. Automatically recognize and read high frequency words -sight words -core lists -content area words C. Reads with expression C. Interprets punctuation in order to properly pace reading</p> <p>D. Use new words orally in a variety of contexts D. Use language for different purposes D. Use context clues to gain meaning of new words D. Incorporate new words in oral and written expression D. Relate new topics to known words and word meanings</p> <p>E. Use knowledge of roots, prefixes and suffixes to identify the meaning of words in context E. Relate dictionary definitions to prior experience and content E. Use glossaries, dictionaries, thesauruses to clarify word meaning</p>

Essential Questions	Content	Skills
	<p>Decoding F. Word Structure Analysis</p> <p>Reading Behaviors G. Reading Attitudes</p> <p>Literature Genres H. Exposure to literature strands -Classics I. Realistic Fiction</p>	<p>E. Adjust definitions of words according to usage</p> <p>F. Use integrated strategies to pronounce unfamiliar words in context</p> <p>F. Apply with independence structural analysis generalizations -rhyming words -words with same start -words with same end -blends & digraphs -compound words -contractions</p> <p>F. Break words into syllables/identifiable parts</p> <p>F. Apply word analysis strategies to acquire reading independence</p> <p>G. Share information about books</p> <p>G. Choose books of personal interest</p> <p>G. Use free time to browse and read independently</p> <p>G. Share personal responses to books with other students in a variety of ways</p> <p>G. Read aloud for others</p> <p>G. Read trade books on topics in content area classes</p> <p>G. Use the library as a valuable resource for gathering information for all content areas</p> <p>H. Explore literature</p> <p>I. Recognize details of daily life as they actually are or were</p> <p>I. Identify realistic portrayal of characters, setting, and conflicts</p>
<p>Comprehension & Fluency How does an organized story structure help in understanding other story elements? How do readers understand the broad range of reading materials and genres? How do readers apply reading strategies to improve understanding and fluency?</p> <p>Decoding and Vocabulary How do readers apply word structure</p>	<p>Comprehension A. Listening Comprehension Strategies</p> <p>B. Reading Comprehension Strategies -inferences</p> <p>Fluency C. Phrasing -rate -automaticity</p> <p>Vocabulary</p>	<p>Skills taught in previous month should be reinforced as needed.</p> <p>A. -- Please see previous months for skills to be reinforced</p> <p>Narrative</p> <p>B. Make inferences from prior knowledge and text</p> <p>C. --Please see previous months for skills to be reinforced</p> <p>D. Analyze context clues to gain meaning of new words</p> <p>E. --Please see previous months for skills to be reinforced</p>

Essential Questions	Content	Skills
<p>and vocabulary skills to comprehend selections?</p> <p>Reading Behaviors How do students become active and engaged readers?</p>	<p>D. Context Clues</p> <p>E. Word Analysis (morphology/meaning)</p> <p>Decoding F. Word Structure Analysis</p> <p>Reading Behaviors G. Reading Attitudes</p> <p>Literature Genres H. Exposure to literature strands -Classics -Science Fiction/Time & Space/Fantasy</p> <p>I. Realistic Fiction</p>	<p>F. Describe language patterns and dialect</p> <p>G. Demonstrate self-confidence in his/her ability to learn to read</p> <p>H. Explore literature</p> <p>I. --Please see previous month for skills to be reinforced</p>
<p>Comprehension & Fluency How does an organized story structure help in understanding other story elements?</p> <p>How do readers understand the broad range of reading materials and genres?</p> <p>How do readers apply reading strategies to improve understanding and fluency?</p> <p>Decoding and Vocabulary How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>Reading Behaviors How do students become active and engaged readers?</p>	<p>Comprehension A. Listening Comprehension Strategies</p> <p>B. Reading Comprehension Strategies -text structure -main idea and supporting details</p> <p>Fluency C. Phrasing -rate -automaticity</p> <p>Vocabulary D. Context Clues E. Word Analysis (morphology/meaning)</p> <p>Decoding F. Word Structure Analysis</p> <p>Reading Behaviors G. Reading Attitudes</p> <p>Literature Genres I. Exposure to literature strands</p>	<p>Skills taught in previous months should be reinforced as needed. A. -- Please see previous months for skills to be reinforced</p> <p>Expository B. Use background knowledge to understand informational text B. Read a variety of materials for different points of view B. Evaluate text structure, features, and content to prioritize reading and study B. Identify facts that support the main topic B. Identify the main idea B. Differentiate main ideas from supporting details B. Relate each detail to the main idea it supports B. Refer to text to answer questions or confirm comprehension B. Generate cross-curricular connections</p> <p>C. --Please see previous months for skills to be reinforced D.--Please see previous month for skills to be reinforced E.-- Please see previous month for skills to be reinforced</p> <p>F. Apply with independence structural analysis generalizations -possessives</p> <p>G. Read a variety of materials for different viewpoints and topics G. Read to expand knowledge and appreciation of other cultures</p> <p>I. Explore literature</p>

Essential Questions		Content	Skills
<p>Vinter</p> <p>Comprehension & Fluency How does an organized story structure help in understanding other story elements? How do readers understand the broad range of reading materials and genres? How do readers apply reading strategies to improve understanding and fluency?</p> <p>Decoding and Vocabulary How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>Reading Behaviors How do students become active and engaged readers?</p>	<p>-Classics -Fantasy</p> <p>Comprehension A. Listening Comprehension Strategies B. Reading Comprehension Strategies -fact and opinion -relevant and irrelevant information</p> <p>Fluency C. Phrasing -rate -automaticity</p> <p>Vocabulary D. Context Clue E. Word Analysis (morphology/meaning)</p> <p>Decoding F. Word Structure Analysis</p> <p>Reading Behaviors G. Reading Attitudes</p> <p>Literature Genres I. Exposure to literature strands -Periodicals/Newspapers -Content Area Texts</p>	<p>Skills taught in previous months should be reinforced as needed. A. -- Please see previous months for skills to be reinforced</p> <p>Expository B. Distinguish between facts and opinions B. Compare and contrast information from various expository texts B. Relate valid theories and predictions to relevant facts B. Differentiate between relevant and irrelevant information in a text B. Summarize information gathered from text B. Select appropriate texts and reference materials for a task</p> <p>C. --Please see previous months for skills to be reinforced. D. -- Please see previous months for skills to be reinforced E. --Please see previous month for skills to be reinforced</p> <p>F. Apply with independence structural analysis generalizations -roots -prefixes -suffixes</p> <p>G. Recognize historical perspectives found in given literary works</p> <p>I. Explore literature</p>	
<p>Comprehension & Fluency How does an organized story structure help in understanding other story elements? How do readers understand the broad range of reading materials and genres? How do readers apply reading strategies to improve understanding and fluency?</p> <p>Decoding and Vocabulary</p>	<p>Comprehension A. Listening Comprehension Strategies B. Reading Comprehension Strategies -fact and opinion -relevant and irrelevant information</p> <p>Fluency C. Phrasing -rate -automaticity</p> <p>Vocabulary</p>	<p>Skills taught in previous months should be reinforced as needed. A. --Please see previous months for skills to be reinforced</p> <p>Expository B. Recognize cause and effect relationships B. Draw conclusions</p> <p>C. --Please see previous months for skills to be reinforced D. --Please see previous month for skills to be reinforced E. --Please see previous month for skills to be reinforced</p> <p>F. Describe language patterns and dialect</p>	

Essential Questions	Content	Skills
<p>How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>Reading Behaviors How do students become active and engaged readers?</p>	<p>D. Context Clues -word meaning -acquisition of new words</p> <p>E. Word Analysis (morphology/meaning)</p> <p>Decoding F. Word Structure Analysis</p> <p>Reading Behaviors G. Reading Attitudes</p> <p>Literature Genres H. Exposure to literature strands -Fantasy/Science Fiction/Time and Space -Folktales -Periodicals/newspapers</p>	<p>G. Share personal responses to books with other students in a variety of ways</p> <p>G. Read aloud for others</p> <p>H. Explore literature</p>
<p>Comprehension & Fluency How does an organized story structure help in understanding other story elements?</p> <p>How do readers understand the broad range of reading materials and genres?</p> <p>How do readers apply reading strategies to improve understanding and fluency?</p> <p>Decoding and Vocabulary How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>Reading Behaviors How do students become active and engaged readers?</p>	<p>Comprehension A. Listening Comprehension Strategies</p> <p>B. Reading Comprehension Strategies -main idea and supporting details -summarizing</p> <p>Fluency C. Phrasing -rate -expression</p> <p>Vocabulary D. Context Clues E. Word Analysis (morphology/meaning)</p> <p>Decoding F. Word Structure Analysis</p> <p>Reading Behaviors G. Reading Attitudes</p> <p>Literature Genres H. Mythology</p> <p>I. Exposure to literature strands -Folktales</p>	<p>Skills taught in previous months should be reinforced as needed. A. --Please see previous months for skills to be reinforced</p> <p>Expository B. Identify facts that support the main topic B. Identify the main idea B. Differentiate main ideas from supporting details B. Relate each detail to the main idea it supports</p> <p>C. -- Please see previous months for skills to be reinforced D. -- Please see previous months for skills to be reinforced E. --Please see previous months for skills to be reinforced F. --Please see previous months for skills to be reinforced G. Please see previous months for skills to be reinforced</p> <p>H. Locate references to real people or events H. Identify heroes and heroines with superhuman characteristics H. Identify gods and goddesses who interact with humans H. Recall how myths explain the natural world and human nature H. Locate references to mythical creatures</p> <p>I. Explore literature</p> <p>Skills taught in previous months should be reinforced as needed. A. --Please see previous months for skills to be reinforced</p>
<p>Spring</p> <p>Comprehension & Fluency How does an organized story structure help in understanding other story</p>	<p>Comprehension A. Listening Comprehension Strategies</p>	<p>Skills taught in previous months should be reinforced as needed. A. --Please see previous months for skills to be reinforced</p>

Essential Questions	Content	Skills
<p>elements?</p> <p>How do readers understand the broad range of reading materials and genres?</p> <p>How do readers apply reading strategies to improve understanding and fluency?</p> <p>Decoding and Vocabulary How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>Reading Behaviors How do students become active and engaged readers?</p>	<p>B. Reading Comprehension Strategies</p> <ul style="list-style-type: none"> -Story structure -elements -Inference <p>Fluency</p> <p>C. Phrasing</p> <ul style="list-style-type: none"> -rate -expression <p>Vocabulary</p> <p>D. Context Clues</p> <p>E. Word Analysis (morphology/meaning)</p> <p>Decoding</p> <p>F. Word Structure Analysis</p> <p>Reading Behaviors</p> <p>G. Reading Attitudes</p> <p>Literature Genres</p> <p>H. Exposure to literature strands</p> <ul style="list-style-type: none"> -Science Fiction/Time & space -Free Verse Poetry -Structured Verse Poetry <p>Comprehension</p> <p>A. Listening Comprehension Strategies</p> <p>B. Reading Comprehension Strategies</p> <ul style="list-style-type: none"> -Elements of Poetry <p>Fluency</p> <p>C. Phrasing</p>	<p>Narrative</p> <p>B. Analyze story structure to enhance story comprehension</p> <ul style="list-style-type: none"> -resolution -point of view <p>B. Identify and analyze elements of the author's craft</p> <ul style="list-style-type: none"> -style -foreshadowing -flashback <p>B. Make inferences from prior knowledge and text</p> <p>B. Identify multiple goals and problems in stories during discussion</p> <p>B. Detect evidence indicating whether a story is fiction or non-fiction</p> <p>B. Recognize elements that distinguish poetry from prose</p> <p>B. Compare and contrast a variety of literary works based on their elements</p> <p>C. --Please see previous months for skills to be reinforced</p> <p>D. --Please see previous months for skills to be reinforced</p> <p>E. --Please see previous months for skills to be reinforced</p> <p>F. --Please see previous months for skills to be reinforced</p> <p>G. Read trade books on topics in content area classes</p> <p>G. Read a variety of materials for different viewpoints and topics</p> <p>G. Use the library as a valuable resource for gathering information for all content areas</p> <p>H. Explore literature</p> <p>Skills taught in previous months should be reinforced as needed.</p> <p>A. --Please see previous months for skills to be reinforced</p> <p>Poetry</p> <p>B. Identify elements of poetry</p> <ul style="list-style-type: none"> -rhyme -alliteration -humor -rhythm -meter -simile -personification
<p>Comprehension & Fluency How does an organized story structure help in understanding other story elements?</p> <p>How do readers understand the broad range of reading materials and genres?</p> <p>How do readers apply reading strategies to improve understanding and fluency?</p> <p>Decoding and Vocabulary</p>	<p>Comprehension</p> <p>A. Listening Comprehension Strategies</p> <p>B. Reading Comprehension Strategies</p> <ul style="list-style-type: none"> -Elements of Poetry <p>Fluency</p> <p>C. Phrasing</p>	<p>Skills taught in previous months should be reinforced as needed.</p> <p>A. --Please see previous months for skills to be reinforced</p> <p>Poetry</p> <p>B. Identify elements of poetry</p> <ul style="list-style-type: none"> -rhyme -alliteration -humor -rhythm -meter -simile -personification

Essential Questions	Content	Skills
<p>How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>Reading Behaviors How do students become active and engaged readers?</p>	<p>-rate -expression Vocabulary D. Context Clues E. Word Analysis (morphology/meaning) Decoding F. Word Structure Analysis Reading Behaviors G. Reading Attitudes Literature Genres H. Exposure to literature strands -Science Fiction/Time & space -Free Verse Poetry -Structured Verse Poetry -Periodicals/Newspapers</p>	<p>-onomatopoeia -couplets/triplets C. --Please see previous months for skills to be reinforced D. --Please see previous months for skills to be reinforced E. --Please see previous months for skills to be reinforced F. Apply with independence structural analysis generalizations -rhyming words G. --Please see previous months for skills to be reinforced H. Explore literature</p>
<p>Comprehension & Fluency How does an organized story structure help in understanding other story elements?</p> <p>How do readers understand the broad range of reading materials and genres?</p> <p>How do readers apply reading strategies to improve understanding and fluency?</p> <p>Decoding and Vocabulary How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>Reading Behaviors How do students become active and engaged readers?</p>	<p>Comprehension A. Listening Comprehension Strategies B. Reading Comprehension Strategies -Inference -Story structure -Elements -Summarizing Fluency C. Phrasing Vocabulary D. Context Clues E. Word Analysis (morphology/meaning) Decoding F. Word Structure Analysis Reading Behaviors G. Reading Attitudes Literature Genres H. Exposure to literature strands -Science Fiction/Time & space -Classics</p>	<p>Skills taught in previous months should be reinforced as needed. A. --Please see previous months for skills to be reinforced Narrative B. --Please see September, October, and March for skills to be reinforced C. --Please see previous months for skills to be reinforced D. --Please see previous months for skills to be reinforced E. Relate dictionary definitions to prior experience and content F. Apply with independence structural analysis generalizations -possessives -plurals -roots -prefixes -suffixes G. Read a variety of materials for different viewpoints and topics G. Use the library as a valuable resource for gathering information for all content areas H. Explore literature</p>



Lesson 1: Teacher Guide and Notes



The *Cinderella* unit is built around two kinds of interactive shared readings of the text between the teacher and students. The first interactive reading focuses on helping students understand the text and includes embedded vocabulary instruction. The second interactive reading involves re-reading the text and focuses on grade-level analysis of the text, with students working in groups.

The first lesson focuses on Part 1 of the story and includes **pages 1-10** of *Cinderella* by Barbara McClintock.

Note on Embedded Vocabulary Instruction

While reading, provide embedded instruction for difficult vocabulary using the following techniques:

- Provide a short definition.
- Act out the word.
- Point to a picture in the book
- Ask students if they know the meaning, or if they can figure it out from context.
- Say the word in Spanish (for Spanish-speaking ELLs); ask students if they know the definition in English.
- Ask students if they can think of a Spanish word that sounds similar; ask if they can tell you the meaning in Spanish and have them translate the word into English, or another student or you translate the word into English.
- Definitions are also provided in the Glossary of the Student Chart.



Lesson Overview

Common Core Objectives	
<p>Students will:</p> <ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says and when drawing inferences. (RL 4.1) • Determine the meaning of words and phrases as they are used in a text. (RL 4.4) • Read and comprehend grade-level literature with scaffolding as needed (RL 4.10) • Communicate with others in a range of settings (one-on-one, in groups, and teacher-led) about grade-level topics and texts. (SL 4.1) • Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and details to support main ideas or themes. (SL 4.4) • Learn how to determine or clarify the meaning of unknown and multiple-meaning words and phrases using a range of strategies. (L 4.4) 	
Teacher Materials	Student Materials
<ul style="list-style-type: none"> • Lesson 1: Teacher’s Guide and Notes • Context Clues Mini-lesson (PPT / PDF) • Context Clues: Teacher Notes* • Interactive Reading Model (PPT / PDF) • Vocabulary Words Lesson (PPT / PDF) • Vocabulary Words: Teacher Notes • <i>Cinderella</i> <p><i>*These notes are also available in the Teacher’s Guide.</i></p>	<ul style="list-style-type: none"> • Student Charts for Lesson 1

Activity 1A. Context Clues Mini-lesson

Overview: The teacher presents the Context Clues Mini-Lesson to introduce students to the use of context clues in reading comprehension.

Materials: Context Clues Mini-lesson and Teacher Notes (see below); Student Chart 1A



- Hand out student charts for Lesson 1. Have students refer to Student Chart 1A.
- Explain what context clues are based on the definition in the teacher notes.
- Have students underline target words, circle context clues, and write the words' definitions in their student charts.

Note: Click on the slide or advance the presentation with the “down” (↓) or “right” (→) arrows to see the answers appear.

Activity 1B. Pre-Teach Vocabulary

Overview: The teacher uses the Vocabulary Words PowerPoint to provide extended vocabulary instruction. Students follow along, writing definitions and example sentences in their student charts.

Materials: Vocabulary Words Lesson and Teacher Notes (see below); Student Chart 1B

- Have students turn to Student Chart 1B.
- Pre-teach *reveal* and *demeanor* using the Vocabulary Lesson (Slides #1-3).
- Have students:
 - Write each word's definition in their student charts.
 - Engage in partner talk to come up with an example sentence and write it in their student charts.
 - Share their example sentences with the class.

Interactive Reading

Activity 1C. Interactive Reading, Part 1

Overview: The teacher does a first interactive reading of pgs. 1-10 of the text using the book and Teacher Notes or a PowerPoint of the book.* Students are seated next to the teacher, or if they each have books, at their desks. If they have books, they should follow along as the teacher reads.

Materials: Teacher Notes for Lesson 1 (see below); Student Chart 1C; *Cinderella*

- Read pgs. 1-10 of *Cinderella* out loud.
- Use the Teacher Notes to identify vocabulary for embedded instruction; provide appropriate embedded vocabulary instruction.



- Have students turn to Student Chart 1C in their student charts (the glossary) and check off words as they are defined.
- Use the Teacher Notes to ask individual students or pairs of students (or a combination of individuals and pairs) comprehension questions.
- Have one or two individuals or pairs share their answers with the class. Correct and elaborate on responses as warranted.

**Due to copyright restrictions, only the first part of the book can be modeled this way.*

Activity 1D. Interactive Reading, Part 2

Overview: Students re-read pgs. 1-10 of the text and answer questions that are generally more difficult than those in the first reading.

Materials: Teacher Notes for Lesson 1 (cont.); Student Chart 1D; *Cinderella*

- Pair students. Ensure at least one student is able to read the questions in English.
- Have students turn to Student Chart 1D in their students charts, read the questions, and write the answers on their charts.
- Go over each answer as a class, either question by question or when all students have completed the task. Correct and elaborate on student responses as warranted.
- Have students revise their responses if necessary.



Teacher Notes: Context Clues Mini-lesson (Activity 1A)

#1. Context Clues

[Hand out the Student Charts for Lesson #1. Refer students to Student Chart 1A.]

This is a picture of a detective. He is looking for clues, or hints, to solve a problem. What is a clue?

(It's a hint you can use to help solve a problem.)

We can be detectives, too, when we are reading.

If you come across a word you don't know, you can use clues to figure out what it means. These are called context clues.

#2. Mystery Words

Now we are going to all be detectives.

Look at this list of mystery words. We are going to use context clues to figure out what the words mean.

Let's say the mystery words out loud. I will say the word first, and then you repeat it.

[Say each of the words in the list, and wait for the students to repeat them.]

#3. Rags

[Read the first sentence out loud.]

In the first sentence, the mystery word is "rags."

We will try to figure out what it means. First, underline "rags" in the first sentence.

[Click to underline it.]

Now we will figure out the context clues.

The word is about Cinderella, because it says she has to wear rags.

What else do we know about Cinderella from this sentence? (She doesn't have any nice clothes.)



Circle “doesn’t have any nice clothes.”

[Click to circle it.]

She doesn’t have nice clothes, so what she has to wear is rags.

Partner Talk

Based on this clue, what do you think “rags” means?

(Old, ugly, bad clothes)

Write down what it means next to the word “rags.”

#5 Scour

[Read the second sentence out loud.]

In the second sentence, the mystery word is “scour.” We will try to figure out what it means.

First, underline “scour” in the second sentence.

[Click to underline it.]

Now we will figure out the context clues.

The word is about the dishes, because it says that Cinderella has to scour all of the dishes.

What else does Cinderella do to the dishes? (She scrubs them)

Circle “scrub.”

[Click to circle it.]

What else do we know? What happens to the dishes when she scours them?

(They are clean)

Circle “clean.”

[Click to circle it.]

Partner Talk

Based on these clues, what do you think “scour” means?

(Scrub something until it is clean)

Write down what it means next to the word “scour” in your chart.

#6 Mattress

[Read the third sentence out loud.]



In the last sentence, the mystery word is “mattress.” Underline “mattress” in the last sentence.

[Click to underline it.]

Now we will figure out the context clues. What does it say that Cinderella does on the mattress? (She sleeps on it)

Circle “sleep on.”

[Click to circle it.]

 **Partner Talk**

Based on this clue, what do you think “mattress” means?

(Something you can sleep on)

Write down what it means next to the word “mattress” in your chart.



Teacher Notes: Pre-Teach Vocabulary (Activity 1B)

#1 Reveal

[Hand out the Student Charts for Lesson 1. Have students follow along in Student Chart 1B.]

Let's talk about the word "reveal." "Reveal" means to show or uncover something.

Look at this illustration. The girl is opening a present to reveal what is inside.

"Reveal" in Spanish is "*reveler*."

Partner Talk

What do you think the present will reveal? Why do you think that?

Start your answer with, "I think the present will reveal... because...."

[Give students a chance to turn and talk. Call on one or two students to share their responses.]

Spelling Practice

Let's spell "reveal." (Group response: r,e,v,e,a,l)

What word have we spelled? (Group response: reveal)

#2 Reveal (continued)

You can also reveal information about yourself, either by what you say or how you act.

Look at the illustration. In the picture, the woman is revealing that she is mean, because she is scolding, or yelling at, someone.

In the story we will read, Cinderella has a new stepmother.

The book says, "*No sooner was the wedding over than the new stepmother revealed herself to be the mean and jealous person she truly was.*"

That means that the stepmother showed what kind of person she really was.



What did the stepmother reveal?

 **Partner Talk**

State something you can reveal through your actions.

Start your answer with, “I reveal that I am ... when I...”

#3 Demeanor

Let’s talk about the word “demeanor.” “Demeanor” means your behavior, or the way you act.

Look at the illustration. This girl looks very playful. She has a playful demeanor.

What else can you guess about her demeanor from the picture? (she has a friendly demeanor, amusing demeanor)

“Demeanor” in Spanish is “*comportamiento*.”

In the story, Cinderella has a pleasing demeanor. That means she behaves in a pleasing, or nice way.

It makes her stepsisters look mean and silly.

People have different demeanors. A person who is usually happy has a happy demeanor.

A person who is usually angry has an angry demeanor. A person who is usually calm has a calm demeanor.

 **Partner Talk**

Say what your demeanor usually is and why. Start your answer with, “My demeanor is... because...”

Spelling Practice

Let’s spell “demeanor.” (Group response: d,e,m,e,a,n,o,r)

What word have we spelled? (Group response: demeanor)



Teacher Notes: Interactive Reading, Part 1 (Activity 1C)

Overview: For the first interactive reading, students are seated next to the teacher, or if they each have books, at their desks. If they have books, they should follow along as the teacher reads. Have students turn to Activity 1C in their student charts (the glossary) and check off vocabulary words as they are defined.

Pages 1-2

Vocabulary

once upon a time: a common way to start a story

nobleman: a person who had high status, or position, with a king

sweet: gentle or nice

gentle-natured: someone with a nice or gentle personality

jealous: when you want what someone else has

couldn't stand: doesn't like someone

selfish: someone who only cares about himself/herself and doesn't care about anyone else

chores: a job around the house

Comprehension Check

- **What happened to the nobleman's wife?** (The nobleman's wife died.)
- **What did he do when she died?** (He married another wife.)
- **Who can describe his first wife?** (She was sweet and gentle.)
- **Who can describe his second wife?** (She was mean and jealous.)
- **What did he think she was like before he married her?** (He thought she was sweet and gentle, like his first wife.)
- **Who was the new wife's stepdaughter?** (Cinderella.)
- **How did the stepmother treat her stepdaughter, Cinderella?** (The stepmother gave Cinderella rags to wear and made her do all of the chores.)
- **Why did the new wife treat her stepdaughter, Cinderella, so badly?** (Cinderella was so pleasing that she made the stepmother's own daughters look silly and selfish.)



- Who can name the four people in this picture? [Make sure they name Cinderella.]

Pages 3-4

Vocabulary

press: make clothes flat or smooth

scrub: clean something by rubbing hard

Partner Talk

Name the chores, or jobs, that Cinderella had to do. (Sweep floors; wash, dry, and press laundry; scrub the stairs; and clean the dishes, pots, and pans)

Pages 5-6

Vocabulary

dingy: dark and dirty

attic: space in the house that is under the roof, often used to store things

lavish: more expensive than necessary

luxury: something very nice, but not necessary

scold: tell someone that they've done something wrong

complain: say that you are unhappy about something

suffer in patient silence: be quiet when you are unhappy

Comprehension Check

- [Point to the picture of Cinderella on pg. 5.] **Where did Cinderella sleep?** (She slept on a dingy mattress in the attic.)
- [Point to the picture of the stepsisters on pg. 6.] **Where did the stepsisters sleep?** (They slept in a lavish bedroom.)
- **“Suffer in patient silence” means to be quiet when you are unhappy. Why did Cinderella suffer in silent patience?** (Her stepmother controlled her father, so she knew that he would scold her if she complained.)



Page 7

Vocabulary

cinders: small pieces of burning wood or coal

fireplace: place in a house where a fire burns

despite: even though

dear: sweet and good

spoiled: someone who gets everything they want

Comprehension Check

- **Where did Cinderella sit when her chores were done?** (She sat by the cinders near the fireplace.)
- **Why did Cinderella sit by the cinders?** (She sat there to keep warm.)
- **Why was she called Cinderella?** (Because she sat by the cinders.)

Page 8

Vocabulary

invited: ask someone to come to something

aflutter: excited

arrange hair: make your hair look nice

tease: make fun of someone

examine: look at something carefully

tattered: torn or ripped

Comprehension Check

- **What does “ball” mean in this story?** (“Ball” means dance.)
- **The girls were invited to a ball. Who was giving the ball?** (The king’s son was giving the ball.)
- **What were the sisters thinking about?** (They were thinking about what to wear and how to arrange, or do their hair.)



- **Why didn't Cinderella go to the ball?** (She had only tattered clothing and would have been embarrassed.)

Pages 9-10

Vocabulary

resist: stop yourself from doing something

taunt: make fun of someone

imagine: form a picture of something in your mind

dustpan: something you use to clean up dirt from the floor

hold your nose: squeeze your nose with your fingers to keep from smelling something bad

squeal: yell out loudly

urge: a desire, or a wish, to do something

patiently: staying calm

yank: pull sharply

carriage: something pulled by horses that carries people

Comprehension Check

- **How did Cinderella help her step-sisters?** (She helped them dress and put up their hair.)
- **The mean stepdaughters teased Cinderella. What did they say?** (They said that if she went to the dance, they'd have to follow her around with a dustpan while holding their noses.)
- **When the sisters went to the ball, how did Cinderella feel?** How do you know? (She felt sad, because she started to cry.)



Teacher Notes: Interactive Reading, Part 2 (Activity 1D)

Overview: Students re-read pgs. 1-10 of the text and answer questions that are generally more difficult than those in the first reading.

- Pair students. Ensure at least one student is able to read the questions in English.
- Have students turn to Student Chart 1D in their students charts, read the questions, and write the answers on their charts.
- Either question by question or when all students have completed the task, go over each answer as a whole class. Correct and elaborate on student responses as warranted.
- Have students revise their responses if necessary.

Pages 1-2

Analysis Questions

How did the second wife seem?

(She seemed sweet and gentle.)

How was she in reality?

(In reality, she was a mean and jealous person.)

What does she do to show this?

(She gives Cinderella rags to wear. She makes Cinderella do all of the worst chores.)

Pages 3-4

Analysis Questions

What does this show about Cinderella?

(It shows that Cinderella has to do the worst chores in the house.)



Pages 5-6

Analysis Questions

How does the picture show the differences between where the girls sleep?

(The picture shows Cinderella in a dingy attic. But the stepsisters have a huge, beautiful room.)

Why did Cinderella suffer in patient silence?

(She suffered in patient silence because her stepmother ruled her father with an iron fist, and Cinderella would be scolded if she complained.)

Page 7

Analysis Questions

How did Cinderella get her name?

(She is called Cinderella by her stepsisters because she sits by the cinders near the fireplace to keep warm.)

Page 8

Analysis Questions

How do Cinderella and her stepsisters feel about going to the ball?

(Her stepsisters feel excited about going to the ball. Cinderella would like to go to the ball, too.)

Pages 9-10

Analysis Questions

How are Cinderella's actions different from her stepsister's actions as they get ready?

(The stepsisters are getting ready for the ball. Cinderella is helping them. The stepsisters tease Cinderella, but she helps them look pleasing. She wants to pull their hair, but she does not.)

Wilmette Public Schools		Grade 4 Social Studies Curriculum (2014 Revision)	
<p>What is the story a fourth grader is able to tell by the end of the year? Over time societies change. People respond to challenges in creative, imaginative, adaptive, and innovative ways. Innovations impact society and have intended and unintended consequences. They evolve over time and can be analyzed historically, socially/culturally, economically, geographically, and civically.</p>			
<p>Cross-Cutting Concept/Theme: Innovations: Necessity & Impact (Related to Science Theme of Change & Constancy)</p>		<p>How do innovations impact/influence society? (Lenses: historically, socially/culturally, economically, geographically, civically)</p> <p>How do innovations influence the times? How do innovations evolve over time?</p>	<p>Essential Questions: How do the times and conditions influence or necessitate innovations? How do innovations change the way people live? How do innovations impact/influence society? (Lenses: historically, socially/culturally, economically, geographically, civically) How do innovations influence the times? What are the benefits and/or unintended consequences of innovations? How have innovations evolved over time?</p>
<p>Purpose and Framework for D39 Social Studies Curriculum The National Council for Social Studies (NCSS) provides a definition and purpose for a Social Studies curriculum. Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The development of our curriculum is founded on inquiry that engages students in developing the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. The dimensions of inquiry in Social Studies include: Dimension 1. Developing Questions and Planning Investigations - Students develop questions as they investigate societal issues, trends, and events. Dimension 2. Applying Disciplinary Concepts and Tools - Students analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, history, and cultures. Dimension 3. Gathering, Evaluating, and Using Evidence - Students work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations. Dimension 4. Working Collaboratively & Communicating Conclusions - Students draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events. (Adapted from Vision for the College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards, Council of Chief State School Officers, 11/12/2012)</p>			
<p>The Conceptual Lenses of Social Studies CIVICS: In a constitutional democracy with a strong civil society, civic engagement requires deliberating with others and participating in civic and democratic processes. People demonstrate civic engagement when they address public problems collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society. ECONOMICS: Economic decision-making requires a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate labor, capital, and natural resources among alternative uses. This economic reasoning process involves consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides the concepts and tools necessary for an economic way of thinking and helps in understanding the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. GEOGRAPHY: Geographic reasoning requires spatial and environmental perspectives, skill in asking and answering questions, and applying geographic representations including maps, imagery, and geospatial technologies. Thinking geographically involves investigating spatial patterns and processes and comprehending that our world is composed of ecosystems at multiple scales interacting in complex webs of inter-relationships within nature and between nature and societies. Geographic reasoning brings societies and nature under the lens of spatial analysis for interrelations and explanations necessary to make decisions and solve problems. HISTORY: Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence. CULTURAL ANTHROPOLOGY: Thinking like a cultural anthropologist requires examination and analysis of humans, past and present. It includes study of societal practices within and across cultures. The study of anthropology promotes understanding of how people's behaviors change over time as well as the impact of these changes on each of the disciplines within Social Studies.</p>			

<p>Unit 1 Inquiry Questions: How do historians analyze the past and present? How do innovations impact people's lives civically, historically, geographically, economically, and culturally?</p>
<p>Content Vocabulary: innovator, five lenses: thinking historically, socially/culturally, economically, geographically, civically Academic Vocabulary: claim, evidence, prediction, consequences, primary sources, secondary sources</p>
<p>Big Ideas and Formative Understandings</p>
<p>Humans have been innovating to improve their lives for thousands of years.</p> <p>Thinking historically, geographically, economically, socially/culturally, and civically provides a way to investigate and learn about topics in social studies.</p> <ul style="list-style-type: none"> • Identify and understand the five lenses of social studies. <ul style="list-style-type: none"> ◦ Historical thinking ◦ Social/Cultural thinking ◦ Economic thinking ◦ Geographical thinking ◦ Civic thinking • Analyze the invention/innovation of the automobile through the five lenses of social studies <p>Historical thinkers analyze artifacts and primary and secondary documents to investigate the past.</p> <ul style="list-style-type: none"> • Differentiate between primary and secondary sources • Evaluate each resource considering who wrote it and the author's perspective, as well as when and where it was written • Analyze primary documents for evidence to support a claim • Compare and contrast primary and secondary accounts <p>Innovations have intended and unintended consequences.</p> <ul style="list-style-type: none"> • Identify consequences of the invention of the automobile • Categorize the consequences as intended or unintended • Analyze whether the consequences were positive or negative <p>Innovations change over time.</p> <p>Identify factors that encouraged changes to an innovation over time. Document the evolution of the automobile, ex. compare "then and now" Make predictions about future developments to the automobile</p>

<p>Unit 2 Inquiry Questions: How does an innovation evolve over time? What are the benefits and/or unintended consequences of innovations?</p>
<p>Content Vocabulary: innovator, five lenses: thinking historically, socially/culturally, economically, geographically, civically Academic Vocabulary: claim, evidence, prediction, consequences, primary sources, secondary sources</p>
<p>Big Ideas & Formative Understandings</p>
<p>Thinking historically, geographically, economically, socially/culturally, and civically provides a way to investigate and learn about topics in social studies.</p> <ul style="list-style-type: none"> • Analyze in a small group one of four innovations (cotton gin, reaper, railroad, water-powered mills) through the five lenses of social studies <ul style="list-style-type: none"> ○ Historical thinking ○ Social/Cultural thinking ○ Economic thinking ○ Geographical thinking ○ Civic thinking • Analyze an innovation independently through the five lenses of social studies <p>Historical thinkers analyze artifacts and primary and secondary documents to investigate the past.</p> <ul style="list-style-type: none"> • Differentiate between primary and secondary sources • Evaluate each resource considering who wrote it and the author's perspective, as well as when and where it was written • Analyze primary documents for evidence to support a claim • Compare and contrast primary and secondary accounts <p>Innovations have intended and unintended consequences.</p> <ul style="list-style-type: none"> • Identify consequences of an innovation • Categorize the consequences as intended or unintended • Analyze whether the consequences were positive or negative <p>Innovations change over time.</p> <ul style="list-style-type: none"> • Identify factors that encouraged changes to an innovation over time • Document the evolution of an innovation, ex. compare "then and now" • Make predictions about future developments of an innovation

STATE AND NATIONAL STANDARDS	ILLINOIS LEARNING STANDARDS FOR SOCIAL STUDIES	C3 FRAMEWORK (COLLEGE, CAREER & CIVIC LIFE) FOR SOCIAL STUDIES STANDARDS INDIVIDUALLY AND WITH OTHERS. STUDENTS CONSTRUCT COMPELLING AND SUPPORTING QUESTIONS, AND
<p>STATE GOAL 14: Understand political systems, with an emphasis on the United States.</p> <p>14.A.2 Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.</p> <p>14.B.2 Explain what government does at local, state and national levels.</p> <p>14.C.2 Describe and evaluate why rights, and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).</p> <p>14.D.2 Explain ways that individuals and groups influence and shape public policy.</p> <p>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</p> <p>15.A.2a Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.</p> <p>15.A.2b Describe how incomes reflect choices made about education and careers.</p> <p>15.B.2a Identify factors that affect how consumers make their choices.</p> <p>15.B.2c Explain that when a choice is made, something else is given up.</p> <p>15.C.2a Describe the relationship between price and quantity supplied of a good or service.</p> <p>15.C.2c Describe how entrepreneurs take risks in order to produce goods or services.</p> <p>15.D.2b Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.</p> <p>15.E.2a Explain how and why public goods and services are provided.</p> <p>15.E.2b Identify which public goods and services are provided by differing levels of government.</p> <p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations.</p> <p>16.A.2a Read historical stories and determine events which influenced their writing.</p> <p>16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</p> <p>16.A.2c: Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.</p> <p>16.C.2c (W) Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalism and the information/communication revolution</p> <p>16.A.1c Describe how people in different times and places viewed the world in different ways.</p> <p>16.C.2c (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.</p> <p>16.E.2a (US) Identify environmental factors that drew settlers to the state and region.</p> <p>16.E.2b (W) Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.</p> <p>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p> <p>17.A.2a Compare the physical characteristics of places including soils, landforms, vegetation, wildlife, climate, natural hazards.</p>	<p>D1 1.3-5. Explain why compelling questions are important to others (e.g., peers, adults)</p> <p>D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p> <p>D1.3.3-5. Identify disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.</p> <p>INDIVIDUALLY AND WITH OTHERS. STUDENTS</p> <p>D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>D2.Civics</p> <p>1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p> <p>12.3-5. Explain how rules and laws change society and how people change rules and laws.</p> <p>13.3-5. Explain how policies are developed to address public problems.</p> <p>14.3-5. Illustrate historical and contemporary means of changing society.</p> <p>D2.Economics</p> <p>1.3-5. Compare the benefits and costs of individual choices.</p> <p>2.3-5. Identify positive and negative incentives that influence the decisions people make.</p> <p>3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>4.3-5. Explain why individuals and businesses specialize and trade.</p> <p>6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.</p> <p>8.3-5. Identify examples of external benefits and costs.</p> <p>13.3-5. Describe ways people can increase productivity by using improved capital goods & improving their human capital.</p> <p>D2.Geography</p> <p>1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>5.3-5. Explain how the cultural and environmental characteristics of places change over time.</p> <p>6.3-5. Describe how environmental & cultural characteristics influence population distribution in specific places or regions.</p> <p>7.3-5. Explain how cultural & environmental characteristics affect distribution and movement of people, goods, and ideas.</p> <p>8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p> <p>D2.History</p> <p>1.3-5. Create & use chronological sequence of related events to compare developments that happened at the same time.</p>	

<p>17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.</p> <p>17.B.2a Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.</p> <p>17.C.2b Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).</p> <p>17.D.2a Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.</p> <p>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</p> <p>18.B.2a Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).</p> <p>18.B.2b Describe the ways in which institutions meet the needs of society.</p> <p>18.C.2 Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.</p>	<p>2.3-5. Compare life in specific historical time periods to life today.</p> <p>3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>5.3-5. Explain connections among historical contexts and people's perspectives at the time.</p> <p>6.3-5. Describe how people's perspectives shaped the historical sources they created.</p> <p>9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.</p> <p>10.3-5. Compare information provided by different historical sources about the past.</p> <p>12.3-5. Generate questions about multiple historical sources & their relationships to particular historical events and developments.</p> <p>13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p> <p>14.3-5. Explain probable causes and effects of events and developments.</p> <p>16.3-5. Use evidence to develop a claim about the past.</p> <p>17.3-5. Summarize the central claim in a secondary work of history.</p> <p>Evaluating Sources, and Using Evidence</p> <p>D3.1.3-5. Gather relevant information from multiple sources using the origin, structure, and context to guide the selection.</p> <p>D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p> <p>Communicating Conclusions and Taking Informed Action</p> <p>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, & details with relevant information & data.</p> <p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>
<p>New Illinois Learning Standards for English Language Arts</p> <p>WRITING</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons & information.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas, and information clearly.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, & research.</p>	<p>READING</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

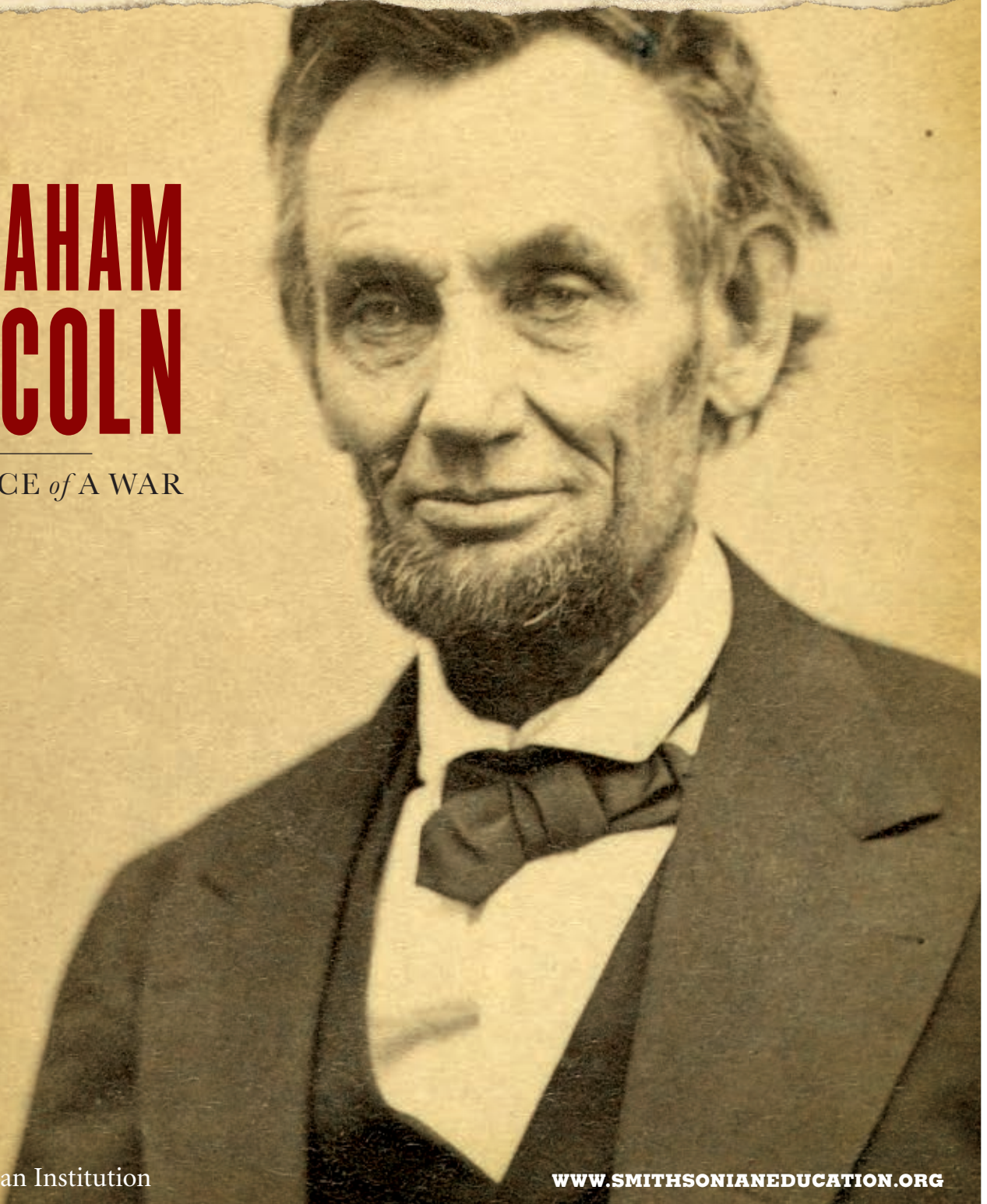
SMITHSONIAN

IN YOUR CLASSROOM

SPRING 2009

ABRAHAM LINCOLN

THE FACE *of* A WAR



Smithsonian Institution

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NATIONAL STANDARDS

The lessons in this issue address NCSS National History Standards for the Civil War and NAEA standards for reflecting upon and assessing works of visual art.

STATE STANDARDS

See how the lesson correlates to standards in your state by visiting smithsonianeducation.org/educators.

Smithsonian in Your Classroom is produced by the Smithsonian Center for Education and Museum Studies. Teachers may duplicate the materials for educational purposes.

ILLUSTRATIONS

Cover: Library of Congress. Inside cover: Green Bay and De Pere Antiquarian Society and the Neville Public Museum of Brown County. Page 1: National Portrait Gallery, Smithsonian Institution. Page 2: National Museum of American History. Page 3: Library of Congress. Pages 6–7 (clockwise from top): Lithograph and photograph details, National Portrait Gallery; print, National Museum of American History; broadside and detail of Second Inauguration photograph, Library of Congress. Page 11: Library of Congress. Page 13: National Portrait Gallery, Alan and Lois Fern Acquisition Fund. Back cover: Detail of portrait by William Willard, National Portrait Gallery, gift of Mr. and Mrs. David A. Morse.

CREDITS

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LESSON 2 12

ON THE LIFE-MASK OF ABRAHAM LINCOLN

This bronze doth keep the very form and mold
Of our great martyr's face. Yes, this is he:
That brow all wisdom, all benignity;
That human, humorous mouth; those cheeks that hold
Like some harsh landscape all the summer's gold;
That spirit fit for sorrow, as the sea
For storms to beat on; the lone agony
Those silent, patient lips too well foretold.
Yes, this is he who ruled a world of men
As might some prophet of the elder day,—
Brooding above the tempest and the fray
With deep-eyed thought and more than mortal ken.
A power was his beyond the touch of art
Or arméd strength: It was his mighty heart.

—Richard Watson Gilder, 1886



THE FACE OF A WAR

TO MARK THE BICENTENNIAL OF ABRAHAM LINCOLN'S birth, the Smithsonian's National Portrait Gallery has opened the exhibition *One Life: The Mask of Lincoln*. In this collection of thirty portraits, all from Lincoln's own time, we can follow two Civil War stories. We see the ever-changing face that Lincoln chose to present to the world as he executed the war; at the same time, we see, on his face, the changes that the war years wrought upon him.

In the first lesson in this issue, students approach a study of the Civil War by examining four images featured in the exhibition: two Lincoln "life masks," made in 1860 and 1865, and two of the most famous photographs of him, taken in the same years. The second lesson focuses on another of the exhibition's highlights, an original drawing of his arrival in the enemy capital of Richmond, Virginia, at the close of the war. As he moved among former slaves, Lincoln the person became freedom's personification. Never before had an appearance by a president—the mere showing of his face—meant more to his audience.

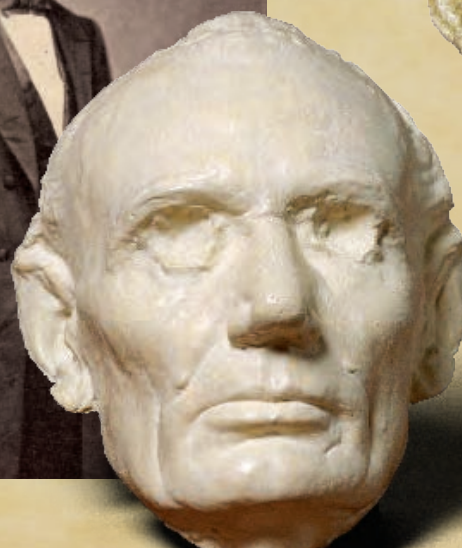
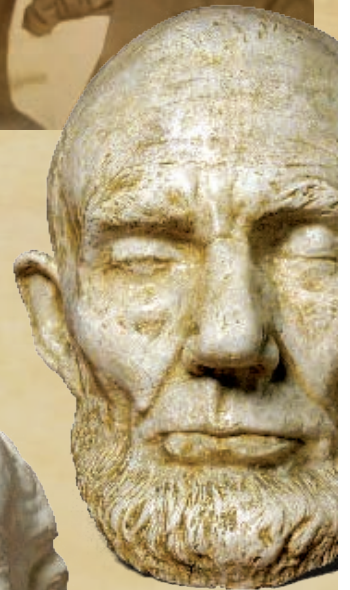
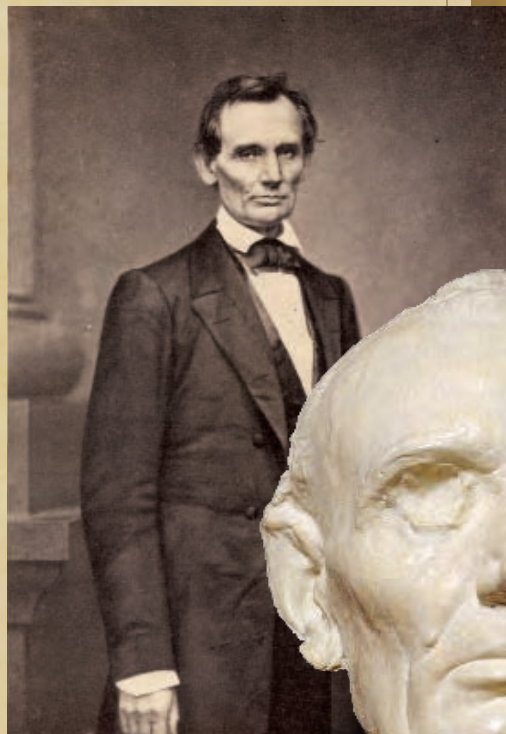
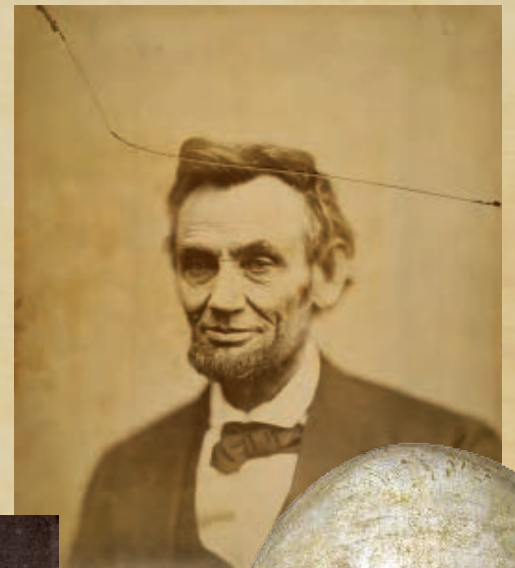
THE LIFE MASKS

Before the age of photography, the practice of making a "death mask"—applying wet plaster to the deceased's face and letting it harden into a cast—preserved the precise likenesses of such notables as Isaac Newton, Napoleon, and Beethoven. It was also not uncommon, even after photography, for a sculptor to make a mask of a living subject, which would serve as a model for a bust or a statue.

A Chicago sculptor named Leonard Volk, a cousin of Lincoln's Illinois rival Stephen A. Douglas, asked Lincoln to sit for a bust in the early spring of 1860. Lincoln was not yet the Republican nominee for president, but he was the fastest rising star in the party. He readily agreed to the idea, though he expressed some apprehension when Volk told him that he wanted to do a life mask.

Lincoln was pleased when he saw the bust, declaring it "the animal himself." But the process of making the mask proved to be

1865



1860

“anything but agreeable.” After applying a thin layer of oil, Volk slathered his face and ears with the plaster, leaving only the eyes and nostrils free. Lincoln spent an hour watching the plaster harden in a mirror. Then, as the sculptor remembered, the future president “bent his head low and took hold of the mold, and gradually worked it off without breaking or injury; it hurt a little, as a few hairs of the tender temples pulled out with the plaster and made his eyes water.”

Lincoln bravely underwent the procedure again in February 1865 for the Washington sculptor Clark Mills. By this time, he was “in mind, body, and nerves a very different man,” as his secretary and biographer John Hay later wrote.

“This change is shown with startling distinctness by two life-masks,” Hay said. “The first is a man of fifty-one, and young for his years.... The other is so sad and peaceful in its infinite repose that the famous sculptor Augustus Saint-Gaudens insisted, when he first saw it, that it was a death-mask. The lines are set, as if the living face, like the copy, had been in bronze.”

The least startling difference between the two masks is the beard that Lincoln grew when he was elected president. A little girl in upstate New York had written a letter to suggest that with a beard he would be more handsome—or less of the opposite—and it has passed into legend that he took her advice. But National Portrait Gallery historian David Ward sees something more to it: beards were the fashion among generals in the field, and Lincoln may have been joining them in spirit.

“Usually politicians and statesmen establish themselves as a ‘brand,’ to use the modern term, and having created a known image do not deviate from it,” Ward says. “I think that growing a beard was how Lincoln, like an ancient warrior, cast off peace and girded himself for war.”

THE PHOTOGRAPHS

Lincoln rose to the national stage after a speech he gave in February 1860 to a young men’s Republican organization at Cooper Union in New York City. In the speech, both lawyerly and electrifying, he made the case that the Founding Fathers had set down precedents for the prohibition of slavery in new territories. He ended with a rallying call, “Let us have faith that right makes might,” and received a hat-tossing standing ovation.

A few hours before, he had his photograph taken at the New York studio of Mathew Brady. What we see in the photo differs greatly from one newspaper account of how he appeared at Cooper Union: “The long, ungainly figure,...the long, gaunt head capped by a shock of hair that seemed not to have been thoroughly brushed out, made a picture that did not fit in with New York’s conception of a finished statesman.” In general, Lincoln seemed to his audience a “weird, rough, and uncultivated” frontiersman before he won them over with his words.

Brady adjusted and even doctored that appearance. He pulled Lincoln’s collar up high to hide the long neck, and he touched up a print of the negative to soften the cragginess of the face. This print was the basis for

illustrations in national journals and campaign literature. “Brady and the Cooper Institute,” Lincoln said, “made me President.”

If Brady’s picture put Lincoln’s best face forward for the 1860 campaign, it was Alexander Gardner’s “cracked-plate photograph” that gave a face to his final days. Lincoln and his son Tad sat for Gardner in his Washington studio in February 1865, the month that the second life mask was made. The photographs from the session add a dimension of melancholy to the ravages seen in the life mask. Lincoln seems weighted down by a presidency that he once likened to the experience of a man being tarred and feathered and ridden out of town on a rail. “If it wasn’t for the honor of the thing,” the man says, “I’d much rather walk.”

When Gardner took the final picture of Lincoln, the glass plate of the negative cracked. He produced a single print of it, which was flawed by the line of the crack running across Lincoln’s head. The flaw later took on significance—as a spooky foretelling of what happened at Ford’s Theatre two months later, or as a symbol of the fractured Union that Lincoln died to restore.

“But these are all meanings that we impose on the picture, knowing what we know now about Lincoln’s fate,” says David Ward. “Again and again we are drawn back to a small mysterious smile in this picture, the meaning of which will always cause us to wonder what he was really thinking.”

An online version of the exhibition *One Life: The Mask of Lincoln* appears at www.npg.si.edu/exhibit/lincoln.



ABRAHAM LINCOLN

1860–65



THE FACE OF LINCOLN IS SO MUCH WITH US, FROM MOUNT RUSHMORE TO THE PENNY, that it is easy to overlook anything human in it. Before we see wisdom, compassion, humor, sorrow, or any other quality, we see an icon, as familiar in its outlines as the Statue of Liberty.

Students begin this lesson by taking a close look at Lincoln the man, as seen in 1860 and 1865 life masks and photographs. This exercise in portrait analysis leads to a study of events in the years between, and might serve as an introduction to a unit on the Civil War. Copies of all images used in the lesson are available for downloading at smithsonianeducation.org/educators.

STEP ONE

Divide the class into pairs. Give copies of the 1860 set of images (pages 4–5) to one student in each pair and the 1865 set (pages 8–9) to the other. Share some of the background with the class. It is especially important to let the students know that the ghostly-looking masks were created when the subject was alive.

STEP TWO

Explain that the pairs will take turns describing their portraits to each other. Each student will use at least three adjectives in a description of his or her life mask, while holding the picture so that the partner can't see it. The partner will record the adjectives. They will then repeat the process with the photographs.

STEP THREE

Draw a timeline on the board, marking it out with the years 1860 to 1865. Place the two sets of images at the appropriate ends. Ask students for the adjectives they used and write these down alongside the images. (You might also use a Venn diagram.)

STEP FOUR

Begin a class discussion of all the images. If students note great changes in Lincoln between 1860 and 1865, ask what they know about the events of those years. If they name specific Civil War events, record these along the timeline, at the points where the

students think they should go. Ask the class: *Do you think that the changes in Lincoln are related to these events? If so, why?*

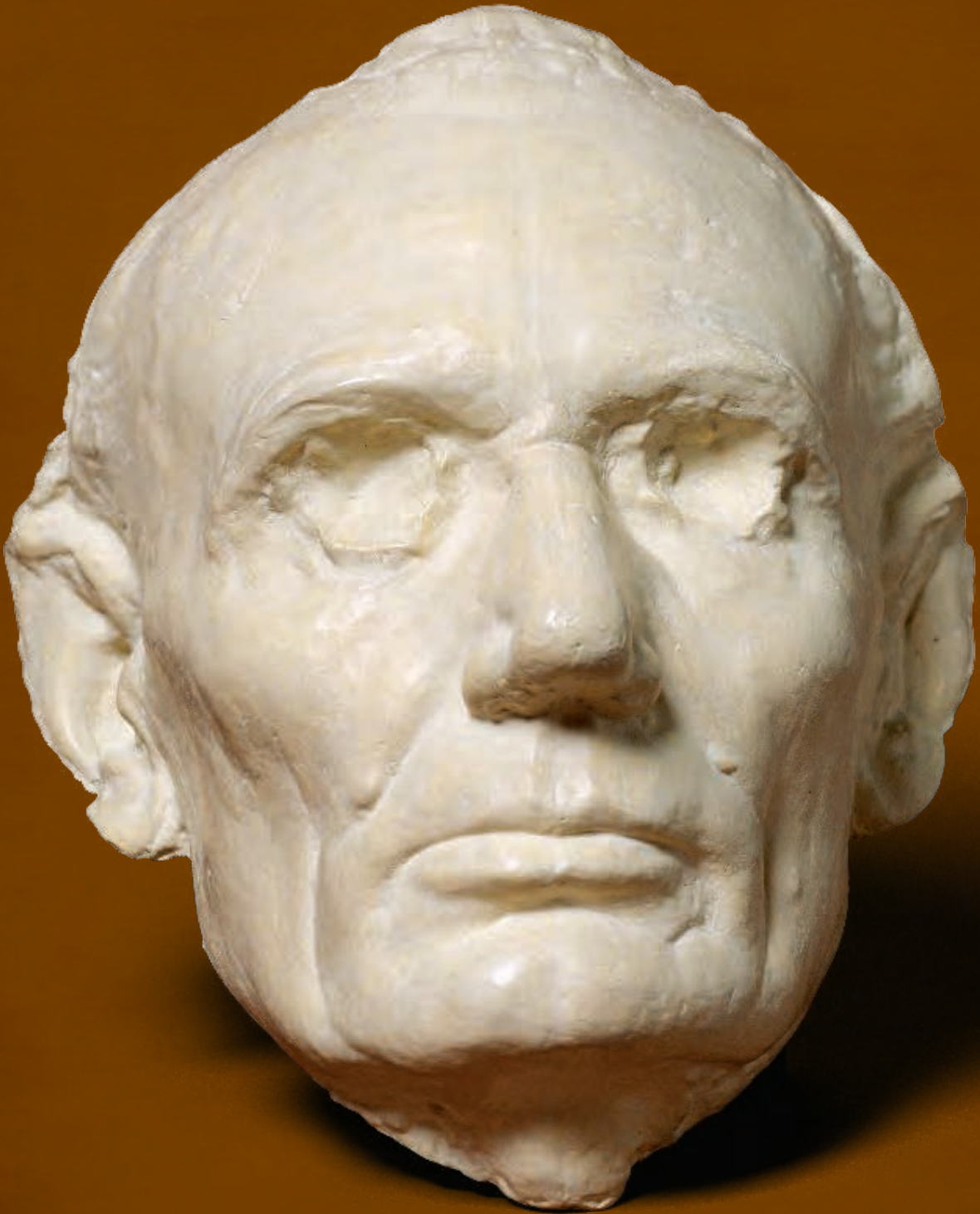
If students note differences between the masks and the photographs, ask them to consider which are the truer representations. *Are the masks more exact? Do the photographs show us more of Lincoln's personality?* Call attention to Mathew Brady's alterations of Lincoln's image. *Do you think that appearances are important in politics? Do you think that they should be?*

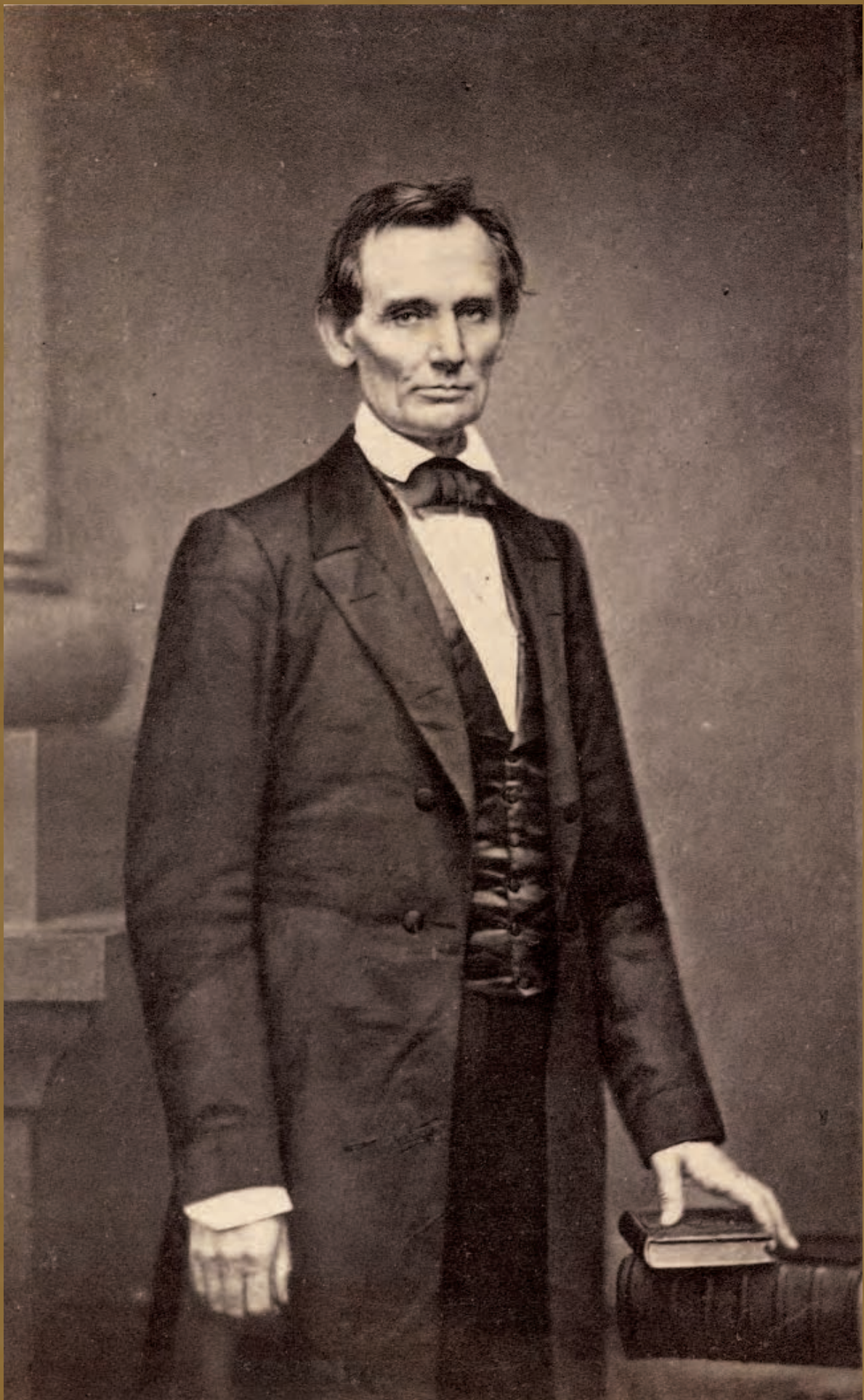
STEP FIVE

Before giving any background, show students the five pictures on pages 6–7. (Cut out the images from the pages without their caption information, or download the captionless versions on our Web site.) As a brief class exercise, try to place the pictures in chronological order on the timeline.

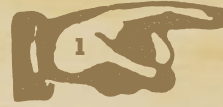
STEP SIX

Reveal the events that the five pictures represent and assign a research group to each event: 1) Lincoln's first campaign for president, 2) Antietam, 3) the Emancipation Proclamation, 4) the second presidential campaign, and 5) the Second Inaugural Address. Make amendments to the chronology on the basis of the groups' findings.





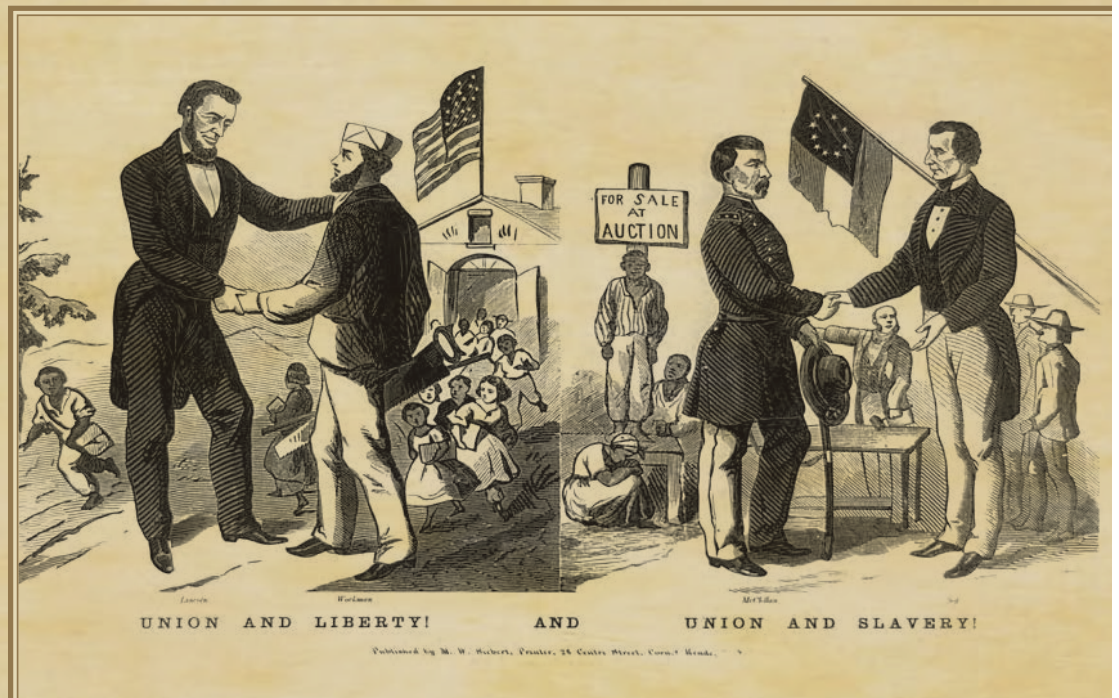
MANY OF THE PICTURES OF LINCOLN THAT VOTERS SAW DURING THE 1860 CAMPAIGN, LIKE THIS HAND-COLORED LITHOGRAPH AND THE HARPER'S WEEKLY COVER ON THE PREVIOUS PAGE, WERE BASED ON MATHEW BRADY'S "COOPER UNION" PHOTOGRAPH.



WITH VICTORY NEAR, LINCOLN GAVE HINTS OF A NON-PUNITIVE POLICY TOWARD THE SOUTH IN HIS SECOND INAUGURAL ADDRESS, DELIVERED ON MARCH 4, 1865. THE TASK AHEAD, HE SAID, WAS "TO BIND UP THE NATION'S WOUNDS." AMONG THOSE IN ATTENDANCE WAS JOHN WILKES BOOTH, WHO IS ONE OF THE SHADY FIGURES ON THE BALCONY.



LINCOLN'S FORMER COMMANDING GENERAL, GEORGE B. MCCLELLAN, BECAME HIS RIVAL IN THE 1864 PRESIDENTIAL ELECTION. THIS PRO-LINCOLN BROADSIDE DEPICTS MCCLELLAN AS AN APPEASER ON THE ISSUE OF SLAVERY. TO SOME DEGREE, THE POST-WAR YEARS BORE OUT THE BROADSIDE'S CONTRAST BETWEEN SLAVERY AND EDUCATION. SCHOOL ATTENDANCE FOR BLACK CHILDREN ACROSS THE COUNTRY ROSE FROM 2 PERCENT IN 1860 TO 34 PERCENT IN 1880.

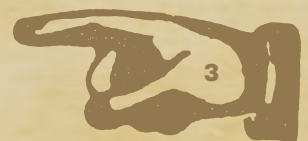




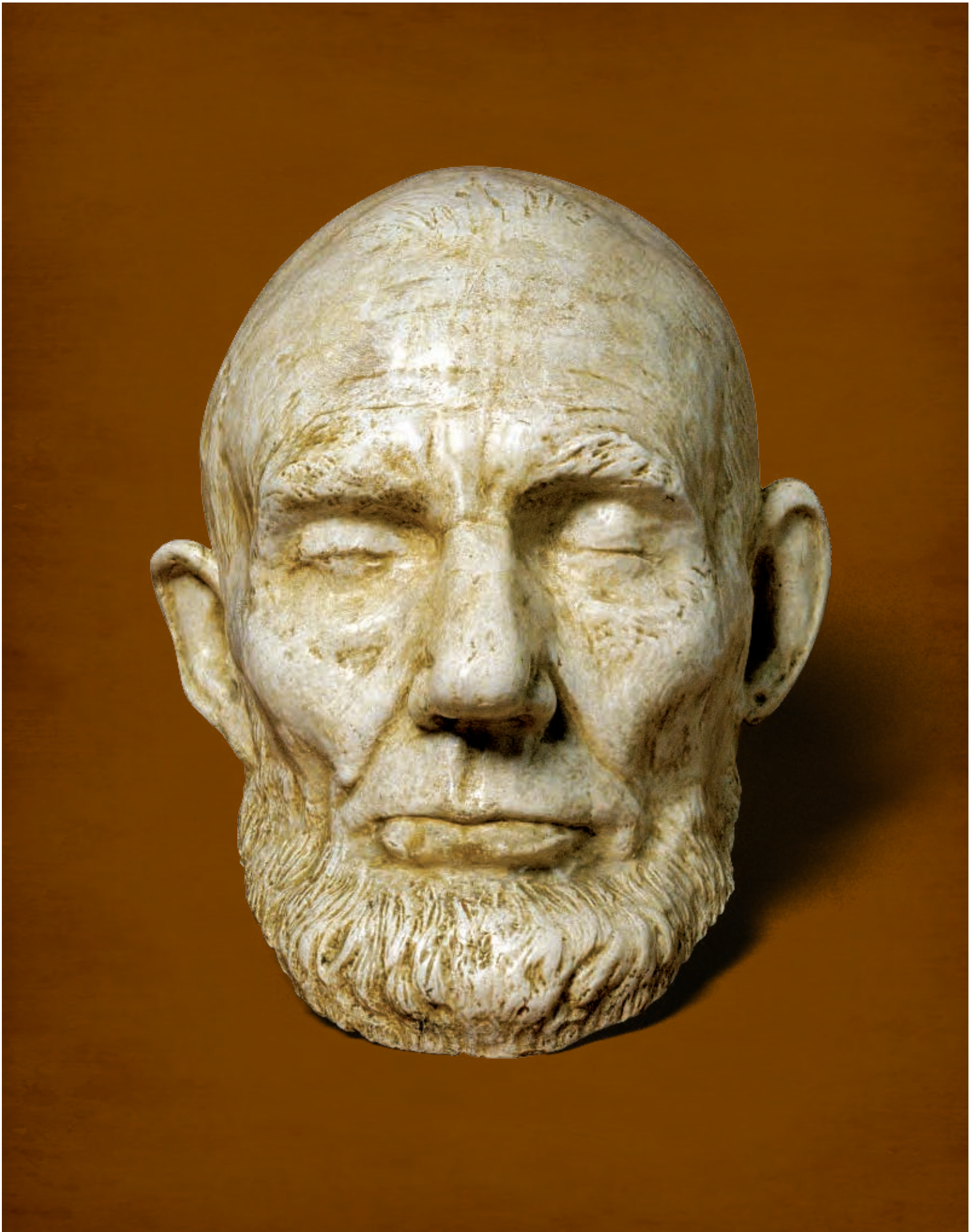
LINCOLN MET GENERAL GEORGE B. MCCLELLAN IN THE FIELD BEFORE THE SEPTEMBER 1862 BATTLE AT ANTIETAM CREEK, IN WESTERN MARYLAND. IN A DAY OF FIGHTING THAT COST A TOTAL OF 20,000 CASUALTIES, MCCLELLAN PREVENTED A CONFEDERATE INVASION OF THE NORTH. HE FAILED, HOWEVER, TO PURSUE THE RETREATING ARMY OF ROBERT E. LEE. THE PRESIDENT REPLACED HIM TWO MONTHS LATER.



ANTIETAM WAS NOT A DECISIVE VICTORY, BUT IT GAVE LINCOLN CONFIDENCE ENOUGH TO ISSUE THE EMANCIPATION PROCLAMATION, A WAR-POWERS ACT THAT GRANTED FREEDOM TO CONFEDERATE-HELD SLAVES, BEGINNING ON JANUARY 1, 1863. THIS DECORATIVE PRINT COMMEMORATES THE PROCLAMATION AS A JUSTIFICATION FOR THE WAR, EVEN THOUGH SLAVERY WAS LEFT ALONE IN STATES THAT REMAINED IN THE UNION.







ON TO RICHMOND

RICHMOND, VIRGINIA, LESS THAN A HUNDRED MILES SOUTH OF WASHINGTON, D.C., BECAME

the capital of the Confederacy in May 1861. From that time, the nearness of the two capitals—the two great prizes—was a source of hope and frustration for both sides. “On to Richmond!” was the battle cry of the Union. The capture of Richmond did bring about an end to the war, but after four years and more than 300,000 Union deaths.

On Sunday, April 2, 1865, Union forces under General Ulysses S. Grant broke through Confederate defenses of Petersburg, Virginia, a railroad junction crucial to Richmond’s survival. The Confederate army, under General Robert E. Lee, abandoned both Petersburg and Richmond and retreated to the west, toward Appomattox. By the end of the day, Confederate President Jefferson Davis and his cabinet had fled from the capital.

The Confederate government had a plan in place to destroy Richmond’s warehouses in case of an invasion, in order to keep tobacco, cotton, and other commodities out of the hands of the enemy. Before retreating, troops set fire to four of the warehouses, along with an arsenal full of munitions. Winds carried the flames across the business district. By Monday morning, April 3, more than twenty square blocks in the heart of the handsome city had burned to the ground.

“Shells in the arsenal began to explode and a smoke arose that shrouded the whole town, shutting out every vestige of blue sky and April sunshine,” wrote Constance Cary, a young woman of a prominent Virginia family, in a letter the next day. The streets, she said, “were empty of the respectable class of inhabitants, the doors and shutters of every house tight closed.”

One of the city’s newspapers, the Richmond *Whig*, continued to publish, reporting vividly on a city in chaos: “All

through the night crowds of men, women and children traversed the streets, rushing from one store-house to another, loading themselves with all kinds of supplies, to be thrown away immediately on something more tempting offering itself.”

One of the owners of the *Whig* had been privately opposed to secession. Now, literally overnight, the paper became openly pro-Union.

“If there lingered in the hearts of any of our people one spark of affection for the Davis dynasty,” it editorialized, “this ruthless, useless, wanton handing over to the flames their fair city... has extinguished it forever.”

In her letter, Constance Cary gave a differing report on those who remained in their homes: “Through all this strain and anguish ran like a gleam of gold the mad vain hope that Lee would yet make a stand somewhere—that Lee’s dear soldiers would give us back our liberty.”

On April 3, the mayor of Richmond formally surrendered the city. At the time, President Lincoln was in Virginia to meet with Grant. He decided to visit Richmond, against the advice of U.S. Secretary of War Edwin M. Stanton.

“Commanding generals are in the line of their duty in running such risks,” Stanton said in a telegram. “But is the political head of nation in the same condition?”

Lincoln replied: “It is certain now that Richmond is in our hands, and I think I will go there tomorrow. I will take care of myself.”

Lincoln felt secure enough to bring along his eleven-year-old son Tad. Accompanied by Admiral David Dixon Porter, they arrived by boat on the James River on Tuesday afternoon, April 4. The first Richmonders they met were a work crew of men who had been slaves two days before. One of them recognized Lincoln and fell to his knees. Admiral Porter later wrote: “The others followed his example, and in a minute Mr.



Lincoln was surrounded by these people, who had treasured up the recollection of him caught from a photograph, and had looked up to him for four years as the one who was to lead them out of captivity.”

“Don’t kneel to me,” Porter remembered Lincoln saying. “That is not right. You must kneel to God only, and thank him for the liberty you will hereafter enjoy. I am but God’s humble instrument; but you may rest assured that as long as I live no one shall put a shackle on your limbs.”

Lincoln began a slow two-mile walk toward the Confederate executive mansion, which was now U.S. Army headquarters. The president’s bodyguard, William H. Crook, had the double duty of looking out for assassins and holding off a growing crowd of emancipated slaves, frenzied with joy to see the emancipator.

“We formed in line,” Crook remembered. “Six sailors were in advance and six in the rear. They were armed with short carbines.

Mr. Lincoln was in the centre, with Admiral Porter and Captain Penrose on the right, and I on the left, holding Taddie by the hand. . . . We looked more like prisoners than anything else as we walked up the streets of Richmond not thirty-six hours after the Confederates had evacuated.”

T. Morris Chester, the only African American journalist to cover the frontlines of the war, was in Richmond on assignment for the *Philadelphia Press*. Years later, he wrote of the moment when Lincoln reached the steps of Davis’s former home:

“[H]e faced the crowd and bowed his thanks for the prolonged exultation. . . . The people seemed inspired by this acknowledgment, and with renewed vigor shouted louder and louder, until it seemed as if the echoes would reach the abode of those patriot spirits who had died without witnessing the sight.”

Inside, the president, hot and tired, sat down in an armchair in Davis’s study.

To those in the room, this simple act was a momentous gesture. The sight of Lincoln in Davis’s chair made real for them the change of power at Richmond.

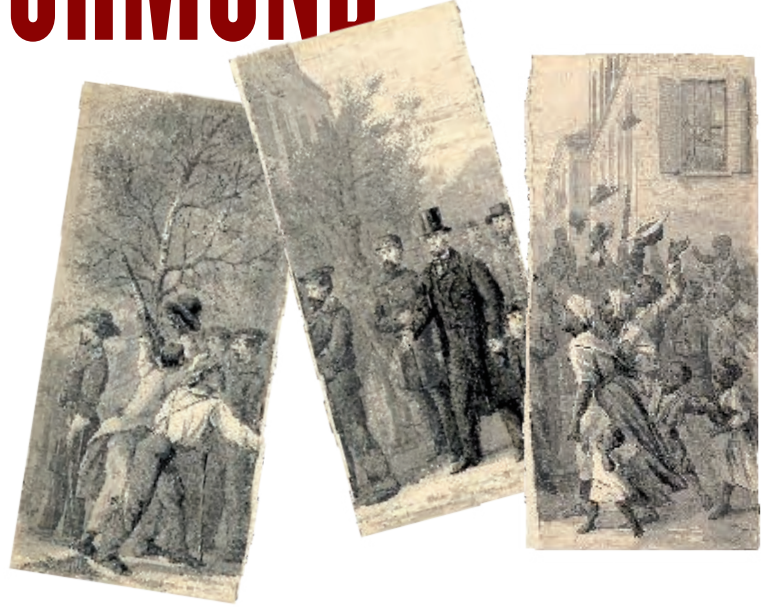
According to the bodyguard Crook, Lincoln decided to go to Richmond to “give an impression of confidence in the South that would be helpful in the reorganization of the government.” But the more immediate reactions to the visit turned out to be the most profound.

“I know I am free,” said a woman in the crowd on the streets, “for I have seen Father Abraham and felt him.” Lincoln’s own thoughts had been much the same as he approached Richmond on the river.

“Thank God that I have lived to see this,” he said. “It seems to me that I have been dreaming a horrid dream for four years, and now the nightmare is gone.”

Five days after the visit, Lee surrendered to Grant at Appomattox. A week later, Lincoln was dead.

LINCOLN IN RICHMOND



IN THIS LESSON, STUDENTS HONE THEIR VISUAL-LITERACY SKILLS AS THEY CONSIDER A historical event from various perspectives. They begin with a piece-by-piece study of *Lincoln in Richmond*, an ink-and-wash work by sketch artist Lambert Hollis. It appears on the opposite page and as a downloadable PDF at smithsonianeducation.org/educators.

Recalling Lincoln's walk through the Confederate capital, and the joy that met him, Admiral David Dixon Porter wrote: "I don't think any one could do justice to that scene; it would be necessary to photograph it to understand it." No photographs exist, but Hollis was there at Richmond as a member of the press. He left us with what National Portrait Gallery historian David Ward calls "a documentary drawing."

STEP ONE

Cut copies of the reproduction of the drawing into three vertical sections, so that each shows one of the picture's groupings: the military escort, Lincoln and his party, and the freed slaves (with a vague figure in an upper window). Divide the class into small groups and assign one section to each group.

Explain that each group will work together to note as many details as possible, and will briefly summarize for the rest of the class what is happening in that section of the drawing. The reports should answer these questions: *What do you see? What emotions are on the people's faces? Who is the focus of the section?*

After the reports, ask the class to speculate on what is happening in the picture as a whole.

STEP TWO

Hand out uncut copies of the picture and begin a class discussion of it. Prompt the students with questions: *Who is the focus of the entire picture?* (If they answer immediately that it is Lincoln, ask how they know this.) *What is the relationship between Lincoln and the boy?* *What is the relationship between Lincoln and the man to his right?* *How would you change your summary of your section now that you have seen all of the picture?*

STEP THREE

Hand out the background article on pages 10–11, or summarize the information for the class. Ask students if their impressions of the picture have now changed and, if so, in what ways.

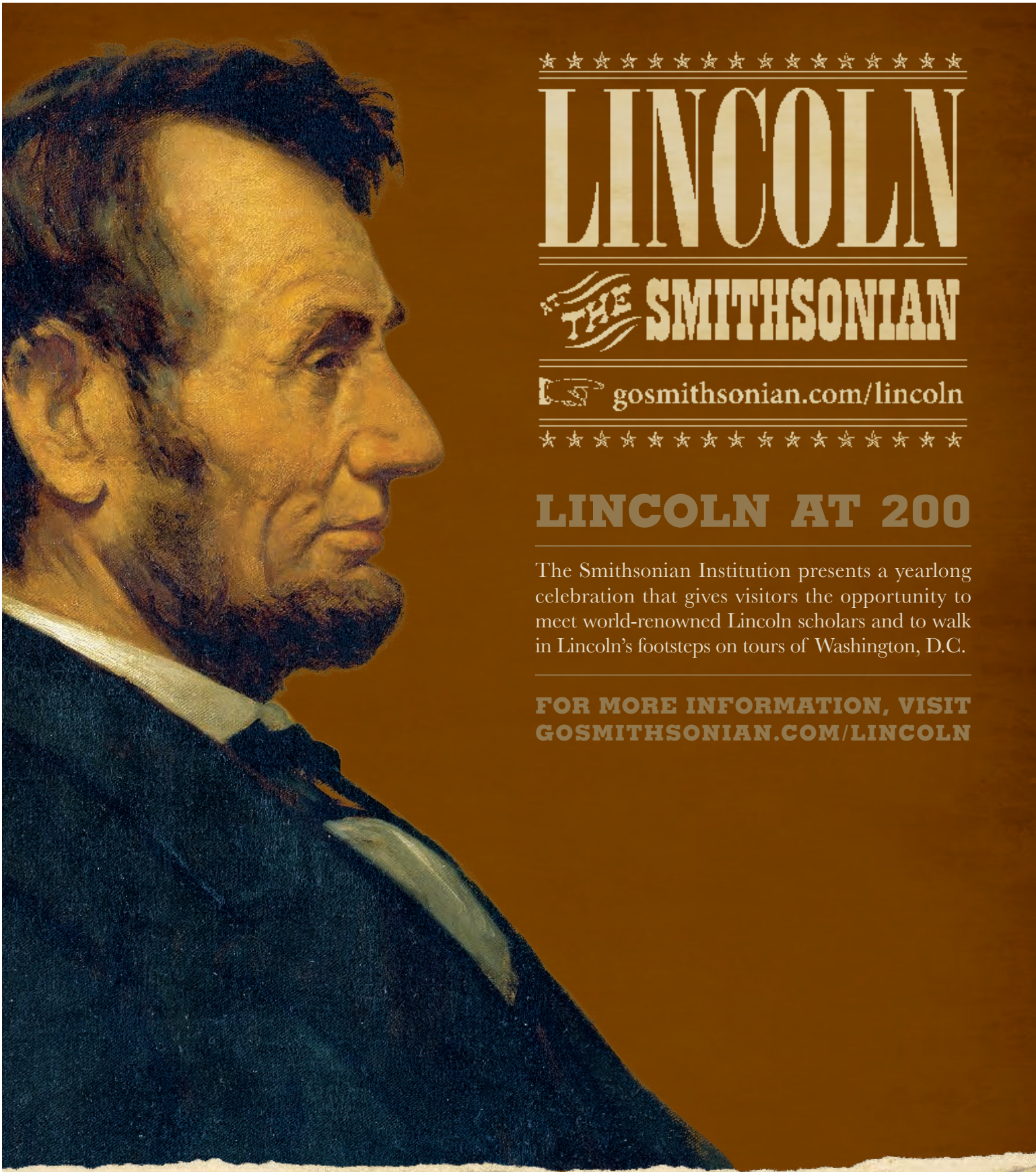
STEP FOUR

In class or as an assignment, have students write a letter or newspaper article about Lincoln's visit from the perspective of someone who witnessed it. Possibilities include the bodyguard William H. Crook, the African American reporter T. Chester Morris, a white Richmonder living in one of the houses along Lincoln's route, and Lincoln's son Tad, whose eleventh birthday happened to coincide with the day of the visit.

EXTENSION

Have students place the Richmond image on the timeline from the previous lesson. You might continue to add to the timeline with images from other sources.





LINCOLN

THE SMITHSONIAN

 gosmithsonian.com/lincoln



LINCOLN AT 200

The Smithsonian Institution presents a yearlong celebration that gives visitors the opportunity to meet world-renowned Lincoln scholars and to walk in Lincoln's footsteps on tours of Washington, D.C.

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**VISIT SMITHSONIANEDUCATION.ORG/EDUCATORS
FOR DOWNLOADABLE VERSIONS OF THE TEACHING MATERIALS IN THIS ISSUE**

Fourth Grade Music Curriculum Map

Preface

In the fourth grade the student expands understanding of the elements of music through performing song games, part songs and accompaniments, creative movement, and listening activities. The conceptual sequence for fourth grade children leads to rhythmic and melodic independence including pitch and beat accuracy, and an understanding of tonality and cultural and historical features. At this level the children study woodwind instruments.⁺

Through their participation in music activities the students can develop² these important learning skills:

- The ability to focus and gain intrinsic motivation
- Social comfort in participating
- Ease of movement-i.e., the physical ability to move and the desire to try to move
- The habit of singing
- Spatial and sequential reasoning
- Musical capacity and the ability to recognize and use previously-acquired language skills³

State Music Curriculum Standards

SINGING The student will develop the voice and body as instruments of musical expression. *In this standard the student sings to discover and enjoy the literature of children's songs and to explore and learn about the elements of music.*

PLAYING The student will play instruments as a means of musical expression. *In this standard the student plays classroom instruments to enhance the learning and enjoyment of songs.*

LISTENING The student will listen to, analyze, and describe music. *In this standard the student listens to feel the emotional qualities of the sounds of music and to notice and become acquainted with its elements.*

CREATING The students will create music through improvising, arranging, and composing. *In this standard the student creates music that expresses his thoughts and feelings and shows some understanding of music elements and skills.*

Key Concept for Differentiation

In an effort to assist teachers in the process of differentiation in Tier One teaching, key concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students. Key concepts cover minimum, basic skills and knowledge every student must master. Key concepts are not an alternative to teaching the entire Utah State Core Standards, rather they emphasize which concepts to prioritize for differentiation.

¹ Music Expressions Teacher Resource Guide, Warner Bros Publications 2003, pp. 13-16. ISBN 0-7579-1298-2 ² e.g., increased literacy, complex symbolization and meaning skills, integration of sensory data -Richards Institute of ETM, 1985 ³ e.g. rhythm, accent, timing, flow, pitch, voice inflections, phrasing in reciting a nursery rhyme, telling a story

ELEMENTS of MUSIC* * melody, rhythm, harmony, sound & form		Quarter 1: MELODY		FOURTH GRADE MUSIC May 2013	
Music Objectives- MELODY		Vocabulary students should use		Lesson Activities	
<p>Through playful song experiences and creative movement-</p> <ol style="list-style-type: none"> 1. I can sing with a light, unforced, beautiful childlike quality using good posture and breath support. 2. I can improve my ability to sing a melody with accurate pitch and rhythm. 3. I can develop my ability to sing my own part independently while others are singing a different part in echo songs, rounds and ostinatos. 4. I can tell by the sound whether the song is major or minor. 5. I can develop my ability to play a recorder. 		<p>Ostinato</p> <p>Echo song</p> <p>partner songs</p> <p>round</p> <p>harmony</p> <p>pitch accuracy</p> <p>rhythm accuracy</p> <p>tone</p> <p>tonality</p> <p>major</p> <p>minor</p> <p>scale</p> <p>independent singer</p> <p>staff lines & spaces</p> <p>note recognition</p>		<p><u>First and second "I Cans"</u></p> <p>Lead students in singing My Paddle (2pt round), My Bonnie Lies Over the Ocean (AB -verse/chorus), Peace Like a River (abab'), Kum Ba Yah (AA-verse/chorus). Listen closely as the children sing and encourage them to listen to each other and blend their voices in pitch and quality. RESOURCES: Our Amazing Voice, Developing Singing Skills in the Classroom, 101 Ways to Repeat A Song</p> <p><u>Third "I Can"</u></p> <p>Down by the Bay and Old Texas- In singing these echo songs, help children learn to hold out the long notes while the echo part is sung. This produces harmony. Sing Are You Sleeping and when children are secure with the melody line, consider adding a second part in the form of a simple ostinato. Make the ostinato* by repeating the last phrase (ding dong ding) throughout the song. Notice that an ostinato can be created from any phrase, not just the last. Expand the experience by adding actions or hand signs that illustrate the words on the ostinato phrase you choose. Expand the experience by adding an action that illustrates the words on the ostinato. A four-part round can be sung if and when the children are ready. Be particularly aware of vocal quality in part-singing, as children may try to sing louder to hold their own. Help children develop rhythmic and tonal (pitch) security as they sing these songs. When they are ready, let them discover the delight of enjoying them as partner songs: Bow Belinda, Skip to my Lou & Sandy Land.</p> <p>*Note: A quick way to understand an ostinato is through singing these words (from a Grace Nash workshop) to the melody of Are You Sleeping? Let the children be your echo. <i>Ostinato, ostinato; What are you, What are you? I'm a little pattern, I'm a little pattern; Stubborn too, stubborn too.</i></p>	

<p>(4 and 5 from above)</p> <p>4. I can tell by the sound whether the song is major or minor.</p> <p>5. I can develop my ability to play a recorder.</p>	<p><u>Fourth “I Can”</u> Guide children in discovering major and minor tonalities as they sing songs such as: Turkey In The Straw (major), I’ve Been Working On The Railroad (major), Row, Row Row (major), Let’s Catch A Rooster (major), Don Gato (minor), Hey Ho Nobody Home (minor), The Ghost of Tom (minor), and Erie Canal (starts in minor; ends in major). Notice four of the songs are rounds. Look ahead to the beautiful Coventry Carol in the next quarter for minor and major within one song.</p> <p><u>Fifth “I Can”</u> I can read and play recorder songs beginning in the pentatonic scale such as Hot Cross Buns, Cotton-Eyed Joe, Charley Over the Ocean, etc. and perhaps expanding to the full scale, with songs such as Twinkle, Twinkle Little Star, and Little Liza Jane, and Sweet Betsy From Pike. (See recorder book)</p>
<p>Music Language Objectives</p> <p>Through singing, moving, speaking, hand signs, listening, drawing, notation, dramatizing, writing, and/or creating:</p> <ul style="list-style-type: none"> • I can clearly communicate what it means to be an independent singer. • I can clearly communicate what pitch accuracy and rhythm accuracy are. 	<p>Resources</p> <p>Embedded links provide access to selected corresponding music teaching ideas, written scores, and mp3 files for singing, listening and dancing activities from publications such as FAVORITE SONGS AND MUSIC ACTIVITIES, THE MUSICAL CLASSROOM, and other valuable resources.</p> <p>4th Grade STATE MUSIC GUIDEBOOK. <i>Links to additional songs, teaching ideas, music notation, vocabulary, prof. music teaching associations</i></p> <p>ESSENTIAL EQUIPMENT: <i>recorders and a teacher recorder book.</i></p>
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>	

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 2: RHYTHM	FOURTH GRADE MUSIC
Music Objectives- RHYTHM	Vocabulary students should use	Lesson Activities
<p>Through playful song experiences and creative movement:</p> <ol style="list-style-type: none"> 1. I can illustrate the strong downbeat (stamp or pat) and the weak beats (clap or snap) while singing songs in various meters and tempos. 2. I can develop rhythmic fluency and musical psychomotor coordination. 3. I can develop my ability to read and perform simple rhythm patterns through singing and playing songs on the recorder. 4. I can create and perform an ostinato or other accompaniment patterns for rhythm instruments. 	<p>body percussion hand jive steady beat strong/weak beat meter tempo</p> <p>rhythm pattern</p> <p>syncopated rhythm pattern (e.g., ti <u>ta</u> ti)</p> <p>ostinato (repeating melodic pattern)</p> <p>score (sheet of written music)</p> <p>orchestrate (assign instruments)</p>	<p>First “I Can”: To reinforce the security of the steady beat, sing Three Blind Mice and Little Tom Tinker keeping the beat with body percussion and/or rhythm instruments. Orchestrate the strong beat and the weak beat with various instruments.</p> <p>Second “I Can”: Help students develop comfort in performing musical hand jives such as Waddaly Atcha.</p> <p>Third “I Can’s”: Assist students in singing and playing recorders as they read simple rhythm patterns in songs such as: Tony Chestnut, Twinkle, Twinkle, Alabama Gal, My Paddle (Canoe Song), Sandy Land, All Night, All Day, Rocky Mountain, Scotland’s Burning, Shake Those Simmons Down, Hush Little Baby, Kum Bah Yah, Li’l Liza Jane, The Farmer in the Dell, Old MacDonald. Discover the syncopated patterns when playing and singing these songs: Alabama Gal, My Paddle, All Night All Day, Little Liza Jane, He’s Got the Whole World. (NOTE: mp3 recording has dotted 8th and sixteenths but score shows no dotted eighths).</p> <p>Fourth “I Can”: Friendly Beasts: Create one four-measure ostinato for rhythm instruments. Notate with quarter notes, half notes and dotted half notes. For example: Quarter half, quarter half, etc. (in notation) Play the ostinato four times each verse. Deck the Hall: Create an accompaniment pattern for each “fa la la” phrase.</p> <p><u>Holiday Song Ideas</u>: For the Beauty of the Earth (notice the verse-chorus form); Coventry Carol Historical element (15th century) Notice the tonality change from minor to major on the last note. Christmas Is Here--enjoy as a round. Consider looking to previous year for additional holiday songs.</p>
<p>Music Language Objectives</p> <p>Through singing, moving, speaking, hand signs, listening, drawing, notation, dramatizing, writing, and/or creating:</p> <ul style="list-style-type: none"> • I can clearly communicate what dotted rhythms, syncopation, and/or tied notes are and how they work. 		<p>Resources</p>
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>		

ELEMENTS of MUSIC*		Quarter 3: HARMONY AND SOUND		FOURTH GRADE MUSIC	
* melody, rhythm, harmony, sound & form					
Music Objectives- HARMONY AND SOUND		Vocabulary students should use		Lesson Activities	
<p>Through playful song experiences, structured listening and creative movement:</p> <p>o→ 1. I can accompany simple songs with rhythm instruments and with basic chords played on autoharp, tone bells (<i>resonator bells</i>), and/or Orff instruments.</p> <p>o→ 2. I can develop ability to sing partner songs, rounds, and songs with simple descants.</p> <p>3. I can develop my ability to play recorder as a solo and as an accompanying instrument.</p> <p>4. I can identify characteristics of various woodwind instruments and vocal qualities.</p>		<p>chord</p> <p>accompaniment</p> <p>descant (counter melody)</p> <p>ostinato</p> <p>echo song</p> <p>round</p> <p>partner song</p> <p>counter-melody</p> <p><u>Woodwinds</u></p> <p>Recorder</p> <p>Flute</p> <p>Piccolo</p> <p>Clarinet</p> <p>Saxophone</p> <p>Bassoon</p> <p>Oboe</p> <p>English Horn</p> <p><u>Human Voices</u></p> <p>Child voice</p> <p>Adult voice</p> <p>(male/female)</p>		<p>First “I Can,” Accompany your singing with instruments as suggested in the resource materials for these songs: This Land is Your Land – w/autoharp, recorder; You’re a Grand Old Flag w/ percussion; Marching Along w/ autoharp (Mockingbird Flight, p. 176), Old Texas-(echo song)-add ostinato-type acc. for tone bells, Alabama Gal (tone bells or Orff Instruments)</p> <p>Second “I Can’s”: When children show you that they can feel the steady beat together and can sing the melody line securely, attempt to sing harmony first in two parts, and progress to three or four as ready. Give these a try! ROUNDS: Let’s Catch a Rooster, Hey Ho Nobody Home-(ostinato option); PARTNER SONGS: Sandy Land & Skip to My Lou; Bow Belinda & Polly Put the Kettle On & Paw Paw Patch; DESCANT & COUNTER MELODY: Cindy</p> <p>Third “I Can”: Play recorder-- melody, ostinato, or descant-- on songs such as: Hot Cross Buns, Hush Little Baby, Cotton-Eyed Joe (<i>ostinato from last year</i>), Chumbara (could add autoharp, hand-jive), Johnny Has Gone For A Soldier-(reverse the ostinato to C-E), Alabama Gal. HINT: Invite students to take turns being singers and players so they can experience the combined effect.</p> <p>Fourth “I Can”: Learn to recognize the various voices and woodwind instruments by listening to selections such as: Sousa’s Stars and Stripes Forever (piccolo); Gershwin’s Rhapsody in Blue -clarinet; Dvorak’s New World Symphony - English horn; Prokofiev’s Peter & Wolf-pt 1 (pt.2), clarinet, flute, oboe, bassoon; Ravel’s Conversations of Beauty & the Beast -bassoon, clarinet; Clementine-man and children, Peace Like a River-man&men, I Love the Mountains-children, Charlie Over the Ocean-children and woman, Charlotte Town-woman&women; Prokofiev’s Overture on Hebrew Themes -clarinet</p>	
<p>Music Language Objectives</p> <p>Through singing, moving, speaking, hand signs, listening, drawing, notation, dramatizing, writing, and/or creating:</p> <ul style="list-style-type: none"> I can clearly communicate the differences between partner songs, rounds, and songs w/descants and/or what I like about one of our listening selections. 				<p>Resources</p> <p>LISTENING LINKS</p> <p>YouTube: <i>musical recordings search engine</i></p> <p>Classics for Kids: <i>recordings, listening maps, lesson ideas, composers, music dictionary</i></p> <p>San Francisco Symphony for Kids</p>	
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>					

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 4: FORM	FOURTH GRADE MUSIC
Music Objectives- FORM	Vocabulary	Lesson Activities
<p>Through playful song experiences, structured listening and creative movement:</p> <p>0→ 1. I can recognize, describe and illustrate the form of a song or a piece of music using mapping and alphabet letters.</p> <p>2. I can create and play introductions to simple songs on various instruments.</p> <p>3. I can show how a combination of instruments can produce music for bands and orchestras.</p> <p>0→ 4. I can demonstrate how music helps us experience and celebrate Utah history and culture.</p>	<p>song/piece</p> <p>verse</p> <p>chorus(refrain)</p> <p>repeat/contrasting phrases</p> <p>AA, AB</p> <p>music mapping</p> <p>theme and variations</p> <p>introduction</p> <p>orchestra</p> <p>symphony</p> <p>band</p>	<p><u>First "I Can":</u> Choose a short song and draw a picture of it in the air several times to get a feeling for the song, then transcribe the "air picture" to a piece of paper. See Music mapping teaching strategies. Sing and discover the differences in form between Clementine- AA verse-chorus and Cindy –AB verse-chorus. Lead children through map reading and guided listening activities of selections such as Schumann's Wild Horseman-AABA; Tchaikovsky's Dance of the Reed Flutes-AABA; Beethoven's Fur Elise (rondo), Ah, Vous Dirai-je Maman" (Twinkle, Twinkle Little Star, God Save the King (I & Var)</p> <p><u>Second "I Can":</u> Create or draw from the song a two or four-measure melodic pattern or a rhythm pattern to play as an introduction to a familiar song. Rhythm pattern example from: My Paddle – play the drum on the words "dip, dip, and swing," and add the finger cymbal on the second count of "swing." Play it twice so that it sounds balanced. Melodic pattern example: Skip to my Lou: hum (perhaps on the kazoo) the first two measures followed by the last two measures or play on tone bells or piano.</p> <p><u>Third "I Can":</u> Enjoy examples such as: Prokofiev's Classical Symphony (any or all movements) , Mozart's 40th symphony; Ballet examples: Tchaikovsky's Nutcracker Suite; and Sousa's Stars and Stripes Forever; Ohio Marching Band; When Johnny Comes Marching Home; Duke Ellington's Take the A Train</p> <p><u>Fourth "I Can":</u> - Explore and perform songs that teach about Utah's culture and history, such as: Utah Iron Horse; Sunset; Whoa, Haw, Buck and Jerry Boy, Twenty-Nine Counties In All Consider <i>accompaniment needs for a school program</i></p>
<p>Music Language Objectives (CC component)</p> <p>Through singing, moving, speaking, hand signs, listening, drawing, notation, dramatizing, writing, mapping, and/or creating:</p> <ul style="list-style-type: none"> I can clearly communicate what a music map is and how it works. 	<p>Resources</p>	
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>		

ARTSEDGE Lessons for Elementary School

America, A Home for Every Culture

American culture reflects a mosaic of all the many cultures that make up the United States. How can you define American food, music, or language?

Overview

Summary

Through teacher-guided discussion and hands-on activities, students will explore how various cultures have contributed to making the United States the unique and diverse country that it is today.

Learning Objectives

Students will:

Identify words that became part of the English language as a result of immigrant groups settling in America.

Identify the origin of music and instruments from a variety of ethnic backgrounds.

Understand how foods differ from nation to nation by creating a class "Multicultural Family Recipe Book."

Express understanding of the value of diversity in a poem or drawing.

Teaching Approach

Arts Integration

Teaching Methods

Brainstorming

Discussion

Multimedia Instruction

Research

Cooperative Learning

Assessment Type

Informal Assessment

Key Staff

Classroom teacher; assistance of music teacher could be valuable.

Key Skills

Global Connections:

Connecting to History and Culture

Life and Career Skills:

Social and Cross-Cultural Skills

Developing Arts

Literacies:

Understanding Genres

next: [Preparation >](#)

Preparation

Lesson Setup

Teacher Background

Awareness of various immigrant populations of the U.S.
 Basic knowledge about musical instruments brought to the U.S. by immigrant groups
 Familiarity with cookbooks and customary ways of writing recipes

Prior Student Knowledge

Awareness of the U.S. as a nation of immigrants.

Grouping

Small Group Instruction
 Large Group Instruction

Staging

In preparation for this lesson, download the Teacher Reference Sheet 'A World of Words', available to you within the Resource Carousel, and write each word on a sticky note. Each small group of students will need 5-7 sticky notes; write words more than once if necessary. Use the reference sheet to check the answers during the game.

What You'll Need

Materials

Resources

Printable

My Recipe and My Family Member
 Face to Face
 Recipe Rubric
 Multicultural Rubric

Text

America, A Home for Every Culture

Website

Music of African immigrants
 Music of Celtic immigrants
 Music of Jewish immigrants
 Instrument Encyclopedia

Required Technology

1 Computer per Classroom
 Projector

Technology Notes

You will need Internet Access. RealPlayer is a required plugin. You can download it from the RealPlayer site.

< previous: [Overview](#)

next: [Instruction](#) >

Instruction

ENGAGE

1. Present the world map and ask students to name some nations that have sent immigrants to the United States. There are no wrong answers to this question, but it might be an opportunity to review previous lessons or to recognize the heritage of class members.

2. Ask what languages the immigrants from those countries spoke, and point out that they brought their languages with them to the United States. There are more than 6,000 languages in the world, and over 300 languages are spoken in the United States, according to the 2000

Resources in Reach

Here are the resources you'll need for each activity, in order of instruction.

Engage

Census. If the class includes people who can speak other languages, ask them to count to five in the other languages they know. Depending on the language represented, there may or may not be similarities among the words in sound and spelling.

3. Introduce the term “loanword,” which refers to words taken directly from one language and used in another. Some examples include “ballet” (French), “pajamas” (Hindi), and “karaoke” (Japanese). Point out that English speakers in the U.S. took up words brought to the U.S. by immigrants, as well as Native American words, and we now have words from all over the world in our American English dictionaries. Bear in mind that the vocabulary of the English language included large numbers of words of French, Germanic, Latin, and Greek origins when it first came to the United States, and that world conquest and trade on the part of English-speaking peoples is responsible for more loanwords than immigration. Still, immigrants certainly enriched American English with their languages, and continue to do so today.

4. Divide students into groups of about five and play 'A World of Words'. Give one member of each group 5 to 7 of the sticky notes you prepared earlier. The person holding the sticky notes will be responsible for providing clues to the rest of the group that will help them guess the word. When the word is guessed correctly, the group has to guess its place of origin and place the word on the world map in its place of origin. Repeat with all the words. A point will be awarded for each word that is guessed correctly and two points for each correct place of origin. You can get a printable version of the worksheet from the "Engage" tab by clicking the download button in the bottom right corner of the resource carousel.

5. Go over the results and declare a winner.

BUILD KNOWLEDGE

1. Listen to examples of music brought to the United States by immigrants. Clips can be found at web sites, links for which are available through the Resource Carousel.

Music of African immigrants

(Smithsonian collection of clips from recent immigrants from various African nations)

Music of Celtic immigrants

(a webcast of a Library of Congress musical program on Irish immigration)

Music of Jewish immigrants

(several video clips from a Klezmer band, playing a style of music particularly associated with European Jewish immigrants to the U.S.)

2. Discuss the instruments students heard or saw used in the performances. Explain that different instruments are used in the music of different countries and continents. On a chart, write on the left-hand side "Musical Instruments" and on the right-hand side "Place of Origin." Discuss how, in the same way that languages were brought over to America, so were the musical sounds of various ethnic groups.

3. Discuss four American instruments brought by immigrants: the accordion, the fiddle (violin), the saxophone, and the banjo (believed to be based on the oud). You may choose to use the Smithsonian Institution's Instrument Encyclopedia web site, a link for which is available through the Resource Carousel, in combination with the music video clips listed above. Show the accordion, for example. Discuss what it looks like, its shape, how it is played, whether the sound is high or low, etc. Play the accordion sound again. Have a student read the caption at the bottom and identify the place of origin. Ask students whether they've heard the instrument played in the United States, or if they associate the instruments with any particular kind of music. Students may recognize the accordion as an instrument used in Cajun or Tejano music, or as an instrument used to play polkas.

4. Discuss the other instruments in the same manner as you did the first. After the discussion, go back to the chart and have the students give you the names of each of the instruments they heard and the place of origin.

America, A Home for Every Culture

Build Knowledge

Music of African immigrants
Music of Celtic immigrants
Music of Jewish immigrants
Instrument Encyclopedia

Apply

My Recipe and My Family Member

Reflect

Face to Face

Assess

Recipe Rubric
Multicultural Rubric

5. Have students write the names of instruments on sticky notes and add them to the world map. This could be restricted to the instruments discussed, or students might know of other instruments. If possible, check the accuracy of students' beliefs about the instruments' origins before placing them on the map.

APPLY

1. Brainstorm with the class all of the different local restaurants in your community that serve ethnic foods and list them on the board. Discuss how much fun it can be to have the opportunity for such a variety of foods right in our own neighborhood and country.

2. Share with students a favorite meal from your cultural heritage and give students the opportunity to share theirs. Tell the students that the class is going to create its own recipe book. Use an example cookbook to show students how a cookbook is organized. Notice that recipes are often divided by the type of ingredients (meats, vegetables, fruits) or the kind of dish (breakfast, desserts, drinks).

3. Provide students with a copy of the handout "My Recipe and My Family Member," a copy of which is available to you within the Resource Carousel. First refer to the "My Recipe" page of the handout. Explain that the students are going to choose a favorite family recipe that represents their cultural heritage. Compare the handout with the example cookbook.

4. Refer to the "My Family Member" page of the handout. Explain to students that they are going to take a picture, use a picture that they already have (with parental permission), or draw a picture of the family member who either usually cooks the particular meal or is the originator of the recipe. The student will then write a brief biography of the family member. Brainstorm some questions that can be asked of the family member:

- Where the person was born
- How they got the recipe
- Whether the recipe has changed over time
- When the particular dish is usually made and served
- Whether the recipe belongs a particular holiday

5. Give the students two days to complete the assignment at home. When the students bring in the assignment, have them share the name of the recipe and the family member's biography. Post the pages around the map and connect the recipes with their country of origin using yarn and map pins.

6. Compile all the pages into book form after the unit is completed. Decide with the students what the title for your class cookbook should be. Refer to the organization of the example cookbook and decide how to sort and organize the recipes. Also decide how to design the cover, and choose a student to create it.

7. Consider making copies of the cookbook. Creating a digital copy of the cookbook can be a great computer lab project. Share it on the school website, or print out a copy for the class library.

REFLECT

1. Read the Anita E. Posey poem, "Face To Face" to the class. (This poem was originally printed in the following book: Alexander, Rosemary, ed. *Poetry Place Anthology*. New York: Scholastic Inc., 1999.)

2. After reading the poem, discuss with students the writer's desire to learn about other cultures. Remind students that this unit has allowed the class to learn about different cultures represented in the United States. Refer to the map with its notes showing all the places represented by the foods, music, and words you've studied.

3. Challenge students to prepare a response to the poem, either in the form of a poem of their own, or in a drawing. Add student responses to the map display.

ASSESS

Assess the students' work using the "Recipe Assessment Rubric," available within the Resource Carousel.

Extending the Learning

1. Have students find out where their family members originated from and in what year they came to the United States. Students will share this information with the class. On a small world map, to be displayed in the classroom, students can write their family name on an index card and place it on the country of their cultural heritage.

2. Have students learn how to say hello in various languages by visiting one of these websites:

Say Hello to the World Greetings

3. Have students work independently or in cooperative groups to research the history of an ethnic dance and music from the immigrant groups discussed. Have students present a brief history and perform the dance.

4. Have students create an imaginary multicultural restaurant. Create its name, its appearance, and its menu. Provide students with two sheets of drawing paper. One sheet is to be used for a drawing of their restaurant. The second sheet of drawing paper should be folded in half to look like a book and is to be used as a menu.

5. Have students work in cooperative groups to create a mural that depicts children from around the world, showing symbols of holidays, traditions, customs, and clothing.

< previous: [Preparation](#)

next: [Standards](#) >

Standards

ARTSEDGE Lessons connect to the National Standards for Arts Education, the Common Core Standards, and a range of other subject area standards.

Common Core/State Standards

Select state and grade(s) below, then click "Find" to display Common Core and state standards.

National Standards For Arts Education

Music

Grade K-4 Music Standard 6: Listening to, analyzing, and describing music

Visual Arts

Grade K-4 Visual Arts Standard 1: Understanding and applying media, techniques, and processes

Grade K-4 Visual Arts Standard 2: Using knowledge of structures and functions

Grade K-4 Visual Arts Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Standards in Other Subjects

Geography

Geography Standard 9: Understands the nature, distribution and migration of human populations

Throughout the nation, standards of learning are being revised, published and adopted. During this time of transition, ARTSEDGE will continually add connections to the Common Core, Next Generation Science standards and other standards to our existing lessons, in addition to the previous versions of the National Standards across the subject areas.

The Arts Standards used in ARTSEDGE Lessons are the 1994 voluntary national arts standards. The Arts learning standards were revised in 2014; please visit the

on Earth's surface

Geography Standard 10: Understands the nature and complexity of Earth's cultural mosaics

Foreign Language

Foreign Language Standard 3: Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Foreign Language Standard 4: Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture

Grades K-4 History

Grades K-4 History Standard 3: Understands the people, events, problems, and ideas that were significant in creating the history of their state

Grades K-4 History Standard 6: Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage

< previous: [Instruction](#)

National Core Arts Standards

(<http://nationalartsstandards.org>) for more. The Kennedy Center is working on developing new lessons to connect to these standards, while maintaining the existing lesson library aligned to the Common Core, other state standards, and the 1994 National Standards for Arts Education.

CREDITS

Writers

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Adaptation

Sources

Baer, Edith. *This is the Way We Eat Our Lunch: A Book About Children Around the World*. New York: Scholastic Inc., 1995.

Freedman, Russell. *Immigrant Kids*. New York: Puffin Books, 1995.

Maestro, Betsy. *Coming to America: The Story of Immigration*. New York: Scholastic Inc., 1996.

Works Cited

Alexander, Rosemary, ed. *Poetry Place Anthology*. New York: Scholastic Inc., 1999.

Grade 6 Exemplars:

MAP AND UNITS Mathematics, Algebra I
LESSON Mathematics

MAP AND UNITS ELA
LESSON ELA

MAP AND UNITS Social Studies
LESSON Social Studies

MAP AND UNITS Art
LESSON Art

Curriculum Map

Algebra 1, 2012-13

[Teacher]

Standards for Mathematical Practice	Objectives	Major & Minor Assessments
1) Make sense of problems and persevere in solving them.	<p>Students will be able to determine if a situation should be modeled by a one or two variable equation.</p> <p>Students will be able to determine if a situation should be modeled by an equation or an inequality.</p> <p>Students will be able to determine of a situation should be modeled by a linear or exponential model.</p> <p>Students will be able to analyze problems and apply a different strategy if necessary.</p> <p>Students will be able to check solutions to make sure that they make sense in the context of the problem.</p>	Mini Quiz 1.1 Mini Quiz 1.2 Test 1.1 Mini Quiz 1.3 Mini Quiz 1.4 Mini Quiz 1.5 Test 1.2 Mini Quiz 1.6
2) Reason abstractly and quantitatively.	<p>Students will be able to identify constraints placed on the unknowns based on the context of the problem.</p> <p>Students will be able to analyze a problem situation to determine the most appropriate representation.</p> <p>Students will be able to create algebraic equations, tables, graphs and/or an oral explanation to represent real world problems.</p>	Mini Quiz 1.1 Mini Quiz 1.2 Test 1.1 Mini Quiz 1.3 Mini Quiz 1.4 Mini Quiz 1.5 Test 1.2 Mini Quiz 1.6
3) Construct viable arguments and critique the reasoning of others.	<p>Students will be able to justify each step in the equation solving process both orally and written.</p> <p>Students will be able to analyze errors and faulty reasoning in solution processes.</p> <p>Students will be able to make arguments, test arguments, and revise arguments based on testing outcomes.</p> <p>Students will be able to use counterexamples to prove or disprove arguments.</p>	Mini Quiz 1.1 Mini Quiz 1.2 Test 1.1 Mini Quiz 1.3 Mini Quiz 1.4 Test 1.2 Mini Quiz 1.6
4) Model with mathematics.	<p>Students will be able to construct a nonverbal representation of a verbal problem.</p> <p>Students will be able to simplify a complicated problem by making assumptions and approximations.</p>	Mini Quiz 1.1 Mini Quiz 1.2 Test 1.1 Mini Quiz 1.3 Mini Quiz 1.4 Mini Quiz 1.5

Curriculum Map

Algebra 1, 2012-13

[Teacher]

			Test 1.2
5) Use appropriate tools strategically.	Students will be able to explore a problem numerically or graphically by using Geometer SketchPad. Students will be able to use a calculator not only for completing calculations but to investigate or verify thinking about a problem.		Test 1.2
6) Attend to precision.	Students will be able to use correct vocabulary when discussing problems. Students will be able to demonstrate their understanding of the mathematical processes required to solve a problem by carefully showing all of the steps in the solving process. Students will be able to label final answers appropriately. Students will be able to give final answers to an appropriate degree of accuracy. Students will be able to label the axes of graphs and use appropriate scales.	Mini Quiz 1.1 Test 1.1 Mini Quiz 1.4 Mini Quiz 1.5 Test 1.2 Mini Quiz 1.6	
7) Look for and make use of structure.	Students will be able to recognize linear equations in various forms and realize which form is most useful in a given situation. Students will be able to make observations about how equations are set up to decide the possible ways to solve the equation or graph the equation. Students will be able to analyze given data and determine if it is best represented by a linear function, an exponential function, or a quadratic function. Students will be able to identify patterns in data.	Mini Quiz 1.5 Test 1.2	
8) Look for and express regularity in repeated reasoning.	Students will be able to use patterns and/or other observations to create general relationships in the form of an algebraic equation or inequality.	Mini Quiz 1.2 Test 1.1 Mini Quiz 1.3	

Curriculum Map

Algebra 1, 2012-13

[Teacher]

Unit Info (Title, timeline, Essential Questions)	Standards (MA state standards and CCSC writing benchmarks)	Outcomes—skills and subskills	Assessments
<p>U1: Relationships between Quantities and Reasoning with Equations</p> <p>8/28-10/25</p> <p>EQ1: When and how is mathematics used in solving real world problems?</p> <p>EQ2: What characteristics of problems would determine how to model the situation and develop a problem solving strategy?</p> <p>**What characteristics of problems would help to distinguish whether the situation could be modeled by a linear or exponential model?</p>	<p>Number & Quantity</p> <p>N.Q.1 Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>	<p>Students will be able to choose, interpret, and use units of measure to accurately represent problems and model real-world scenarios with a reasonable level of precision. (2, 6)</p> <p>Students will be able to select appropriate scale and labels for graphs that represent a given real world scenario. (4, 5, 6)</p> <p>Students will be able to model a real world scenario using appropriate quantities. (2, 4, 8)</p>	<p>Mini Quiz 1.1</p> <ul style="list-style-type: none"> • A.SSE.1 • A.SSE.2 • A.CED.1 • A.REI.1 • A.REI.3 • MP1, 2, 3, 4, 6 <p>Mini Quiz 1.2</p> <ul style="list-style-type: none"> • A.CED.1 • A.REI.1 • A.REI.3 • A.CED.4 • A.REI.MA.3a • N.Q.3 • MP 1, 2, 3, 4, 8 <p>Test 1.1</p> <ul style="list-style-type: none"> • A.SSE.1 • A.SSE.2 • A.CED.1 • A.CED.4 • A.REI.1

Curriculum Map

Algebra 1, 2012-13

[Teacher]

<p>EQ3: Why is it necessary to follow set rules/procedures/properties when manipulating numeric or algebraic expressions?</p>	<p>Algebra</p> <p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.</p> <p>a) Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b) Interpret complicated expressions by viewing one or more of their parts as a single entity.</p> <p>A.SSE.2 Use the structure of an expression to identify ways to rewrite it.</p> <p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. Limit exponential equations to integer outputs.</p>	<p>Students will be able to describe the structure of a linear equation/inequality and use this structure to devise a plan for solving the equation. (1, 3, 7)</p> <p>Students will be able to analyze the structure of an expression to help develop a plan for solving a problem. (1,7)</p> <p>Students will be able to create linear equations, linear inequalities, and exponential equations in one variable. (2, 4, 8)</p>	<ul style="list-style-type: none"> • A.REI.3 • A.REI.MA.3a • N.O.3 • MP1, 2, 3, 4, 6, 8 <p>Mini Quiz 1.3</p> <ul style="list-style-type: none"> • A.CED.1 • A.REI.1 • A.REI.3 • A.REI.MA.3a • MP 1, 2, 3, 4, 8 <p>Mini Quiz 1.4</p> <ul style="list-style-type: none"> • A.CED.1 • A.REI.1 • A.REI.3 • A.REI.3a • A.CED.2 • A.CED.3 • N.O.1 • N.O.2 • MP 1, 2, 3, 4, 6 <p>Mini Quiz 1.5</p> <ul style="list-style-type: none"> • A.CED.2 • A.CED.3 • A.CED.4 • MP 1, 2, 4, 5, 6, 7 <p>Test 1.2</p>
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Curriculum Map

Algebra 1, 2012-13

[Teacher]

	<p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. Limit to linear and exponential equations.</p>	<p>Students will be able to create linear equations and exponential equations in two variables to represent relationships between two quantities. (2, 4, 8)</p>	<ul style="list-style-type: none"> • A.CED.1 • A.CED.2 • A.CED.3 • A.CED.4 • A.REI.1 • A.REI.3 • A.REI.MA.3a • N.Q.1 • N.Q.2 • MP—all but 8
<p>A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p>	<p>Students will be able to represent the solutions to a linear equation or an exponential equation in two variables by graphing the solutions. (4, 5, 6)</p> <p>Students will be able to explain the meaning of solutions to equations and inequalities using the context of the problem. (2, 3, 4)</p> <p>Students will be able to eliminate algebraic solutions which do not make sense in the context of the problem. (1, 7)</p>	<p>Mini Quiz 1.6</p> <ul style="list-style-type: none"> • A.SSE.2 • A.CED.1 • A.REI.3 • N.Q.1 • MP 1, 2, 3, 6 <p>Mini Quiz 1.7</p> <ul style="list-style-type: none"> • A.CED.2 • A.CED.3 • N.Q.1 • N.Q.3 • F.LE.1 <p>IA1</p> <ul style="list-style-type: none"> • N.Q.1 	

Curriculum Map

Algebra 1, 2012-13

[Teacher]

	<p>A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p>	<p>Students will be able to solve literal equations. (7, 8)</p> <p>Students will be able to translate linear equations between standard form and slope intercept form. (1, 7)</p>	<ul style="list-style-type: none"> • N.Q.2 • N.Q.3 • A.SSE.1 • A.SSE.2 • A.CED.1 • A.CED.2 • A.CED.3 • A.CED.4 • A.REI.1 • A.REI.3 • A.REI.MA.3a • F.LE.1 <p>Unit 1 Problem</p> <ul style="list-style-type: none"> • TBD <p>Final Exam</p>
<p>A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. Emphasis is on linear equations.</p>	<p>Students will be able to carry out, describe, and justify each step of the plan for solving an equation or inequality. (1, 3, 6)</p>		
<p>A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>	<p>Students will be able to solve linear equations, linear inequalities, and exponential equations in one variable (including those with absolute value). (1, 3, 7)</p>		
<p>A.REI.MA.3a Solve linear equations and inequalities in one variable involving absolute value.</p>			

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	<p>Functions</p> <p>F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>a) Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.</p> <p>b) Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>c) Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>	<p>Students will be able to distinguish between situations that can be modeled with linear functions and with exponential functions. (1, 7)</p> <p>Students will be able to prove that linear functions grow by equal differences over equal intervals (additive change) and that exponential functions grow by equal factors over equal intervals (multiplicative change). (1, 6, 7)</p>	
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Curriculum Map

Algebra 1, 2012-13

[Teacher]

Unit Info (Title, timeline, Essential Questions)	Standards (MA state standards and CCSC writing benchmarks)	Outcomes—skills and subskills	Assessments
U2: Linear and Exponential Relationships 10/28-1/24 EQ1: How can we use mathematical models to describe change or changes over time? EQ2: How are patterns of change related to the behavior of functions? EQ3: How are functions and their graphs related? EQ4: How can patterns, relations, and functions be used as tools to best describe and help explain real-life situations?	N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents. A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Students will be able to apply understanding of properties of exponents to build understanding of rational exponents and radicals. (1, 8)	Mini Quiz 2.1 Test 2.1 Linear Systems RT Project Mini Quiz 2.2 Mini Quiz 2.3 Test 2.2 RT Reflection Mini Quiz 2.4 Midterm Final Exam
	A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of	Students will be able to translate between radical form and exponential notation. (1, 7)	
	linear equations exactly and approximately (e.g., with graphs), focusing on pairs of	Students will be able to carry out, describe, and justify each step of the plan for solving a system of equations. (1, 3, 7)	Students will be able to solve systems of equations by various methods. (1, 6, 7)

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 [Teacher]

	<p>linear equations in two variables.</p> <p>A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using online graphing tools to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>	<p>Students will be able to explain when a system of equations will yield one solution, no solution, or infinite solutions. (1, 3, 8)</p> <p>Students will be able to construct an argument as to how the points on a curve/line are represented by its algebraic equation. (3, 7)</p> <p>Students will be able to show the equality of two functions using multiple representations (graphically, algebraically and with a table). (3, 4, 5)</p>	
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	<p>A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>	<p>Students will be able to explain why a particular shaded region represents the solution of a given linear inequality or system of linear inequalities. (1, 3, 5, 7)</p> <p>Students will be able to explain the meaning behind a dotted boundary versus a solid boundary line when graphing solutions to linear inequalities. (1, 3, 5, 7)</p>	
	<p>F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p>	<p>Students will be able to determine if a relation is a function. (1, 5, 7, 8)</p> <p>Students will be able to identify the domain and range of a function from multiple representations. (2, 5, 6)</p> <p>Students will be able to find function values. (1, 6, 8)</p> <p>Students will be able to find the value of x in a function when given the value of $f(x)$. (1, 6, 8)</p>	

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	<p>F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of integers.</p> <p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Emphasis is on linear and exponential functions.</p>	<p>Students will be able to apply the vertical line test. (5, 8)</p> <p>Students will be able to make connections between context and algebraic representations which use function notation. (2, 8)</p> <p>Students will know that arithmetic sequences are examples of linear functions with additive changes and geometric sequences are examples of exponential functions with multiplicative changes. (1, 8)</p> <p>Students will be able to translate from algebraic representations to graphic or numeric representations while also noting key features. (1, 5, 6)</p>	
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	<p>F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. Emphasis is on linear and exponential functions.</p>	<p>Students will be able to relate the concept of domain to various types of functions. (2, 7)</p> <p>Students will be able to describe the restrictions on the domain of all functions based on their real world context. (2, 3, 4)</p>	
	<p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. Emphasis is on linear and exponential functions whose domain is a subset of integers.</p>	<p>Students will be able to identify the rate of change from multiple representations. (1, 6)</p> <p>Students will be able to distinguish the type of rate of change (positive, negative, or zero) of a given function. (1, 7)</p>	
	<p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a) Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>	<p>Students will be able to graph linear functions and show intercepts. (1, 5, 6)</p> <p>Students will be able to graph exponential functions, showing intercepts and end behavior. (1, 5, 6,)</p>	

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 [Teacher]

	<p>e) Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p> <p>F.BF.1 Write a function that describes a relationship between two quantities.</p> <p>a) Determine an explicit expression, a recursive process, or steps for calculation from a context. Limit to linear and exponential functions.</p> <p>F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p>	<p>Students will be able to recognize common attributes of a function from various representations. (4, 7)</p> <p>Students will be able to create a function to represent a linear or exponential relation in two variables. (1, 2, 7)</p> <p>Students will be able to write arithmetic and geometric sequences recursively and with a formula. (1, 8)</p>	
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 [Teacher]

	<p>F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>a) Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.</p> <p>b) Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>c) Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>	<p>Students will be able to distinguish between situations that can be modeled with linear functions and with exponential functions. (1, 7)</p> <p>Students will be able to prove that linear functions grow by equal differences over equal intervals (additive change) and that exponential functions grow by equal factors over equal intervals (multiplicative change). (1, 3, 7)</p>	
<p>F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table.)</p>		<p>Students will be able to write arithmetic and geometric sequences recursively and with a formula. (1, 8)</p>	

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 [Teacher]

	<p>F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p>	<p>Students will be able to show graphically or by a table that exponential functions will ultimately exceed linear and quadratic functions. (2, 4, 6, 7)</p>	
	<p>F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context. Limit exponential functions to the form $f(x) = b^x + k$.</p>	<p>Students will be able to interpret the slope and y-intercept of a linear model in terms of context. (2, 3)</p> <p>Students will be able to identify the initial amount present in an exponential model. (2)</p>	

Curriculum Map

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[Teacher]

Unit Info (Title, timeline, Essential Questions)	Standards (MA state standards and CCSC writing benchmarks)	Outcomes—skills and subskills	Assessments
<p>Unit 3: Expressions & Equations</p> <p>1/29 – 3/21</p> <p>EQ1: How is solving by factoring different from just factoring?</p> <p>EQ2: What are like terms?</p> <p>EQ3: How is multiplying polynomials different from factoring them?</p> <p>EQ4: How do I identify the GCF when given a polynomial?</p>	<p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.</p> <p>a) Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b) Interpret complicated expressions by viewing one or more of their parts as a single entity.</p> <p>A.SSE.2 Use the structure of an expression to identify ways to rewrite it.</p> <p>A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p>	<p>Students will be able to make connections between algebraic representations and mathematics vocabulary. (2, 4, 7)</p> <p>Students will be able to identify parts of an expression such as terms, factors, coefficients, etc. (1, 6, 7)</p> <p>Students will be able to use properties of mathematics to alter the structure of an expression. (1, 7)</p> <p>Students will be able to select and then use an appropriate factoring technique. (1, 6, 7)</p> <p>Students will be able to connect the factors, zeroes, and x-intercepts of a quadratic graph. (6, 7)</p>	<p>Mini Quiz 3.1</p> <p>Test 3.1</p> <p>Mini Quiz 3.2</p> <p>Mini Quiz 3.3</p> <p>Test 3.2</p> <p>Mini Quiz 3.4</p> <p>Linear, Exponential, and Quadratic Models—LEARNING TASK</p> <p>IA3</p> <p>Final Exam</p>

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	<p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p>	<p>Students will be able to use the zero-product property to solve quadratic equations. (1, 6, 7)</p> <p>Students will be able to recognize that quadratics that are perfect squares produce graphs which are tangent to the x-axis at the vertex. (7)</p> <p>Students will be able to recognize key features of a quadratic model given in vertex form. (1, 2, 7)</p>	
	<p>A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions,</p>	<p>Students will be able to show that when polynomials are added, subtracted, or multiplied that the result is another polynomial. (1, 2, 7)</p> <p>Students will be able to distinguish between linear, quadratic, and exponential relationships given the verbal, numeric and/or graphic representations. (1, 7, 8)</p>	

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	<p>and simple-rational and exponential functions.</p> <p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p>Students will be able to distinguish between linear, quadratic, and exponential relationships given numeric or verbal representations. (1, 7, 8)</p> <p>Students will be able to determine unknown parameters needed to create an equation that accurately models a given situation. (1, 2, 4)</p>	
<p>A.REI.4 Solve quadratic equations in one variable.</p> <p>b) Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions.</p>		<p>Students will be able to solve quadratic equations using various methods and recognize the most efficient method. (1, 2, 7)</p> <p>Students will be able to use the value of the discriminant to determine if a quadratic equation has one double solution, two unique solutions or no real solutions. (1, 2, 6, 7)</p>	



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	<p>A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.</p>	<p>Students will be able to solve a simple system of a linear equation and a quadratic equation in two variables both algebraically and graphically. (1, 6, 7)</p>	
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Curriculum Map

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[Teacher]

Unit Info (Title, timeline, Essential Questions)	Standards (MA state standards and CCSC writing benchmarks)	Outcomes—skills and subskills	Assessments
<p>Unit 4: Descriptive Statistics and MCAS Prep</p> <p>3/24 – 5/9</p> <p>EQ1: What are the different methods of data representation and what kinds of data do we use to create them?</p> <p>EQ2: What are the advantages and disadvantages of each method of data representation?</p> <p>EQ3: How can we use summary statistics and data representations to describe a distribution or support/refute a claim?</p>	<p>S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range,</p>	<p>Students will be able to determine the best data representation to use for a given situation. (1, 7)</p> <p>Students will be able to identify and explain key features of each plot (dot plots, histograms, and box plots). (1, 3, 4, 5)</p> <p>Students will be able to create dot plots, histograms, and box plots given data. (1, 4, 5, 6)</p> <p>Students will be able to analyze data given in different forms. (1, 2, 7)</p> <p>Students will be able to interpret measures of center and spread (variability) to compare several data sets. (1, 2, 3)</p>	<p>Mini Quiz 4.1 Mini Quiz 4.2 Mini Quiz 4.3 Test 4.1 Mini Quiz 4.4 Final Exam</p>

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	<p>standard deviation) of two or more different data sets.</p>	<p>Students will be able to identify shapes of distributions (skewed left or right, bell, uniform, symmetric). (1, 7)</p> <p>Students will be able to recognize appropriateness of mean/standard deviation for symmetric data. (1, 7)</p> <p>Students will be able to recognize appropriateness of 5 number summary for skewed data. (1, 7)</p>	
<p>S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p>		<p>Students will be able to recognize gaps, clusters, and trends in the data set. (1, 7)</p> <p>Students will be able to recognize outliers and their impact on the center. (1, 7)</p> <p>Students will be able to effectively communicate what the data reveals. (3, 4)</p> <p>Students will know that in order to compare distributions there must be</p>	

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	<p>S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals.</p> <p>c. Fit a linear function for a scatter plot that suggests a linear association.</p>	<p>common scales and units. (5, 6)</p> <p>Students will be able to recognize types of relationships that lend themselves to linear and exponential models. (6, 7)</p> <p>Students will be able to create and use regression models to represent a contextual situation. (1, 7)</p> <p>Students will be able to create a graphic display of residuals. (4, 5, 6)</p> <p>Students will be able to recognize patterns in residual plots. (7)</p> <p>Students will be able to calculate residuals with a calculator. (1, 5, 6)</p> <p>Students will be able to recognize a linear</p>	
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	<p>S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p>S.ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.</p>	<p>relationships displayed in a scatter plot. (1, 7)</p> <p>Students will be able to determine an equation for the line of best fit for a set of data points. (1, 2, 6, 7)</p> <p>Students will be able to interpret the slope and y-intercept of a linear model in the context of the data. (2, 7)</p> <p>Students will know the range of the values ($-1 \leq r \leq 1$) and the interpretation of those values for correlation coefficients. (1, 2, 3)</p> <p>Students will be able to compute and analyze the correlation coefficients for the purpose of communicating the goodness of fit of a linear model for a given data set. (1, 2, 3, 4, 5, 6)</p>	
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Unit Info (Title, timeline, Essential Questions)	Standards (MA state standards and CCSC writing benchmarks)	Outcomes—skills and subskills	Assessments
<p>Unit 5: Quadratic Functions & Modeling</p> <p>EQ1: What is a parent function?</p> <p>EQ2: What does a quadratic function look like??</p> <p>EQ3: How many solutions can a quadratic equation have?</p>	<p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p>	<p>Students will be able to interpret key features of quadratic functions including intercepts, intervals where the function is increasing or decreasing or positive or negative, relative maximums and minimums, symmetries, end behavior, and periodicity. (1, 4, 5, 6, 7)</p> <p>Students will be able to use key features of quadratic functions to sketch a graph. (4, 5, 6)</p> <p>Students will be able to make connections between the experience of working with linear and exponential functions to quadratic functions. (1, 2, 7)</p>	<p>Mini Quiz 5.1 Mini Quiz 5.2 Learning Task 5.1 Final Exam</p>

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	<p>F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.</p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>	<p>Students will be able to make connections between the experience of working with linear and exponential functions to quadratic functions. (1, 2, 7)</p> <p>Students will be able to describe the restrictions on the domain of a function based on real world context. (2, 3)</p> <p>Students will be able to recognize and use alternate vocabulary for domain and range such as input/output or independent/dependent. (3, 4, 6)</p> <p>Students will be able to graph quadratic functions by hand, showing key features. (4, 5, 6)</p> <p>Students will be able to graph quadratic functions using Geometer Sketchpad. (4, 5, 6)</p>	
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	<p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>F.IF.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>F.IF.8b Use the properties of exponents to interpret expressions for exponential functions.</p>	<p>Students will be able to make connections between different representations of functions: graphs, algebraic models, contextual model. (1, 2, 4, 5)</p> <p>Students will be able to classify given functions as exponential growth or decay. (1, 7)</p>	
	<p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<p>Students will be able to make connections between the experience of working with linear and exponential functions to quadratic functions. (1, 2, 7)</p> <p>Students will be able to recognize common attributes of a function from</p>	

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	<p>F.BF.1 Write a function that describes a relationship between two quantities.</p> <p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.</p> <p>F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more</p>	<p>multiple representations. (2, 4, 5, 6, 7)</p> <p>Students will be able to make connections between the experience of working with linear and exponential functions to quadratic functions. (1, 2, 7)</p> <p>Students will be able to write the algebraic representation of a quadratic function from a contextual situation. (1, 2, 8)</p> <p>Students will be able to make generalizations about the changes that will result in the graph of a quadratic (and maybe absolute value) functions as a result of making a particular change to the algebraic representation of the function. (7, 8)</p> <p>Students will be able to compare linear and exponential growth to quadratic growth. (1, 7, 8)</p>	
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		generally) as a polynomial function.	
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Grade 6 Algebra Lesson Plan

Students sometimes think algebra and geometry are two static, unrelated subjects that were "invented" by some historical figure and appear in books but have no redeeming value or purpose. One way to make these topics more meaningful and less mysterious is to look at the words themselves.

algebra

- *'ilm algebra wa'lmugabalah* (Arabic)
- The science of **redintegration** and equation = The **reunion** of broken parts.
- **redintegration** = The process of making whole again OR restoring to a perfect state.

geometry

- *geo* (Greek) = earth
- *metron* (Greek) = measure
- The measurement of the earth.

factor

- *factere*(Latin) = to do or make
- One of two or more numbers that when multiplied together produce a given product.
- While working through algebraic factoring it is helpful to remember that all you are doing is working with breaking up and putting back together squares and rectangles!

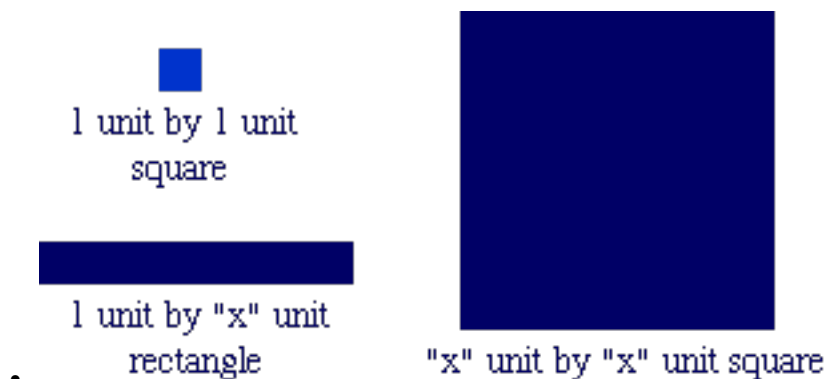
Objective:

To show the geometric basis of algebraic factoring.

Materials:

One set of algebra tiles which includes:

- 15 - 1 unit by 1 unit squares
- 10 - 1 unit by "x" unit rectangles
- 3 - "x" unit by "x" unit squares
-

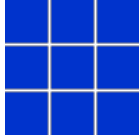


Procedure:

Introduce (or review) the notations used for multiplication.

- 3×3
- $3 \cdot 3$
- $(3)(3)$

and show these ideas using an array of the 1X1 unit squares.



Use the notation

$(3)(3)$

so that when the transition is made from numerals to algebraic expressions the notation will be the same.

If you think it is necessary, repeat this idea with several whole numbers until you think the students have the concept of how multiplication can be shown geometrically (using squares) as well as numerically.

Credit: Math Forum

<http://mathforum.org/alejandre/algfac.html>

ELA Grade 6 Abbreviated Common Unit Frames

Unit 1 Theme: Loyalty and Respect –Main Genre: Novels or Short Stories

Speaking and Listening:
 SL.1 Participate in small group or whole class discussions

Grammar and Conventions:
 L.1 Demonstrate command of the conventions of standard English
 L.1A Ensure that pronouns are in the proper case

Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

Reading: RF.1-RF.7-Foundations of Reading
 RL.1-Cite textual evidence to support analysis
 RL.2A – Theme; RL.2B Summary
 RL.3A - Plot unfolds; RL.3B - Static and dynamic character
 RL.4B –Mood
 RL.5 Analyze Text Structure, RL.6A –Identify POV, RL.6B-How POV shapes message
 RL.7 – Compare/Contrast reading a text to its audio, video or live version
 RL.9-Compare/contrast texts of similar themes/topics
 RL.10 Read grade level complex texts
 RL.2A Determine central/main idea of an informational text

Writing:
 W.3-Narrative on 1 text –real/ imagined events that demonstrate understanding of literary concepts
 W.2- Literary Analysis essay on 2 texts (RL.3 Plot/Characterization)
 W.2- Literary Analysis on 2 texts (RL.7 Compare/Contrast a print text to multimedia version)
 W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing
 W.10 – Write routinely, W.11 – Forms, W.12 - Strategies

Unit 2 Theme: Space and Time–Main Genre: Informational Texts

Speaking and Listening:
 SL.1-3 Participate in small group or whole class discussions; Give oral/multi-media presentations; Critically view oral/multi-media presentations

Grammar and Conventions:
 L.1 Conventions; L.1B Use intensive pronouns; L.2A Commas, parentheses, dashes

Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

Reading: RF.1-RF.7-Foundations of Reading
 RL.1-Cite textual evidence to support analysis
 RL.2A - Central/Main Idea; RL.2B - Summary
 RL.3-Analyze how a key individual, event, idea is introduced/elaborated (examples, anecdotes).
 RL.4A - Tone, RL.5-Analyze Text Structure, RL.6 Determine author’s POV/Purpose
 RL.7- Integrate information from a text and charts, graphs, or statistics to aid understanding of topic
 RL.8- Trace and evaluate the argument and specific claims in a text
 RL.9-Compare and contrast one author’s presentation of events with that of another.
 RL.10- Read grade level complex texts
 RL.2A – Theme

Writing:
 W.2 –Info Text Analysis Essay on 2 texts and 1 multimedia - RL.8- Trace and evaluate the strength of the argument and specific claims in a text
 W.2- Info Text Analysis Essay on 2 texts - RI.6 Focus on point of view and Purpose
 W.2 – Info Text Analysis Essay on 2 texts - RL.7- Integrate information from a text and charts, graphs, or statistics to aid understanding of topic
 W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies

Unit 3 Theme: Challenges and Obstacles–Main Genre: Poetry

Speaking and Listening: SL.1 Participate in small group or whole class discussions

Grammar and Conventions: L.1 Conventions; L.1C Recognize and correct inappropriate shifts in pronoun number and person; L.1D Recognize and correct vague pronouns

Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

Reading: RF.1-RF.7-Foundations of Reading
 RL.1-Cite textual evidence to support analysis
 RL.2A - Theme; 2C – Paraphrase
 RL.4A – Tone
 RL.4C- Analyze imagery/figurative language; RL.4D-Analyze rhyme/repetition of sounds
 RL.5 Analyze Text Structure
 RL.9 – Compare/contrast texts of the similar themes/topics;
 RL.10 - Read grade level complex texts
 RL.2A-Determine main idea of an informational text

Writing:
 W.2- Literary Analysis Essay on 2 poems (RL.2 Compare/Contrast poems of similar themes/topics)
 W.2-Literary Analysis Essay on 2 poems (RL.5 Contribution of one section to theme)
 W.2-Literary Analysis Essay on 2 texts (RL.9 Compare/contrast poem to a story w/similar topic/themes)
 W.7- Research-a short product (Paragraph/s) that answers a question
 W.9 - Quote or paraphrase research, avoiding plagiarism
 W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies

Unit 4 Theme: Explorers, Pioneers, and Discoverers–Main Genre: Classical Literature/Drama

Speaking and Listening: SL.1-3 Participate in small group or whole class discussions; Give oral/multi-media presentations; Critically view oral/multi-media presentations

Grammar and Conventions: Review ALL grammar standards

Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

Reading: RF.1-RF.7-Foundations of Reading
 RL.1-Cite textual evidence to support analysis
 RL.2A –Theme
 RL.3A - Plot unfolds; RL.3B - Static and dynamic character
 RL.4B –Mood
 RL.5 Analyze Text Structure RL.6B -How POV shapes message.
 RL.7 – Compare/Contrast reading a text to it’s an audio, video or live version
 RL.9 –Compare/contrast texts of the similar themes/topics, RL.10 -Read grade level complex texts
 RL.2A-Determine main idea of an informational text; RL.2B - Summary

Writing:
 W.2 - Literary Analysis Essay on 2 texts (RL.7-Compare contrast reading literature and filmed/live version)
 W.1-Argument/Persuasive Letter with research from multiple sources
 W.7 –Research that answers a question; W.8A - gather relevant information; W.8B - Assess credibility and accuracy of sources; W.9 - quote or paraphrase sources, avoiding plagiarism.
 W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 2: Lesson 6

Carl Hiaasen’s Perspective of Florida: Part 1



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author’s geographic location or culture affects his or her perspective. (RL.6.6a)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> • I can find the gist of an excerpt of “Five Creative Tips from Carl Hiaasen.” • I can use evidence from the text to answer text-dependent questions. • I can infer Carl Hiaasen’s perspective of Florida. 	<ul style="list-style-type: none"> • Structured notes: Chapter 8 (from homework) • Gathering Evidence of Hiaasen’s Perspective: Part 1 graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Chapter 8 of Flush (8 minutes)B. Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading an Excerpt of “Five Creative Tips from Carl Hiaasen” for Gist (12 minutes)B. Text-Dependent Questions: An Excerpt of “Five Creative Tips from Carl Hiaasen” (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Inferring Carl Hiaasen’s Perspective of Florida (10 minutes)4. Homework<ol style="list-style-type: none">A. Read Chapters 9 and 10 of Flush. As you read, mark the text with evidence flags to help you answer the focus question in your structured notes.B. Record any new vocabulary on your word-catcher.	<ul style="list-style-type: none">• In this lesson, students are introduced to an excerpt from an interview titled “Five Creative Tips from Carl Hiaasen: Florida’s Cleverest Chronicler.” This introduces students to the two main perspectives of Hiaasen: that he loves Florida, and that he is angry about the development of Florida.• The RL.6.6a standard is a literature standard that asks students to find evidence of how an author’s geographic location has influenced his or her perspective in his or her literary writing. This requires students to first determine Hiaasen’s perspective of Florida from interviews with him and then to find evidence of this in his novel Flush.• The graphic organizer introduced in this lesson is designed to support students in gathering evidence and inferring Hiaasen’s perspective about Florida from an excerpt of an interview with him. Initially this is done with a lot of teacher guidance and modeling, but over the course of the unit, students are gradually released to use the graphic organizer more independently, scaffolding toward the end of unit assessment.• In this unit, due to the connection between standards RL.6.6 and RL.6.6a, point of view and perspective are used synonymously. To address standard RL.6.6 in the first half of the unit, “point of view” is discussed in relation to the narrator of Flush, Noah, and the way he sees objects, people, and events. To address standard RL.6.6a in the second half of the unit, “perspective” is used in relation to how Carl Hiaasen views the world as a result of his geographic location and how we see that perspective come through in the novel Flush.• Students will look for evidence of Carl Hiaasen’s perspective in Flush in later lessons.• In advance:<ul style="list-style-type: none">– Read the excerpt from “Five Creative Tips,” focusing on gist.– Review Gathering Evidence of Hiaasen’s Perspective: Part 1 graphic organizer (answers, for teacher reference).• Post: Learning targets: Flush Plot Development anchor chart.



Lesson Vocabulary	Materials
<p>infer, perspective, satire, emotional attachment, exploitation, development</p>	<ul style="list-style-type: none"> • Flush (book; distributed in Lesson 1; one per student) • Flush Plot Development anchor chart (from Lesson 2) • Equity sticks • Flush word-catcher (from Lesson 1) • “Five Creative Tips from Carl Hiaasen” (one per student and one to display) • Dictionaries (at least one per triad) • Gathering Evidence of Hiaasen’s Perspective: Part 1 graphic organizer (one per student and one to display) • Gathering Evidence of Hiaasen’s Perspective: Part 1 graphic organizer (answers, for teacher reference) • Structured notes (from Lesson 1; one new blank copy per student) • Evidence flags (at least three per student)
Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Chapter 8 of Flush (8 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out Flush and their structured notes homework and discuss the following question with an elbow partner: <ul style="list-style-type: none"> * “What happens in this chapter and how do those events contribute to the plot development?” • Consider using equity sticks to call on a few students to share with the whole class. Direct students’ attention to the posted Flush Plot Development anchor chart. Add a summative statement to the Rising Action line based on student responses. Listen for and record a response like: “8—Noah watches the interview with his father, which relieves tension because it wasn’t as bad as he thought,” “Mr. Shine visits, which builds tension again because we want to know the news he has,” and “tension builds when Shelly tells Noah she believes Lice may have been killed by Dusty Muleman.” 	<ul style="list-style-type: none"> • Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students are not doing their homework.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to silently follow along as you read the learning targets aloud:<ul style="list-style-type: none">* "I can find the gist of an excerpt of 'Five Creative Tips from Carl Hiaasen.'"* "I can use evidence from the text to answer text-dependent questions."* "I can infer Carl Hiaasen's perspective of Florida."• Remind students what the word "gist" means (understanding what the text is mostly about).• Ask:<ul style="list-style-type: none">* "What does it mean to infer?"• Ask for volunteers and listen for students to share that to "infer" means to draw a conclusion using both text evidence and your own background knowledge.• Ask:<ul style="list-style-type: none">* "What does perspective mean?"• Consider using equity sticks to select students to share their responses. Listen for: "It means how you see something, based on your background and your previous experiences." Make it clear to students that "point of view" and "perspective" mean something very similar, but when talking about Noah in Flush, they have been using "point of view"; when talking about Carl Hiaasen, they are going to use the word "perspective."• Direct students to define "infer" and "perspective" on their Flush word-catchers.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Reading an Excerpt from “Five Creative Tips from Carl Hiaasen” for Gist (12 minutes)</p> <ul style="list-style-type: none"> • Tell students that the cultural background and/or geographic location of an author can often affect his or her perspective and that we can often see evidence of that perspective in the author’s writing. Explain to students that in this half of the unit they are going to find out more about Carl Hiaasen—where he is from and how that has affected his perspective. Tell them that they are then going to look for evidence of that perspective in Flush. • Display and distribute “Five Creative Tips from Carl Hiaasen.” • Invite students to follow along silently in their heads as you read the excerpt aloud slowly, fluently, and without interruption. Tell the class to listen for details about his geographic location that have influenced Hiaasen’s life and that may have shaped his beliefs, values, and ideas. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What did you learn about Hiaasen in this excerpt from ‘Five Creative Tips from Carl Hiaasen?’” • Select students to share their responses. Listen for students to explain that he loves Florida and this helps him write. • Invite students to first pair up with a new person and work together to annotate the gist of the paragraph in the margin of the text and record unfamiliar words on their word-catchers. If students struggle with getting the gist of the whole paragraph, encourage them to separate the text into smaller chunks. • Distribute dictionaries. Remind students that if they aren’t sure what a word means after looking for context clues and looking in the dictionary, they should leave the definition to be discussed with the whole group later on. • Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it down. • Then, invite students to get into their regular triads to compare what they wrote for their gist statements and to help each other with any unfamiliar vocabulary they haven’t been able to figure out. • Refocus whole class and invite students to share any unfamiliar vocabulary words they found, along with the definitions. If students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the meaning. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. • Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. • Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Focus students’ attention on the word satire in the subheading and in the body of the text. Explain that this is quite an important word when talking about the writing of Carl Hiaasen, but as it isn’t easy to figure out the meaning from the context or from the way the word is put together, you are going to need a volunteer to look up this word for the whole class in the dictionary. Make sure students understand that “satire” is humor about weaknesses or bad qualities and that Carl Hiaasen uses a lot of satire in his writing.• Focus students’ attention on the words emotional attachment. Ask:<ul style="list-style-type: none">* “What do you think this means? What is an ‘emotional attachment’? So what is he saying in this sentence?”• Cold call students to share their responses. Listen for students to explain that emotional attachment is a sense of feeling close to something emotionally—it is special to you and you have a connection with it—and in this sentence it means that there are very few places in Florida that he doesn’t feel a special connection to.• Focus students’ attention on the word exploitation. Point out that the root of the word is “exploit.” As this word isn’t easy to figure out from the context, invite a volunteer to look up this word for the whole class in the dictionary. Make sure students understand that when you exploit, you make full use of something or someone.• Tell students that the suffix “-tion” at the end of a word means the action of, or the process of, so “exploitation” is “the process of exploiting something.”• Invite students to consider other words ending in “-tion” and discuss how the suffix is added to the root word to mean the action of, or the process of. Words students may suggest include: motion, action, connection, and communication.• Focus students on the word development and explain that in this context Carl Hiaasen means the building of buildings, housing, roads, etc.	



Work Time (continued)	Meeting Students' Needs
<p>B. Text-Dependent Questions: An Excerpt of "Five Creative Tips from Carl Hiaasen" (10 minutes)</p> <ul style="list-style-type: none">• Display and distribute the Gathering Evidence of Hiaasen's Perspective: Part 1 graphic organizer.• Focus students' attention on the questions in the first column of the table. Explain that the responses to these questions can be found in the text. Invite students to read through the questions with you.• Work through the first three questions as a class:<ol style="list-style-type: none">1. Ask the question.2. Invite students to refer to the text to find the answer.3. Invite students to discuss the answer in their triads.4. Select students to share their responses.5. Model how to fill out the answer in the Answers column of the graphic organizer. Refer to Gathering Evidence of Hiaasen's Perspective: Part 1 graphic organizer (answers, for teacher reference) for guidance.6. Repeat with the next question.• Tell students that triads will work together to reread the rest of the text-dependent questions in Column 1, review their excerpt, discuss possible answers, and then record their answers to the questions in Column 2, using evidence from the text. Make it clear that for now, they should leave the other columns blank. Clarify directions as needed.• Circulate and observe triads working. While circulating, ask students:<ul style="list-style-type: none">* "Where in the text did you find this answer?"• Refocus whole class after a few minutes. Invite students to share their answers with the whole group. Guide students through each question using the Gathering Evidence of Hiaasen's Perspective: Part 1 graphic organizer (answers, for teacher reference).• Invite students to make revisions to their answers if necessary.	<ul style="list-style-type: none">• Asking students to discuss challenging questions before recording them helps to ensure that all students have an idea about what to write and can give students confidence in their responses.• Some students may benefit from having access to "hint cards": small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, "Look in the third line."• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.



Closing and Assessment	Meeting Students’ Needs
<p>A. Inferring Carl Hiaasen’s Perspective of Florida (10 minutes)</p> <ul style="list-style-type: none"> • Focus students’ attention on the third column of the organizer, “Perspective. From this excerpt, what do you know about how being born and raised in Florida has affected Carl Hiaasen’s perspective of the place?” Ask students to discuss this question in triads. • Select volunteers to share their answers with the whole group. Listen for students to explain something like: “As a result of being born and raised in Florida, Carl Hiaasen loves the place and sees it as special. He doesn’t like the way it is being developed and exploited.” • Record this in the third column of the displayed graphic organizer as a model for students. Invite students to record their ideas in the third column of their own organizers. • Distribute structured notes and evidence flags for homework. 	<ul style="list-style-type: none"> • Asking students to discuss challenging questions before recording their answer helps to ensure that all students have an idea about what to write and can give students confidence in their responses.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Read Chapters 9 and 10 of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes: <ul style="list-style-type: none"> * “What happens in these chapters and how do those events contribute to the plot development?” • Record any new vocabulary on your word-catcher. 	



Gathering Evidence of Hiaasen’s Perspective: Part 1 Graphic Organizer

Name: _____

Date: _____

Learning Targets:

“I can use evidence from the text to answer text-dependent questions.”

“I can infer Carl Hiaasen’s perspective of Florida.”

QUESTIONS	ANSWERS Use evidence from the text to support your answers.	PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen's perspective of the place?
“Five Creative Tips from Carl Hiaasen”		
1. What affects the way Carl Hiaasen cares about Florida?		
2. Why does Carl Hiaasen have “tremendous affection” for Florida?		
3. According to Hiaasen, why is Florida vulnerable?		



Gathering Evidence of Hiaasen’s Perspective: Part 1 Graphic Organizer

(Answers, for Teacher Reference)

QUESTIONS	ANSWERS Use evidence from the text to support your answers.	PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen’s perspective of the place?
“Five Creative Tips from Carl Hiaasen”		
4. What affects the way Carl Hiaasen cares about Florida?	<i>The fact that he was born and raised there and has family roots there. “I feel lucky to be born and raised in Florida, and have genuine family roots there.”</i>	<i>As a result of being born and raised in Florida, Carl Hiaasen loves and cares about it and sees it as a special place. He doesn’t like the way it is being developed and exploited.</i>
5. Why does Carl Hiaasen have “tremendous affection” for Florida?	<i>He was born and raised there, has family roots there, and has grandchildren there. “all my grandkids are here...”</i>	
6. According to Hiaasen, why is Florida vulnerable?	<i>It is vulnerable because it is flat. “When you grow up in Florida where it’s completely flat, it’s so vulnerable...”</i>	

Grade 6 Geography Year at a Glance

Foundational Literacy Standards Addressed in all Units		
<p>Reading Standards (These address all texts that students read (text, maps, pictures, graphs, videos and charts)</p> <p>RH1 – Cite Text Evidence (Students cite textual evidence whenever the answer questions orally or in writing in class.)</p> <p>RH2 – Main idea (Students always gather main ideas from a text.)</p> <p>RH4 – Determine the meaning of words and phrases as they are used in a text</p> <p>RH7 - Integrate visual and text information</p> <p>RH10 – Read grade level complex texts (955-1155 Lexile Range)</p>	<p>Writing Standards</p> <p>WHST 4 – Produce clear and coherent writing</p> <p>WHST 5 – Peer editing and revision</p> <p>WHST 9 – Draw evidence from texts to support claims</p> <p>WHST 10 – Write routinely</p> <p>Speaking and Listening</p> <p>SL.1 - Participate in small group, whole class discussions</p>	
<p>Unit 1 – Introduction to Geography (Sept-mid October)</p> <p>Content Standards</p> <p>HG1 – HG6 – Map and globe skills</p> <p>Reading Standard</p> <p>RH5- Text structure</p> <p>Writing requirements</p> <ul style="list-style-type: none"> o Summary (RH2B) <p>Literacy Baseline DDM – Iceland (WHST.2, RH7)</p> <ul style="list-style-type: none"> - <i>Test is to be administered and corrected between September 22 – October 10</i> <p>* It is recommended to use North America to teach Unit 1 Map Skills</p>	<p>Unit 2 – Europe (mid-October-November)</p> <p>Content Standards</p> <p>E.1 – E.3 – Locate and influence of five factors</p> <p>Speaking and Listening Standards</p> <p>SL.2- oral/multi-media presentations</p> <p>Reading Standard</p> <p>RH8- Distinguish fact, opinion and reasoned judgment</p> <p>Writing requirements</p> <ul style="list-style-type: none"> o Summary (RH2B) <p>Content DDM Pre-Test (E.3, WHST.2, HG1, HG3, RH2, RH7)</p> <ul style="list-style-type: none"> - <i>Test is to be administered and corrected between October 15 – November 5</i> 	<p>Unit 3 – South America (December)</p> <p>Content Standards</p> <p>S.A. 1 – S.A. 4 – Locate, influence of five factors and gaining independence</p> <p>Speaking and Listening Standards</p> <p>SL.3 – critically view oral/multi-media presentations</p> <p>Reading Standard</p> <p>RH5 Text Structure</p> <p>Writing requirements</p> <ul style="list-style-type: none"> o Summary (RH2B) o Expository Essay write to 3 texts (RH7, WHST.2)
<p>Unit 4 – Africa (January-February)</p> <p>Content Standards</p> <p>A.1 – A.4 – Locate, influence of five factors and gaining independence</p> <p>Speaking and Listening Standards</p> <p>SL.2- oral/multi-media presentations</p> <p>SL.3 – critically view oral/multi-media presentations</p> <p>Reading Standard</p> <p>RH3- Identify key steps</p> <p>RH8 - Distinguish fact, opinion and reasoned judgment</p> <p>Writing requirements</p> <ul style="list-style-type: none"> o Persuasive Essay with research (W.1, W.7, W.8, W.9) <p>Content DDM Post-Test – Expository Essay- analysis of maps (A.3, WHST.2, HG1, HG3, RH2, RH7)</p> <ul style="list-style-type: none"> - <i>Test is to be administered and corrected between March 2- March 23</i> 	<p>Unit 5 – Asia (March-May)</p> <p>Content Standards</p> <p>Asia.1-Asia.4 - Locate, influence of five factors and gaining independence</p> <p>Speaking and Listening Standards</p> <p>SL.2- oral/multi-media presentations</p> <p>Reading Standard</p> <p>RH3 – Identify Key Steps</p> <p>RH5- Text structure</p> <p>RH6- Author’s point of view</p> <p>RH9- Analyze primary and secondary source</p> <p>Writing requirements</p> <ul style="list-style-type: none"> o Expository Essay to Multiple Texts (RH3, WHST.2) o Expository Essay to Multiple Texts (RH6, WHST.2) <p>Literacy Growth DDM – Thailand (A.3, W.2, HG1, HG3, RH2, RH7)- <i>Test is to be administered and corrected between May 18 – June 5</i></p>	<p>Unit 6 – Australia and Oceania (June)</p> <p>Content Standards</p> <p>AO.1 – AO.4- Locate, influence of five factors and gaining independence</p> <p>Speaking and Listening Standards</p> <p>SL.3 – critically view oral/multi-media presentations</p> <p>Reading Standard</p> <p>RH3- Identify key steps</p> <p>Writing requirements</p> <ul style="list-style-type: none"> o Summary (RH2B)

Geography Grade 6 Unit 1 – Introduction to Geography (Approximately: September-mid October)

Content Standards from Grade 6 Concepts and Skills

HG1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population and climate maps.

HG2. Use geographic terms correctly, such as *delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, desert, continent, region, country, nation, and urbanization*.

HG3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information.

HG4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world.

HG5. Identify how current world atlases are organized and the kind of information they provide for each continent and country.

HG6. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date-line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world.

Speaking & Listening

SL.1 Participate in small group or whole class discussions (one on one, in groups or teacher-led)

Reading Literacy Standards:

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A Determine the central ideas or information of a primary or secondary source;

RH2B Provide an accurate summary of the source distinct from prior knowledge or opinions.

RH4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5-Describe how a text presents information (e.g. sequentially, comparatively, causally).

RH7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Literacy Standards

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy *(the narration of historical events) to support claims.

WHST4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

WHST6 (optional but must be done in 3 out of 8 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST9 Draw evidence from informational texts (including maps) to support analysis.

WHST 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Geography Grade 6 Unit 1 – Introduction to Geography (Approximately: September-mid October)	
<p>Writing Requirements</p> <ul style="list-style-type: none"> • Summary (RH2B) • Literacy Baseline DDM – Expository Essay Analysis of 1 informational text (WHST.2.RH7) - Test is to be administered and corrected between September 22 – October 10 	<p>Resources</p> <p>Harcourt Horizons: World Regions pp. 1-77.</p> <p>Our World Today Atlas Program with website.</p> <p>Read- to- Know website</p> <p>Discovery Education and Techbook</p> <p>Nystrom Atlas Online Program</p> <p>Readworks.org</p> <p>P drive in the Geography Resources folder under Social Studies 6-8</p> <p>* it is recommended to use North America to teach Unit 1 Map Skills</p>
<p>Possible Activities to Address Standards:</p> <ul style="list-style-type: none"> • Summary Example – students will read the text, “Why Geography Matters” on pp. 2-3 and write a summary • Writing assignment - in order to satisfy Constitution Day requirements, is the essay “Freedom, How We Got it” located in the Social Studies writing binder • Teaching RH5 – teacher will introduce text features (bold, italics, tables, etc...) and have students complete a text feature scavenger hunt. See lesson, “Non Fiction Text Features Lesson” on the P drive in the Geography Resources folder under Social Studies 6-8 . 	
Geography Grade 6 Unit 2 – Europe (Approximately: Mid October – November)	
<p>Content Standards:</p> <p>E.1. On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe.</p> <p>E.2 Use a map key to locate countries and major cities in Europe.</p> <p>E.3 Explain how the following five factors have influenced settlement and the economies of major European countries: A.)absolute and relative locations, B) climate, C) major physical characteristics, D) major natural resources and E) population size.</p>	
<p>Literacy Standards Speaking & Listening</p> <p>SL.1 Participate in small group or whole class discussions (one on one, in groups or teacher-led)</p> <p>SL.2 Give oral/multi-media presentations by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.</p>	

Geography Grade 6 Unit 2 – Europe

(Approximately: Mid October – November)

Literacy Standards Reading:

- RH 1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH2A** Determine the central ideas or information of a primary or secondary source;
- RH2B** Provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- RH7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH8** Distinguish among fact, opinion, and reasoned judgment in a text.
- RH10** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing:

- WHST2** - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy *(the narration of historical events) to support claims.
- WHST4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST 5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.
- WHST6 (optional but must be done in 3 out of 8 units)** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST 10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Summary (RH2B)
- Content DDM Pre-Test – Expository Essay – analysis of maps (WHST.2, E.3, HG1, HG3, RH2, RH7)
- Test is to be administered and corrected between October 15 – November 5

Resources

- Harcourt Horizons: World Regions pp. 251-322
- Our World Today Atlas Program with website.
- Read- to- Know website
- Discovery Education and Tech Book
- Nystrom Atlas Online Program
- Readworks.org
- P drive in the Geography Resources folder under Social Studies 6-8
- See ‘Optional Topics for Study’ in the Grade 6 World Geography Massachusetts Curriculum Frameworks

Possible Activities to Address Standards:

- E3, RH7, RH2B Summary-** For example, students will read “Western Europe’s Peninsulas” on pp. 263-264 and write a summary.
- E.3. SL.2 Example** - Students will read “Western Europe’s Islands” on p.262 in the textbook and individually or in groups create and present a poster summarizing the main ideas of the reading.
- Jigsaw Presentations-** Provide student groups with supplemental readings on different major physical features or capital cities in Europe and have students create and present posters summarizing key facts and major details.
- Writing Assignment** - students will read “Trying to Save Plants and Animals” (located on the P drive) and respond to the following prompt: “Identify and explain 2 reasons why the plants and animals of Europe are worth saving.”
- Teaching RH8:** Teacher will provide a text and students will identify facts and opinions.

Geography Grade 6 Unit 3 – South America (Approximately: December)

Content Standards:

- S.A.1 On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America.
- S.A.2 Use a map key to locate the countries and major cities of South America.
- S.A.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. A) absolute and relative locations, B) climate, C) major natural resources, D) major physical characteristics, E) population size
- S.A.4 Identify when South American countries became independent nations and explain how independence was achieved.

Literacy Standards Speaking & Listening

- SL.1** Participate in small group or whole class discussions (one on one, in groups or teacher-led)
- SL.3** Critically view oral/multi-media presentations by delineating a speaker’s argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Literacy Standards Reading:

- RH 1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH2A** Determine the central ideas or information of a primary or secondary source;
- RH2B** Provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH5**-Describe how a text presents information (e.g. sequentially, comparatively, causally).
- RH7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH10** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing:

- WHST2** - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy *(the narration of historical events) to support claims.
- WHST4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST 5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.
- WHST6 (optional but must be done in 3 out of 8 units)** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST9** Draw evidence from informational texts to support analysis, reflection, and research.
- WHST 10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Summary (RH2B)
- Expository Essay – write to 3 texts (WHST.2, RH.1, RH7, RH.9.)

Resources

- Harcourt Horizons: World Regions pp. 219-248.
- Our World Today Atlas Program with website.
- Read-to- Know website
- Discovery Education and Tech Book

Nystrom Atlas Online Program

- Readworks.org
- P drive in the Geography Resources folder under Social Studies 6-8
- See ‘Optional Topics for Study’ in the Grade 6 World Geography Massachusetts Curriculum Frameworks**

Geography Grade 6 Unit 3 – South America (Approximately: December)

Possible Activities to Address Standards:

Summary Example (S.A. 3, RH2A, RH2B) – students will read the text “A Range of Climates” on pp.222-224 and write a summary.

Expository Essay – write to 3 texts (RH7) – students will read the text “Biodiversity in the Amazon” found in the Discovery TechBook under Latin America, view video “Amazonia: Exploiting the Forest” and use the Deforestation in the Amazon Rainforests pie chart found on the P drive in the Geography Resources folder under Social Studies 6-8 to answer the writing prompt, “Identify and explain 3 effects human activity has had on the Amazon Rain Forest. Make sure to cite evidence from the three texts and use your knowledge of world geography.”

SA.3 SL.3 Example: Students will view the *Discovery Education* video “The Geography and Cultures of South America: Volume 01” and take notes on main ideas and key details. At the end of the video, students will identify the purpose of the information presented in the video and then use their notes to write a summary.

Writing Assignment - students will read the article “First Contact” (located on the P drive) and write a response to the following prompt: “What negative effects were experienced by the Amazon Rainforest tribe when exposed to the outside world?”

Geography Grade 6 Unit 4 – Africa (Approximately: January-February)

Content Standards:

A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope.

A.2 Use a map key to locate countries and major cities in Africa.

A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. A) absolute and relative locations, B) climate, C) major physical characteristics, D) major natural resources, E) population size.

A.4 Identify when modern African countries became independent nations and explain how independence was achieved.

Literacy Standards Speaking & Listening

SL.1 Participate in small group or whole class discussions (one on one, in groups or teacher-led)

SL.2 Give oral/multi-media presentations by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation

SL.3 Critically view oral/multi-media presentations by delineating a speaker’s argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Literacy Standards Reading:

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH3 – Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered; the process of gaining or losing independence)

RH4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8-Distinguish among fact, opinion, and reasoned judgment in a text.

RH10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing:

- WHST1** - Write **arguments/ persuasive texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.
- WHST2** - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy *(the narration of historical events) to support claims.
- WHST4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST 5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.
- WHST6 (optional but must be done in 3 out of 8 units)** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST7** Conduct short research project to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST8A** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;
- WHST8B** –Quote or paraphrase the data and conclusions of others while avoiding plagiarism
- WHST8C** –Follow standard format for citation (**MLA**) when using information from multiple print and digital sources.
- WHST9** Draw evidence from informational texts to support analysis, reflection, and research.
- WHST 10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Persuasive Essay with Research (WHST.1, W.7, W.8, W.9)
- Content DDM Post-Test – Expository Essay – analysis of maps (WHST.2, A.3, HG1, HG3, RH2, RH7)

Resources

Harcourt Horizons: World Regions
 pp. 399-430 ; pp. 438-474 ; and pp. 477-508
 Our World Today Atlas Program with website.
 Read- to- Know website
 Discovery Education and Techbook
 Nystrom Atlas Online Program
 Readworks.org

P drive in the Geography Resources folder under Social Studies 6-8

See ‘Optional Topics for Study’ in the Grade 6 World Geography Massachusetts Curriculum Frameworks

Possible Activities to Address Standards:

Persuasive Essay with Research Example - Students will write a response to the following prompt: “You are a real estate agent. You will write a persuasive essay with research to persuade someone to move from the Sahel to the Savanna.”

A.3, SL.2Example: Students could choose any major geographical feature of Africa (Sahara Desert, Nile River, Lake Victoria, Kalahari Desert, etc.) and research the following question: What are the major geographical characteristics of the feature and how does the feature influence settlement in Africa? The students would then present their research findings to the class.

Timeline Example: (optional standard from Africa unit) Students could read the text “Gaining Freedom in Southern Africa” on pp. 495-497 and create a timeline of the major events from the beginning of apartheid to the end and present the timelines to the class.

SL.3 Example: Students will view the Discovery Education Video “Violence in South Africa (Mandela and Apartheid Part 1)” and take notes on their analysis of the purpose/motive of the information presented in the video. The video should be followed by a teacher led class discussion about the purpose/motive.

RH8-Fact/Opinion Example: Complete “Identify Fact and Opinion” activity on pp. 458-459.

Geography Grade 6 Unit 5 – Middle East and Asia (Southwest, Central, South, North, East and Southeast) (Approximately March-May)

Content Standards:

Asia.1 On a map of the world, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, the Persian Gulf, Bay of Bengal, Pacific Ocean, Arctic Ocean, Arabian Sea, Ganges River, Huang-He (Yellow) River, Chang Jiang (Yangtze) River, Sea of Japan, Himalayas, Arabian Peninsula, Gobi Desert and Siberia.

Asia.2 Use a map key to locate countries and major cities in the Middle East and Asia.

Asia.3 Explain how the following five factors have influenced settlement and the economies of major countries of Asia. A) absolute and relative locations,

B) climate, C) natural resources, D)major physical characteristics, E) population size.

Asia.4 Identify when North and South Korea, Mongolia, India, Pakistan, Iraq and Israel became independent nations and explain how independence was achieved.

Literacy Standards Speaking & Listening

SL.1 Participate in small group or whole class discussions (one on one, in groups or teacher-led)

SL.2 Give oral/multi-media presentations by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.

Literacy Standards Reading :

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A Determine the central ideas or information of a primary or secondary source.

RH3 – Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered; the process of gaining or losing independence)

RH4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Geography Grade 6 Unit 5 – Middle East and Asia (Southwest, Central, South, North, East and Southeast) (Approximately March-May)

Literacy Standards Reading:

- RH5** Describe how a text presents information (e.g., text features such as titles, headings, bold and highlighted text, review questions,).
- RH6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH9** Analyze the relationship between a primary and secondary source on the same topic.
- RH10** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

Literacy Standards Writing:

- WHST2** - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy * (the narration of historical events) to support claims.
- WHST4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST 5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.
- WHST6 (optional but must be done in 3 out of 8 units)** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST8B** –Quote or paraphrase the data and conclusions of others while avoiding plagiarism
- WHST9** Draw evidence from informational texts to support analysis, reflection, and research.
- WHST 10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Expository Essay – write to 3 texts (WHST2, RH.1, **RH3**, RH.9)
- Expository Essay – write to 3 texts ((WHST2, RH.1, **RH6**, RH.9))
- **Literacy Growth DDM** - Expository Essay Analysis of 1 informational text (WHST2, **RH7**)

Resources

- Harcourt Horizons: World Regions
- Middle East pp. 363-396, Central and South Asia pp. 523-550 and pp. 325-354, North and East Asia pp. 553-580, Southeast Asia pp. 583-610
- Our World Today Atlas Program with website.
- Read- to- Know website
- Discovery Education and Techbook
- Nystrom Atlas Online Program
- Readworks.org
- P drive in the Geography Resources folder under Social Studies 6-8

See ‘Optional Topics for Study’ in the **Grade 6 World Geography Massachusetts Curriculum Frameworks**

Geography Grade 6 Unit 5 – Middle East and Asia (Southwest, Central, South, North, East and Southeast) (Approximately March-May)

Possible Activities to Address Standards:

Expository Essay – write to 3 texts (RH3) – students will read the texts “Afghanistan :Geography and Instability” and “The Taliban” both found in the Discovery Ed Techbook and view the video “Taliban” also found in the Techbook in order to answer the prompt, “What steps did the Taliban take to gain control of Afghanistan”

Expository Essay – write to 3 texts (RH6) – students will read the texts “Child Slave Labor in China” and “The Key to Ending Child Labor is Helping Poor Families So Kids Aren’t Forced to Work” both found on the P drive in the Geography Resources folder under Social Studies 6-8 along with viewing the You Tube video, “Who Made your Shirt? Child Labor in China” to answer the prompt, “What is the author’s purpose in each of the three texts? In your explanation include 2 pieces of evidence from each text that support your claim for each author.”

WA.3, SL2 Example: After reading the text “Scarcity of Freshwater” on pp. 368-370 and answering comprehension questions, place students in groups and assign each group a different water source from the reading (exotic river, wadi, etc.) . In groups students will create and present a poster that displays the definition of the water source, a picture of the water source, and their group analysis of the pros/cons of the assigned water source.

Writing Assignment Example: teacher will provide a primary and a secondary source on the level of women’s social status in a specific Middle Eastern country and students will 1) Explain what aspects of each text prove the author’s point of view and 2) compare the two readings
RH5: Students will complete a text feature search.

Geography Grade 6 Unit 6– Australia and Oceania (Approximately June)

Content Standards:

- AO.1 On a map of the world locate the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, the Coral Sea, the Great Victoria Desert, and the Great Barrier Reef.
- AO.2 Use a map key to locate countries and major cities in the various regions of Australia and Oceania.
- AO.3 Explain how the following five factors have influenced settlement and the economies of major countries of Australia and Oceania. A) absolute and relative locations, B) climate, C) major natural resources, D) major physical characteristics, E) population size
- AO.4 Identify when Australia and countries of Oceania became independent and describe how independence was achieved.

Literacy Standards Speaking & Listening

- SL.1** Participate in small group or whole class discussions (one on one, in groups or teacher-led)
- SL.3** Critically view oral/multi-media presentations by delineating a speaker’s argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Literacy Standards Reading:

- RH2A** Determine the central ideas or information of a primary or secondary source;
- RH2B** Provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH3** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH10** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

Literacy Standards Writing:

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy * (the narration of historical events) to support claims.

WHST4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

WHST6 (optional but must be done in 3 out of 8 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST8B: Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

WHST9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Geography Grade 6 Unit 6– Australia and Oceania (Approximately June)	
Writing Requirements <ul style="list-style-type: none">• Summary (RH2B)	Resources <p>Harcourt Horizons: <u>World Regions Oceania/Australia</u> pp. 611 – 670.</p> <p>Our World Today Atlas Program with website.</p> <p>Read- to- Know website</p> <p>Discovery Education and Techbook</p> <p>Nystrom Atlas Online Program</p> <p>Readworks.org</p> <p>P drive in the Geography Resources folder under Social Studies 6-8</p> <p>* See ‘Optional Topics for Study’ in the Grade 6 World Geography Massachusetts Curriculum Frameworks</p>
Possible Activities to Address Standards: Summary Example: students read “Land and Climate” (Australia pp.620-622) in the textbook and write a summary.	

*Implementation style and content of Current Events will be at the discretion of the instructor. Typically one day per week should be used to read non-fiction, generate a response to the reading, and a discussion of the current event should follow. Assessment titles provided are suggestions. Also, Open Response Questions should be an intricate part to student writing.

Appendix

Geography Grade 6 Concepts and Skills

Students should be able to: Apply concepts and skills learned in previous grades.

History and Geography

1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)
2. Use geographic terms correctly, such as *delta, glacier, location, settlement, region, natural resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization*. (G)
3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)
4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)
5. Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)
6. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (G)
7. Use the following demographic terms correctly: *ethnic group, religious group, and linguistic group*. (G)

Civics and Government

8. Define what a nation is and give examples of the different ways nations are formed. (C)
9. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. (C)

Economics

10. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E)
11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)
12. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)

Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy.

13. Identify the key elements of a market economy. (E)

In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self-interest.

14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)

15. Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E)

ART to ZOO

TEACHING WITH THE POWER OF OBJECTS

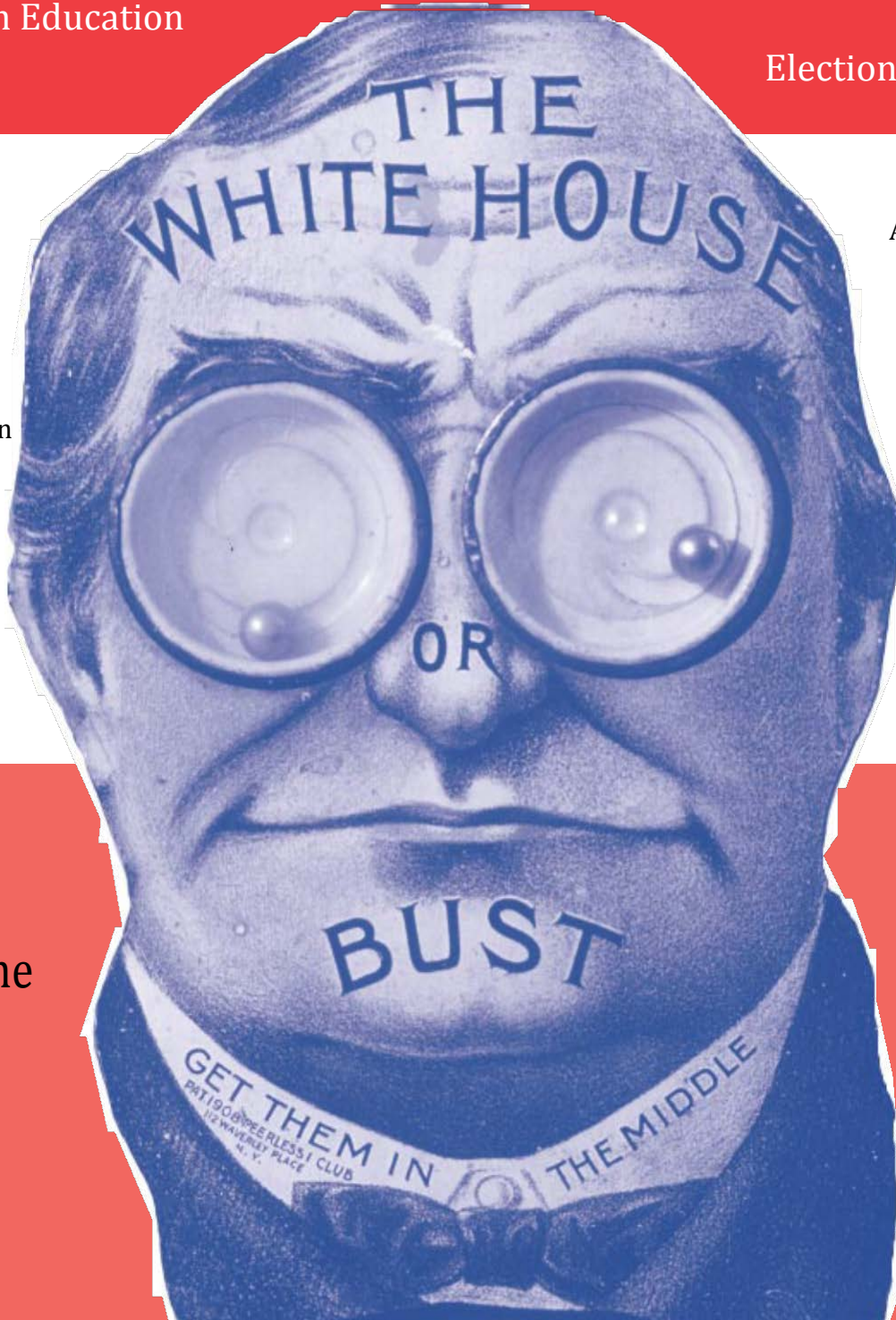
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American Presidency,
Elections and the
Role of Government.



Examining Maps:
A Closer Look at the
Electoral College

Timeline
Discussion:
Media Use in
American Elections

Collection Study:
The Seven Primary
Roles of
the President

Using Primary
Sources:
A Day in the Life of
President Truman

Winning the
Vote: How
Americans
Elect their
President

Cover photo
William Jennings
Bryan presidential
campaign game,
1908.

A Closer Look at the Electoral College

“Winning the vote” for the presidency includes two very important steps, as outlined in the U.S. Constitution. The first is the *general election*, in which eligible citizens cast their ballots. Within a state these votes are tallied and counted toward the second step, the *electoral vote* for that state. A candidate wins the electoral votes for a state by winning the state’s popular *vote*.

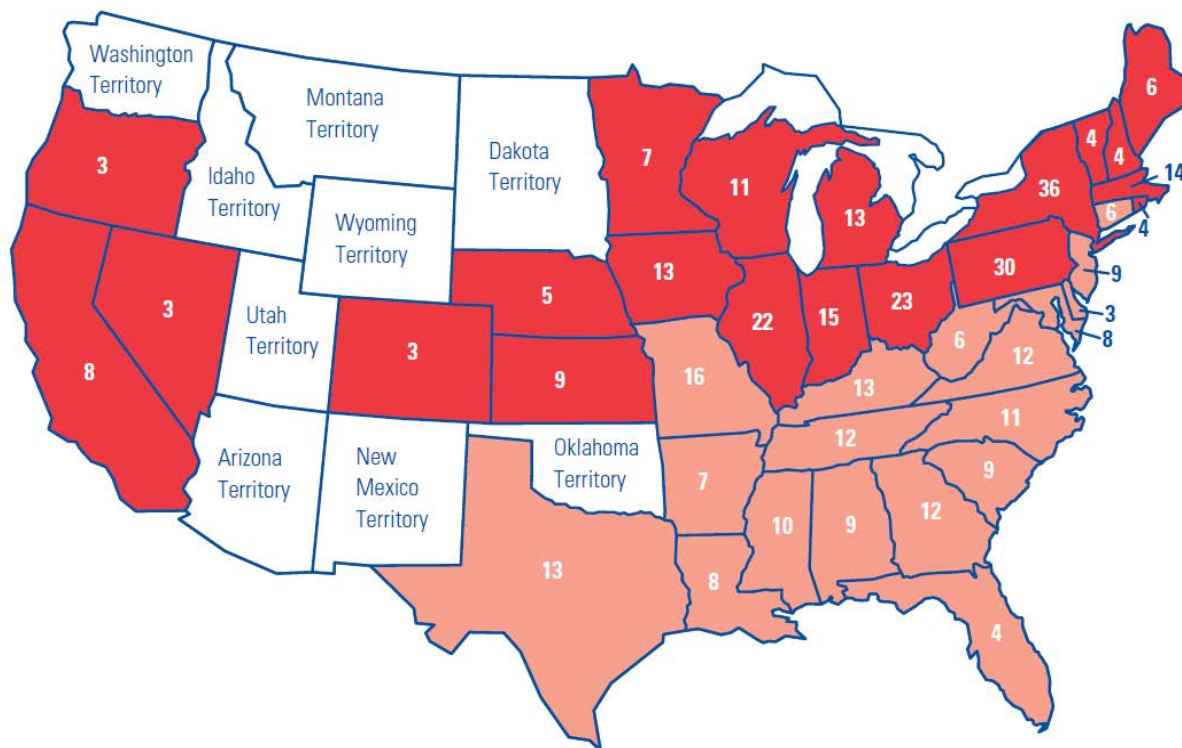
The number of a state’s electoral votes changes over time according to changes in U.S. Census results. The candidate with the greatest number of the country’s electoral votes wins the election.

In a few instances in American history, including the 1888 race between Grover Cleveland and Benjamin Harrison, the popular vote count was extremely close.

Tally the electoral votes for each candidate:

_____ Cleveland _____ Harrison

Examine the map and explain why, even though Cleveland won the popular vote, he did not win the election.



KEY

- Benjamin Harrison (R)
- Grover Cleveland (D)

Popular Votes

Cleveland 5,537,857
Harrison 5,447,129

A Closer Look at the Electoral College: Extension Questions

- Choose a side: What are the pros and cons of the Electoral College system? Give reasons to support your position.
- Research how often a candidate has won the presidency while losing the popular vote.
- Investigate the number of electoral votes for each state in the most recent election. Calculate the number that a candidate needed to win the election.
- Find out more about your state's voting habits. Which party does your state typically support? Define "swing state," or "purple state." How might the votes of those states determine elections?

Special thanks to Mary MacFarland, Project Zero, Harvard Graduate School of Education, for her contributions to these extension questions.

Don't know where to start? Here are some resources to begin your research:

- * **Art to Zoo: Winning the Vote**: Check out this archival guide to introduce students to the office of the presidency and the process of electing the president.
http://www.smithsonianeducation.org/educators/lesson_plans/elections/index.html
- * **George Washington: A National Treasure**: Help solve a make-believe mystery! Uncover hidden layers of a Washington portrait and learn fascinating facts along the way.
<http://www.georgewashington.si.edu/>
- * **Inaugural Addresses**: The complete texts of all presidential inaugural addresses can be found at
<http://www.bartleby.com/124>
- * **Mr. President**: Visit this exhibit to learn the facts about each of our nation's presidents. It's a great place for browsing, research, or homework help.
<http://smithsonianeducation.org/president/gallerymain.aspx>
- * **Object of History**: Discover how museum objects, including the 1898 Standard Voting Machine, can be used to understand history. Includes a "Virtual Exhibit Activity" and discussions with Smithsonian curators and historians about the objects, their history, and their role in the museum. Visit "The Object of History: Behind the Scenes with the Curators of the National Museum of American History."
<http://objectofhistory.org/objects/intro/votingmachine/>
- * **Smithsonian Education**: If you're looking for information on a specific president, be sure to check out the searchable database on smithsonianeducation.org. There's a lot to explore, from an interactive portrait of George Washington to an online conference on the presidency of Abraham Lincoln.
- * **Smithsonian Quests**: Students can complete digital "quests" to build skills and learn in a fun new format. There are many subject areas to choose from. Be sure to check out the "Special Elections" theme which highlights the presidency. <http://smithsonianquests.org/>
- * **The American Presidency, from Past to Present**: Investigate the history of the most powerful job in the world. Visit "The American Presidency: A Glorious Burden",
<http://americanhistory.si.edu/presidency>
- * **The Role of the Vice President**: This online exhibit highlights the role of the vice presidency through an interactive timeline, and highlights fourteen vice presidents who went on to become president. Also included are video interviews focusing on vice presidents' responses to pivotal moments in history. Visit "Presidents in Waiting." <http://npg.si.edu/exhibit/vicepres/>
- * **The Voting Process**: Explore how votes are counted and who counts them. These matters are as important as the votes themselves! Visit "Vote: the Machinery of Democracy."
<http://americanhistory.si.edu/vote>
- * **White House information**: Visit the official White House web site, <http://www.whitehouse.gov>, for information on the current United States president.

Media Use in American Elections

Adapted from *The American Presidency: A Glorious Burden* "Communicating the Presidency."



Print Media

Newspapers were the dominant form of mass communication used by American presidents into the **early 1900s**. They shared ideas and projected images of a party, a candidate, and a chief executive.



Stump Speeches

Presidents often relied on their oratorical ability to convey information and gain support. The number of people able to experience the personality and performance of the president was limited through this outlet.



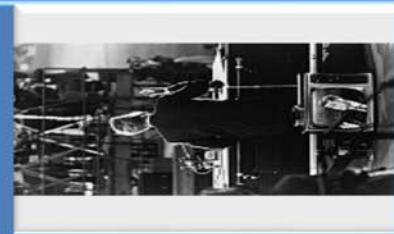
Newsreels

Motion-picture newsreels were an important means of mass communication from the **1920s through the late 1940s**. It gave many Americans their first look at the "performance" of presidential speeches and addresses.



Radio

The technology allowing the human voice to be recorded on wax cylinders became a valuable political tool in the **early 1900s**. By **1920**, presidents routinely released speeches and remarks on records, or transcriptions.



Television

By the **1950s**, presidents realized that much of their time and money should be spent on television. Dwight D. Eisenhower became the first presidential candidate to appear in a television campaign commercial in **1952**.



Internet

An interactive webcast of a national political convention took place for the first time in **2000**. The Republican Party permitted Psuedo Programs, Inc., to place several interactive 360-degree "BeHere" cameras on the convention floor in Philadelphia.



Social Media

Whether tweeting while watching the presidential debates, watching election coverage & commenting via YouTube, or posting reminders to friends on Facebook to vote, it is clear that the social media world has greatly influenced how the public receives information about candidates and the elections.

Spark Discussion!:

- o List possible advantages and disadvantages for a contemporary candidate if he were running in a former time. For instance: Would Obama or Romney have the advantage if newspapers were the only means of information?
- o Can you think of presidents who had a special gift for using the media to their advantage? Should this quality matter to those voting for a candidate? Why or why not?
- o Is it ever O.K. for reporters or news anchors to show a bias toward a candidate? Look for examples in today's media.

A Closer Look at the Objects Pictured:

- **Print Media:** The *Log Cabin* campaign newspaper, 1840. The *Log Cabin*, edited by Horace Greeley, was the leading campaign newspaper of 1840, with a circulation of 80,000. It took its title and masthead imagery from the first comprehensively merchandised symbol in American politics. The paper offered entertaining news as well as reports on the speeches and policies of soon-to-be president William Henry Harrison.
- **Stump Speeches:** President Theodore Roosevelt delivering an address from the rear platform of a train, about 1907.
- **Newsreels:** This Akeley newsreel camera belonged to Joseph W. Gibson, a cameraman whose career started in 1914 at New Jersey's Fort Lee Studios. He subsequently worked for five news organizations, and used the camera from 1935 to 1959. The tripod is a reproduction. By the 1930s, some 85 million Americans attended one of 17,000 movie theaters each week. At most film screenings, these moviegoers saw newsreels--short subjects, updated twice a week.
- **Radio:** The first president to regularly address the nation over the airwaves, President Roosevelt held his first "fireside chat" in March 1933 to explain why the banks were closing. Through his radio talks, Roosevelt developed an intimate, reassuring rapport with the American people that helped build confidence in his leadership during the Great Depression.
- **Television:** Garry Winogrand's double portrait of John F. Kennedy accepting the Democratic presidential nomination at Los Angeles's Memorial Coliseum. The portrait calls attention to the power of television as a medium of mass communication. Kennedy's success in four televised debates against his visibly awkward opponent, Richard Nixon, proved a decisive factor in his electoral victory in November.
- **Internet:** This camera was installed next to the Texas delegation. On Pseudo Programs' internet site, viewers could watch events unfold--unedited--from the camera's vantage point twenty-four hours a day.
- **Social Media:** A screenshot of the National Museum of American History's Facebook page, pre-2012 election, highlighting voting artifacts of the past.

All images used for educational purposes. Log Cabin newspaper, Theodore Roosevelt image, Akeley newsreel and Pseudo Programs' internet camera from americanhistory.si.edu/presidency. FDR radio microphone from smithsonianlegacies.si.edu. Kennedy double portrait sourced from npg.si.edu.

To Learn More:

- *Visit the Smithsonian website "The American Presidency: A Glorious Burden" (<http://americanhistory.si.edu/presidency/>) to learn more about the presidency and the role played by media in the election process.
 - *Search through Smithsonian Education's database (<http://smithsonianeducation.org/>) for lessons on your favorite presidents and other classroom resources.
-
-

The Seven Primary Roles of the President



*1997 Clinton Inauguration,
Swearing-in ceremony
Smithsonian Institution Archives*

We ask our presidents to do many jobs. He is Chief Executive, National Leader, Commander in Chief, Manager of the Economy, Ceremonial Head of State, Party Leader, and Chief Diplomat. In all, the president has seven roles. A successful president must try to do all of these jobs well.

On the following pages, try your hand at the “Collections Study Sorting Game” and use primary sources to examine “A Day in the Life of President Truman.”

Collections Study Sorting Game Cards (Front Sheet)



**TRUCKERS
ASK
WHAT PARTY DOES
NIXON PLAY IN
OIL SHORTAGES?**



Print these cards double-sided and cut along the dotted lines.

Collections Study Sorting Game Cards (Back Sheet)

Truckers' protest poster

The increasing influence of the federal government over the economy has led many Americans to expect the president to maintain the nation's financial health. This includes restraining the price of oil, controlling inflation, and providing a reasonable minimum-wage standard.

Moccasins presented to Ulysses S. Grant

These moccasins were presented to Grant during an 1870s peace conference in Washington, D.C. Along with dealing with European powers, one of the earliest diplomatic issues facing a United States president was establishing and maintaining formal and legal relationships with the Indian nations within the country's declared borders.

Ivory-handled letter seal in the White House

President James K. Polk used this ivory-handled letter seal in the White House. The size and role of the federal government was so small in the mid-19th century that during the hot Washington summers Polk let his cabinet secretaries return home while he ran their departments. He personally answered the mail, filled out forms, signed commissions, and issued purchase orders.

George Washington's battle sword and scabbard, 1770s

Washington carried this sword as commander-in-chief of the Continental Army during the Revolutionary War. He willed the sword to his nephew, Samuel Washington, a U.S. Army captain, with orders to use it "only in self-defense or in the defense of country and its rights." In 1843, Washington's grandnephew donated the sword to the US government. In 1922, it was transferred from the State Department to the Smithsonian.

Invitation to a dinner honoring President Clinton

Presidents play an important role in strengthening their parties by hosting special events for loyal party members and candidates for office. Chief executives use valuable time for functions such as these, but they are an important part of maintaining enthusiastic party support.

Sheet music, "Hail to the Chief"

The United States Marine Band, established in 1798 and named the "President's Own" by Thomas Jefferson, has provided a regal air to the presidency and the White House for more than two hundred years. John Tyler's administration established the tradition of playing "Hail to the Chief" as a ceremonial introduction announcing the arrival of the president.

Emancipation Proclamation Inkstand

This inkstand stood on the desk of an officer in the War Department's telegraph office, across the street from the White House, where Lincoln often stopped by to learn the latest news of the Civil War. The president, escaping interruptions at the White House, reportedly composed an early draft of the Emancipation Proclamation while sitting there in the summer of 1862.

Collections Study Sorting Game: The Seven Primary Roles of the President

Adapted from <http://americanhistory.si.edu/presidency>.

After cutting the “Collections Study Sorting Game Cards,” examine each object and its description. Each object relates to one of the seven primary roles of the president. Using this sheet as a guide, place each card on its corresponding role.

<p>Party Leader</p> <p>The president is the head of his political party and sets his party’s goals. The president plays an important part in raising funds for political candidates.</p>	<p>Chief Executive</p> <p>The president heads the executive branch of the federal government. This duty includes appointing cabinet officials with the “advice and consent” of the Senate.</p>	<p>Ceremonial Head of State</p> <p>The president represents the nation when he presides over ceremonies. These include placing wreaths on war memorials and awarding medals for achievement.</p>
<p>Commander in Chief</p> <p>As commander-in-chief, the president leads the armed forces and can oversee strategy. In peacetime, we expect the president to ensure that the military is strong.</p>	<p>National Leader</p> <p>As a symbolic as well as actual leader, the president sets forth his view of what America should be, or what Americans should do as good citizens. President Kennedy took on this role when he said: “Ask not what your country can do for you; ask what you can do for your country.”</p>	<p>Chief Diplomat</p> <p>The president manages our foreign policy. He meets with world leaders to negotiate trade policy and peace treaties.</p>
<p>Manager of the Economy</p> <p>We expect our presidents to maintain prosperity, create job growth, and keep markets healthy. Presidents have also resolved major labor disputes.</p>		

A Day in the Life of President Truman

What Did President Truman Do on June 29, 1950?



Truman and his Military Advisors
Augustus Vincent Tack
Smithsonian National Portrait Gallery

On June 2, 1950, the army of communist North Korea crossed over the country's southern border into pro-western South Korea. On June 25, the United Nations Security Council adopted a resolution calling for a withdrawal. On June 27, President Truman ordered air and sea support of South Korean troops. On June 30, he authorized General Douglas MacArthur to use ground troops. He also approved the bombing of military targets.

Examine President Truman's daily agenda from June 29, 1950, on the following pages.

Thursday, June 29th:

- 9.55 am (Mr. Walter Gates)
(Came to see Mr. Connally and saw the President OFF THE RECORD)
- 10.00 am (Staff Meeting)
- 11.00 am Honorable Frederick Lawton, Director, Bureau of the Budget
(One-half hour)
- 11.30 am Honorable Charles F. Brannan, Secretary of Agriculture
(Called Mr. Connally to ask for this)
- 11.45 am (Vice Admiral E. B. Cochrane, Head of M. I. T.)
(Arranged by Admiral Dennison, who brought Admiral Cochrane
in OFF THE RECORD)
- 12.00 Honorable Edward R. Dudley, American Ambassador to Liberia
(In State Department on consultation and asked if he might
call before returning to his post at Monrovia)
- 12.10 pm (George Biddle)
(Mr. Donald Dawson) - OFF THE RECORD
- 12.15 pm The President received group of Overseas Employees of the State
Department, engaged in work on The International Information
and Educational Exchange Program.
(This group represents thirty-two overseas posts; are nationals
of other countries who are now in U. S. for two months orienta-
tion and training. These foreign employees of the United States
Government were chosen from overseas posts for ability and
devotion to the United States International Information and
Educational Exchange Program. The State Department asked
that the President receive them.) - LIST ATTACHED.
- 12.30 pm The Secretary of State - Honorable Dean Acheson
(Usual Thursday appointment)
- 1.00 pm (LUNCH)
- 4.00 pm Press and Radio Conference
- 5.00 pm The following conferred with the President:
Honorable Dean Acheson - Secretary of State (and advisors)
Honorable Louis Johnson - Secretary of Defense
Honorable Thomas K. Finletter - Secretary of Air Force
Honorable Frank Pace, Jr. - Secretary of Army
Honorable Francis P. Matthews - Secretary of Navy
Honorable Stephen T. Early - Under Secretary of Defense
General Omar N. Bradley - Chairman, Joint Chiefs of Staff
General Hoyt S. Vandenberg
General J. Lawton Collins
Admiral Forrest P. Sherman
Honorable James Lay
Honorable George Elsey
Honorable John Foster Dulles
- 7.00 pm (The President left for Statler Hotel, where he attended dinner
of Finance Committee of Democratic National Committee)

A Day in the Life of President Truman

(Excerpt from the Truman Agenda)

_____ **11:00AM** Honorable Frederick Lawton, Director, Bureau of the Budget (One-half hour)

_____ **12:00PM** Honorable Edward R. Dudley American Ambassador to Liberia (In State Department on consultation and asked if might call before returning to his post at Monrovia)

_____ **12:15PM** The President received group of Overseas Employees of the State Department, engaged in work on The International Information and Educational Exchange Program.

_____ **12:30PM** The Secretary of State-Honorable Dean Acheson (Usual Thursday appointment)

_____ **4:00PM** Press and Radio Conference

_____ **5:00PM** The following conferred with the President:

- Secretary of State (and advisors)
- Secretary of Defense
- Secretary of Air Force
- Secretary of Army
- Secretary of Navy

_____ **7:00PM** The President left for Statler Hotel, where he attended dinner of Finance Committee of Democratic National Committee

Using context clues about the appointments on Truman's agenda from June 29, 1950, match the item on his schedule with one of the seven roles of the president.

A. Commander-in-Chief

B. Chief Executive

C. Chief Diplomat

D. Ceremonial Head of State

E. National Leader

F. Manager of the Economy

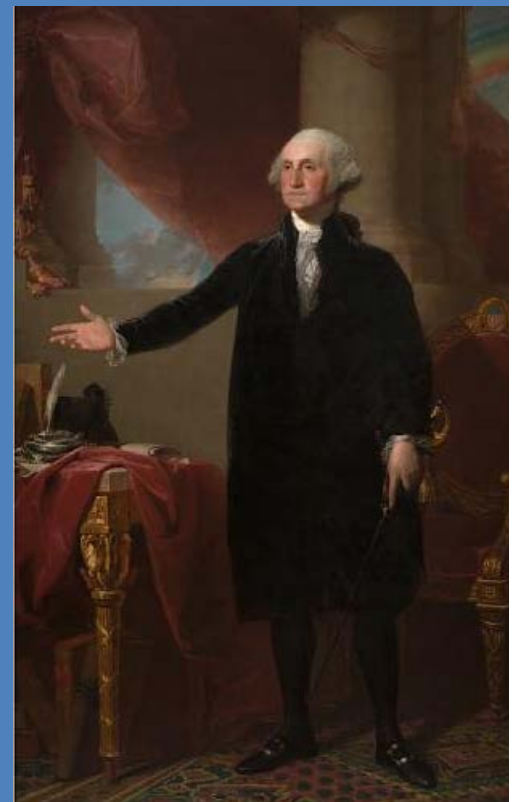
G. Party Leader

Adapted from "The American Presidency: A Glorious Burden" Hands-on Presidential Activities, *The President has Many Roles*. <http://americanhistory.si.edu/presidency>



Smithsonian Center for Education and Museum Studies

MRC 508 PO Box 37012
Washington, DC 20013-7012

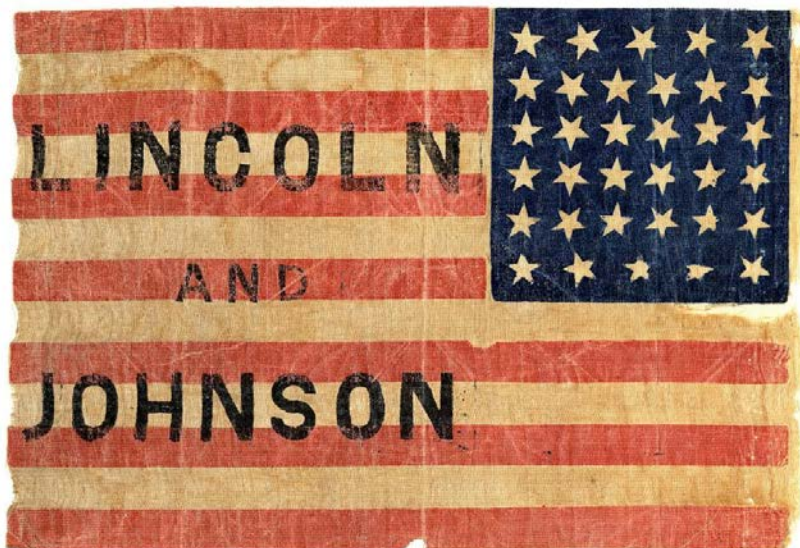


Top right – Ulysses S. Grant Campaign Badge, Scovill Manufacturing Company, circa 1868, Smithsonian National Museum of American History.

Middle left – Harry S Truman, Frank Cancellare, 1948, Smithsonian National Portrait Gallery.

Middle right – George Washington (Lansdowne Portrait), Gilbert Stuart, 1796, Smithsonian National Portrait Gallery.

Bottom left – Lincoln Campaign Flag, 1864, Smithsonian National Museum of American History.



PSRC K-8 Visual Art Curriculum Maps and Formative Assessment Plans

2012 – 2013

SIXTH GRADE

CONCEPT	ESSENTIAL QUESTIONS	SKILLS, STRATEGIES, BEHAVIORS	CONTENT CONNECTIONS	ASSESSMENTS (FORMATIVE AND SUMMATIVE)	RESOURCES
<ul style="list-style-type: none"> • Intro to Art – <ul style="list-style-type: none"> - Rules and Procedures • Introduce Elements of Art <ul style="list-style-type: none"> - line, shape, texture • Sketchbooks • Intro to Critique • Intro to Drawing – focus on 2D media • Intro to Art History- beginning of human society to the emergence of the First Global Age (1450) focusing on South American and European Art. • Vocabulary • Intro. to Various Tools 	<ul style="list-style-type: none"> • How do Elements of Art influence our Artwork? • How do our sketchbooks aid in our planning and organizing for art? • Why are rules and procedures important in our classroom? • How do critiques help us reflect on our artwork? 	<ul style="list-style-type: none"> • Ruler Skills • Rules • Procedures • Classroom management • Drawing- techniques and media • Shape –Geometrical, organic, inorganic • Texture – implied and actual • How to critique. • How to utilize sketchbook • Strategies for vocabulary 	<ul style="list-style-type: none"> • Math <ul style="list-style-type: none"> - line - shape - ruler skills • ELA <ul style="list-style-type: none"> - Vocabulary - Verbal and Writing Skills • Social Studies <ul style="list-style-type: none"> - South American and European Art 	<ul style="list-style-type: none"> • Formative <ul style="list-style-type: none"> - Class Discussions - Verbal and/or Written Response to Images - Peer Collaboration/Group Discussion - Teacher Observation and Questioning - Brainstorming of Answers to Higher Order Thinking Questions - Pre-Tests - Sketchbooks - Exit tickets - Bellringers • Summative <ul style="list-style-type: none"> - Post-Tests - Rubrics - Art Competitions and Exhibitions - Final Product of Projects - Unit finals - Benchmarks 	<ul style="list-style-type: none"> • Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

2013
 1st Quarter
 August 27 - October 25

Timing of Events may differ from school to school based on individual school schedules and/or materials available.

PSRC K-8 Visual Art Curriculum Maps and Formative Assessment Plans

2012 – 2013

SIXTH GRADE

CONCEPT	ESSENTIAL QUESTIONS	SKILLS, STRATEGIES, BEHAVIORS	CONTENT CONNECTIONS	ASSESSMENTS (FORMATIVE AND SUMMATIVE)	RESOURCES
<ul style="list-style-type: none"> • Introduce Elements of Art <ul style="list-style-type: none"> - color , value • Critique Practice • Continue Drawing Skills • Intro to Painting-focus on 2D media • Continue Art History- beginning of human society to the emergence of the First Global Age (1450) focusing on South American and European Art. • Continue Sketchbooks • Mock Formal Critique • Midterm Sketchbook Critique • Vocabulary • Continue various tools 	<ul style="list-style-type: none"> • How do color relationships affect style and mood of our artwork? • How does light effect the value of a color? • How do the different media techniques aid in the production of an art concept? • What elements of art or media techniques have you seen in art history? 	<ul style="list-style-type: none"> • Color Wheel and color relationships, • Painting- technique and media • Strategies for vocabulary 	<ul style="list-style-type: none"> • Science – light, color theory • ELA – Vocabulary, Verbal and Writing Skills • Social Studies – South American and European Art 	<ul style="list-style-type: none"> • Formative <ul style="list-style-type: none"> - Class Discussions - Verbal and/or Written Response to Images - Peer Collaboration/Group Discussion - Teacher Observation and Questioning - Brainstorming of Answers to Higher Order Thinking Questions - Pre-Tests - Sketchbooks - Exit tickets - Bellringers • Summative <ul style="list-style-type: none"> - Post-Tests - Rubrics - Art Competitions/ Exhibitions - Final Product of Projects - Unit finals - Benchmarks 	<ul style="list-style-type: none"> • Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

2
Quarter
October 29 - January 18

Timing of Events may differ from school to school based on individual school schedules and/or materials available.

PSRC K-8 Visual Art Curriculum Maps and Formative Assessment Plans

2012 – 2013

SIXTH GRADE

CONCEPT	ESSENTIAL QUESTIONS	SKILLS, STRATEGIES, BEHAVIORS	CONTENT CONNECTIONS	ASSESSMENTS (FORMATIVE AND SUMMATIVE)	RESOURCES
<ul style="list-style-type: none"> • Introduce Elements of Art – Form, Space • Intro to 3D media • Introduce Principles of Design- pattern, balance, repetition • Critique Practice • Continue with Drawing and Painting Skills • Continue Art History- beginning of human society to the emergence of the First Global Age (1450) focusing on South American and European Art. • Continue Sketchbooks • Vocabulary • Continue various tools 	<ul style="list-style-type: none"> • How do Principles of Design influence our artwork? • How do 2D and 3D media relate to each other? • How do they differ? • How do Elements of Art and Principles of design • How do you create space using different media techniques? 	<ul style="list-style-type: none"> • Strategies for vocabulary • Balance – visual and real • Form - geometric shapes, 3D techniques • Space – Area, perspective, • Pattern and Repetition 	<ul style="list-style-type: none"> • Science - Balance, Volume • Math – Geometric Forms, Area • ELA – Vocabulary, Verbal and Writing Skills • Social Studies – South American and European Art 	<ul style="list-style-type: none"> • Formative <ul style="list-style-type: none"> - Class Discussions - Verbal and/or Written Response to Images - Peer Collaboration/Group Discussion - Teacher Observation and Questioning - Brainstorming of Answers to Higher Order Thinking Questions - Pre-Tests - Sketchbooks - Exit tickets - Bellringers • Summative <ul style="list-style-type: none"> - Post-Tests - Rubrics - Art Competitions and Exhibitions - Final Product of Projects - Unit final - Benchmarks 	<ul style="list-style-type: none"> • Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

3rd Quarter
January 23 – March 28

Timing of Events may differ from school to school based on individual school schedules and/or materials available.

PSRC K-8 Visual Art Curriculum Maps and Formative Assessment Plans

2012 – 2013

SIXTH GRADE

CONCEPT	ESSENTIAL QUESTIONS	SKILLS, STRATEGIES, BEHAVIORS	CONTENT CONNECTIONS	ASSESSMENTS (FORMATIVE AND SUMMATIVE)	RESOURCES
<ul style="list-style-type: none"> • Introduce Principles of Design- contrast, unity, harmony • Continue with all media skills. • Review all Elements and Principles from the whole year. • Critique Practice • Compare and Contrast 2D and 3D media skills • Continue Art History- beginning of human society to the emergence of the First Global Age (1450) focusing on South American and European Art. • Final Sketchbook Critique • Formal Critique • Vocabulary • Continue various tools 	<ul style="list-style-type: none"> • Why is formal critique essential to the development of art? • What role does art history and culture play in the evolution of art and art production? 	<ul style="list-style-type: none"> • Compare and Contrast • Unity, harmony and contrast • Strategies for vocabulary • Written Formal Critique 	<ul style="list-style-type: none"> • ELA- Vocabulary, Verbal, Writing and Reading Skills • Social Studies - South American and European Art • Math – 2D and 3D 	<ul style="list-style-type: none"> • Formative <ul style="list-style-type: none"> - Class Discussions - Verbal and/or Written Response to Images - Peer Collaboration/Group Discussion - Teacher Observation and Questioning - Brainstorming of Answers to Higher Order Thinking Questions - Pre-Tests - Sketchbooks - Exit tickets - Bellringers • Summative <ul style="list-style-type: none"> - Post-Tests - Rubrics - Art Competitions/Exhibitions - Final Product of Projects - Unit Final - Benchmarks 	<ul style="list-style-type: none"> • Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

4 Quarter
April 8 – June 10

Timing of Events may differ from school to school based on individual school schedules and/or materials available.

Van Gogh Clay Plaque

(art + history; art + literature)

A look at oil paintings by Vincent Van Gogh will direct students to the qualities that define impressionism: bright, airy color choices, descriptive forms and textures that create movement and flow within a piece. This lesson plan begins by focusing on line and texture as students sculpt a flat slab of clay, defining an impressionistic landscape. Once the clay has dried, students will paint the piece using a palette of colors inspired by Van Gogh. The texture that has been carved into the clay will serve as a guide for applying brushstrokes, making it easier for students to understand the expressiveness of unblended colors.



Grade Levels 5-8

Note: instructions and materials based on a class of 25 students. Adjust as needed.

Objectives

- Students will learn biographical information about the artist Vincent Van Gogh and study his contributions to art and to history.
- Students will learn the importance and features of impressionist paintings. They will use and understand the application of color, line, texture, form, movement and expression in a work of art.
- Students will interpret and discuss the emotions conveyed by Van Gogh in his paintings and compare his choices of subject matter with those of other artists and with their own decisions.
- Students will sculpt a 3-dimensional piece from a flat slab, using basic carving techniques.
- Students will observe the use of color in impressionist paintings and apply similar choices within their own artwork.
- Students will observe and mimic the short, unblended brushstrokes used by Van Gogh and understand their expressive quality.

Materials

Crayola® Air Dry Clay, (33272-1025) share one 25-lb bucket across classroom

Speedball® Linoleum Cutter Handle (40203-0000), need one per student

Speedball Linoleum Cutters, share an assortment across classroom:

Large U (40203-1012)

Small V (40203-1312)

Large V (40203-1412)

Small V (40203-1212)

Knife (40203-1112)

Wooden Rolling Pins (30345-1006), share one between two students

Blick Artist's Acrylic Colors (00624-), assorted colors, share at least eight tubes across classroom

Blick Scholastic Golden Taklon Brushes, size 4 Round (05858-1004), need one per student

Blick Disposable Palette, 9" x 12" (03063-1023), need one palette sheet per student

Toothpicks

Fine Grit Sandpaper (34916-1303)

Vincent Van Gogh was a Dutch painter who lived during the latter part of the 19th Century. While short, his life spanned the European shift into the modern world through the industrial revolution, and his prolific artistic output chronicles his reactions to the people and places of his time. His unique vision of the world expressed in his drawings and paintings provide a window both into the world of the 19th century and into the mind of the artist.

Preparation

1. Visuals and biographical information should be presented prior to beginning the project. The DVD “[Van Gogh - Post Impressionism](#)” (70093-1003) is an excellent introduction to this lesson. Compare and contrast VanGogh’s style with other impressionists and with realistic landscapes and still lifes.
2. Connect with literary disciplines by having students write an interpretation using words to describe a Van Gogh painting such as “The Starry Night” or “Wheat Field with Cypress Trees”. This will help students observe color and texture within a piece.

Process

1. Each student will need a ball of clay about the size of a baseball. Divide the clay prior to class time and store in large zip-lock plastic bags until ready to use. No special cover is needed for tables, however, a piece of paper under the slab will make it easier to pick up.
2. Have students flatten clay with their hands, then use rolling pin to form a slab. Thickness should be no less than 1/4" — thinner slabs will be fragile.
3. Students should begin by drawing a landscape design lightly onto the surface with a toothpick. Errors may be corrected by smoothing them out with a finger at this point. Once a design is ready, students create their lines and textures by carefully carving into the clay with a linoleum cutting tool. Pieces of clay that remain in the cutter may be tapped out onto the tabletop or removed with a toothpick — students should not put their fingers on the cutting blade. Use the Large U cutter to bore 2 hanging holes into the top center of the design at least 1/2" from the edge.

4. Allow the clay to dry for 48 hours. Do not attempt to shorten dry time. Once the front side of the plaque is dry, turn it over so that air can reach the back of the piece. Clay will dry hard and white.
5. Lightly sand burrs away from texture lines. Students will select colors that they observe in Van Gogh’s paintings and paint the plaque using a small, round brush that will reach into the crevices. Each stroke should be laid down and left in place, not blended.
6. To hang the finished plaque, strongly knot a coordinating ribbon, cord or wire through the holes. Using 2 hanging holes will make the plaque hang evenly and provide less stress in one area of the clay. NOTE: Plaques may also be displayed on a plate rack or holder, so that hanging holes are not needed in the design.

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National Standards

Content Standard #1 — Understanding and applying media, techniques and processes

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experience and ideas

Content Standard #3 — Choosing and evaluating a range of subject matter, symbols and ideas

5-8 Students use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork.

Content Standard #5 — Reflecting upon and assessing the characteristics and merits of their work and the work of others

5-8 Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

Content Standard #6 — Making connections between visual arts and other disciplines

5-8

Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.10 SUBTITLE A SUBCHAPTER f SUBPART A: GENERAL

Section 226.10 Purpose

This Part establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006, no later amendments or editions included)), and Article 14 of the School Code [105 ILCS 5/Art.14]. This Part also distinguishes between requirements derived from federal authority and those imposed additionally pursuant to Article 14 of the School Code or the authority of the State Board of Education. The requirements of IDEA, its implementing regulations, and this Part shall apply in every instance when a child is or may be eligible for special education and related services. (Source: Amended at 31 Ill. Reg. 9915, effective June 28, 2007).

Pursuant to the authority of the Illinois State Board of Education under 105 ILCS 5/27A-7(a)(15), the proposal must outline a plan for the provision of special education services.

CHARTER SCHOOL NAME Key Charter School	DISTRICT NAME AND NUMBER City of Chicago School District, #299	
ADDRESS (Street, City, State, Zip Code) To be determined	TELEPHONE (Include Area Code) To be determined	FAX (Include Area Code) To be determined
	DATE OF APPLICATION SUBMISSION 04/13/15	
GRADES TO BE SERVED K-8, but kindergarten and sixth in year 1; add two grades a year.	TOTAL NUMBER OF STUDENTS TO BE SERVED 50 during year 1; adding 50 new students per year until school serves K-8 graders.	
CONTACT NAME Jon Loevy	CONTACT TELEPHONE (Include Area Code) 312-243-5900	CONTACT E-MAIL jon@loevy.com

ISBE USE ONLY:

Review # _____ Date _____

Instructions for required corrections AND clarification:

I. APPLICATION PROCESS

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and that the school will provide a continuum of services to address the student's special education needs. (34 CFR 300.209(a)) (105 ILCS 5/27A – 4(a)) (23 IAC 226.60)</p>	<p>All of the school's outreach materials and informational sessions will make it clear that all special education students are welcome to apply and to participate in the school's lottery, and that all of their needs will be met.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

II. CHILD FIND

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Explain how Child Find activities are implemented to identify any students who may be eligible for special education services and how these activities are coordinated between the charter school and the district. Also, include a reference to ensuring timeliness of identification by the student's third birthday. (34 CFR 300.111(a)(1)(i-ii)) (23 IAC 226.100(a)(1-3))</p>	<p>Students will enter our school at kindergarten. We will work with CPS' Child Find program to coordinate our services.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>a) Referral system – describe steps for Initial evaluation and Reevaluation; (34 CFR 300.301) (34 CFR 300.303) (34 CFR 300.304) (34 CFR 300.306) (23 IAC 226.110)</p>	<p>From the charter's start, we will have a special education teacher who is experienced in providing the initial evaluation and succeeding reevaluations.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>b) Evaluation – describe how the areas for evaluation are determined; (34 CFR 300.304(c)(4)) (34 CFR 300.307) (34 CFR 300.309) (23 IAC 226.110(c)(3)(B))</p>	<p>Our special education teacher and principal will be knowledgeable about these evaluation areas and ensure that all are dilligently followed.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>c) Timelines – describe how timelines are or will be met for: c.1 initial evaluation; c.2 yearly review or c.3 development of IEPs; c.4 tri-annual reevaluations; c.5 sending required Notice and Consent forms to parents; and c.6 progress reported on IEP annual goals. (34 CFR 300.301(c)(1)(i-ii)) (34 CFR 300.303) (34 CFR 300.304(a)) (34 CFR 300.320(a)(3)) (34 CFR 300.321(b)(1)) (34 CFR 300.322(a)) (34 CFR 300.324(b)(1)(i)) (34 CFR 300.503) (23 IAC 226.110(d)) (23 IAC 226.110(j)) (23 IAC 226.120) (23 IAC 226.180(d)) (23 IAC 226.220(a)) (23 IAC 226.520) (23 IAC 226.530)</p>	<p>Our special education teacher and principal will create a system that ensures that all timelines are met. These staff members will be experienced in special education timelines and, once the system is created, will carefully monitor it.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation. (34 CFR 300.34(c)(8)) (34 CFR 300.322(b-f)) (23 IAC 226.530)</p>	<p>Our special education teacher will actively involve all parents in the special education process through regular communication. This teacher will help parents understand the process and services. A core value of the school is the active involvement of parents, and regular communication will be an important way we achieve this value.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined. (34 CFR 300.114(a)(2)(ii)) (34 CFR 300.116(b)) (34 CFR 300.116(d)) (34 CFR 300.324(a)(1)(i-iii)) (34 CFR 300.503(b)(6))</p>	<p>We do not presently know the services our students will need, but we are committed to placing them in the Least Restrictive Environment (LRE). Our teachers will receive training and regular information about the needs of individual students. The special education teacher will work closely with teachers and students to provide appropriate services in the LRE.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>a) Services – describe how all services and resources required by a student’s IEP will be provided, including but not limited to accommodations, LRE setting, and related services;</p> <p>Provide assurances that in compliance with state and federal law, (i) the charter school will not discriminate based upon a child’s need for special education services; and (ii) any decision made that a child will not be educated at the Charter School because of the need for special education and related services <u>will only be made after the IEP team’s consideration of the educational environment options</u> (<i>taking into consideration all available educational resources such as accommodations AND related services</i>) and the IEP team’s determination that the Charter School’s educational program and services do not meet the child’s individual needs.</p> <p>(34 CFR 300.116(a)(1)) (34 CFR 300.116(b)(1)) (34 CFR 300.320(a)(1)(i)) (34 CFR 300.320(a)(4)) (34 CFR 300.320(a)(7)) (34 CFR 300.321(a)) (34 CFR 300.322(c-d)) (34 CFR 300.324(a)(1)(ii)) (34 CFR 300.324(a)(2)) (23 IAC 226.210) (23 IAC 226.220(c))</p>	<p>The school has the resources to provide needed services for special education students. It will also partner with CPS and other charter schools to provide these services.</p> <p>It is committed to following all state and federal laws regarding special education services. In particular, the IEP team will make decisions about children’s needs only after the team’s consideration of all educational options, with the aim of providing all services that we can.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>b) Functional Assessments of Behavior – describe this provision; (34 CFR 300.324(a)(2)(i)) (34 CFR 300.530(d-f)) (23 IAC 226.75)</p>	<p>We will hire a special education professional who can do all functional assessments of behavior.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>c) Behavior Intervention Plans – describe how these will be implemented; (34 CFR 300.530(d-f)) (23 IAC 226.750(a))</p>	<p>Whenever BIPs are necessary, our special education teacher, with assistance from the principal, will develop these plans, inform staff of these plans, and ensure that they are followed. Our small enrollment will enable us to pay particular attention to these plans.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>d) Discipline – describe what and how discipline will be managed with special education students; (34 CFR 300.530(b-e)) (34 CFR 300.532(b-e))</p>	<p>The school is following the CPS school code for student behavior. We understand the needs of special education must be fully met when administering discipline. When discipline becomes necessary, our principal will consult with the special education teacher to ensure that students' needs are met.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEPs, and tracking post-graduation implementation; (34 CFR 300.320(b)) (34 CFR 300.321(b)) (34 CFR 300.43) (34 CFR 300.600(d)(2)) (34 CFR 300.601(a-b)) (23 IAC 226.230(c))</p>	<p>The school will start with 25 kindergarteners and 25 sixth graders, adding two new grades and 50 students each year over the next five years, eventually becoming a K-8 school. We expect to retain 90% of our students from year to year. Given the small number of students, we will be able to track agencies' involvement and students' progress once they graduate. We will work closely with the high school they attend to make sure that their needs will be met after graduation. Our special education teacher will oversee transition planning; as the school grows, we will add a social worker as necessary.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>f) Transportation – describe provisions for this service; (34 CFR 300.34(c)(16)) (34 CFR 300.107(b)) (23 IAC 226.750(b))</p>	<p>We will explore a variety of options to transport special education students: carpools, bus services, and others. We will be sure these needs are met.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>g) Extended School Year – describe how extended school year services will be provided. (34 CFR 300.106(a-b)) (34 CFR 300.320(a)(5)) (34 CFR 300.320(a)(4)(ii))</p>	<p>All of the students will start two weeks earlier than CPS students. Prior to the opening of school, we will have orientation meetings for our students and parents. Any needs of our special education students will be met during this time just as they will throughout the school year.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>a) ISAT/PSAE/IAA Determination – indicate how ISAT/PSAE/IAA testing is determined by the IEP team; (34 CFR 300.320(a)(6)) (23 IAC 226.230(a)(2))</p>	<p>The IEP will carefully identify the testing needs of our special education students in keeping with requirements in students' IEPs.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>b) ISAT/PSAE accommodations – indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations; (34 CFR 300.320(a)(6))</p>	<p>All testing accommodations of special education students will be identified, followed, and monitored.</p>	<p>Principal, Special Education/Social Worker</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Provide method of access to records, access controls in place, and guidelines for appropriateness of special education documents in temporary files. (FERPA) (20 USC 1232g) (23 IAC 226.740)</p>	<p>The special education teacher will oversee the records, making sure that proper controls are in place.</p>	<p>Principal and Special Education Teacher/Social Worker</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Describe how the charter school will perform background checks as well as credential verification of its prospective special education personnel. (105 ILCS 5/10-21.9) (34 CFR 300.18)</p>	<p>The school will perform required background checks and monitor the verification of special education and regular education personnel. All special education teachers will have the proper certification.</p>	<p>Principal and Special Education Teacher/Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

X. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Key Charter School

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Describe how the charter school will determine class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))</p>	<p>Since we will enroll a small number of students, we will be able to monitor class size so the special education students receive needed services.</p>	<p>Principal and Special Education Teacher/Social Worker</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

Appendix 2.3.d.

**2016-17 CALENDAR
PRELIMINARY**

JUNE/JULY						
S	M	T	W	T	F	S
	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
10 PD						

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
12 School Days/11 PD						

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
21 School Days						

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
19 School Days/1 PD						

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
16 School Days/1 PD						

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
12 School Days						

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
19 School Days/1 PD						

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
19 School Days						

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
17 School Days/1 PD						

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
19 School Days						

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
22 School Days						

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
10 School Days/2 PD Year-end Work						

School Closed
 Professional Development
 First/Last Day of School
 186 School Days
 26 Staff PD days

Appendix 2.3.d.

Daily School Schedule

Below is a preliminary daily schedule for kindergarten through second grade classes. Students could arrive as early as 7:30 for breakfast. The day opens and closes with sharing ceremonies, either in the classroom or for the school as a whole. Extended periods in the morning and afternoon are for learning in core areas like reading and math. The afternoon allots time for student interest groups, which could be time for music, art, drama, or other activities. Two times are available for active play, which is important for children. The school will partner with a community organization for after-school programming or develop its own.

Preliminary Daily Schedule for Kindergarten through Second-Grade	
Time	Activity
7:30-8:00	Students Arriving and Breakfast
8:00-8:30	Morning meeting/Sharing
8:30-9:45	Math
9:45-10:15	Recess and Snack – Structured Daily Fitness Activity
10:15-12:00	Literacy
12:00-1:00	Lunch and Recess – Free Play
1:00-2:30	Core Learning and Closure in homeroom
2:30-3:25	Student Interest Groups
3:25-3:30	Closure as a school community and dismissal

Below is a preliminary daily schedule for sixth grade during the first year of operation. Again, breakfast is available before school and after-school programming will be created. Periods are devoted to: English, math, social studies, science, physical education, world languages, and fine arts. Core subjects will meet daily; other subjects, several times a week. Teachers will be encouraged to collaborate to allow extended time for students to work on special projects and will be available after school hours for additional help.

Preliminary Daily Schedule for Sixth Grade	
Time	Activity
7:30-7:55	Students Arrival and Breakfast
7:55-8:45	Morning Meeting/Sharing Period 1
8:50-9:40	Period 2
9:45-10:35	Period 3
10:40-11:30	Period 4
11:35-12:25	Lunch, Advisory, Tutoring, Special Projects
1:30-2:20	Period 5
2:25-3:25	Period 6
3:25-3:30	Closure as a school community and dismissal

On Fridays, students will be dismissed at 2 pm so teachers can attend professional development or work collaboratively. For kindergarten through second graders, each school day, with the exception of Friday, will have 355 instructional minutes. For sixth graders, each school day with the exception of Friday will have 300 minutes, although the lunchtime slot will also include academic work.

Teachers will devote 200 minutes a day to their core teaching assignment. The rest of their day will be devoted to a variety of activities: tutoring, planning, curriculum development, data analysis, coaching and mentoring, and leadership responsibilities. The school is dedicated to hiring extremely talented teachers, keeping a lean administrative layer, and offering teachers a variety of roles outside of classroom instruction. The way we adapt our calendar and schedule will reflect these goals.

Appendix 2.4.a.

School Staffing Model

Elementary School Staff					
Year	2016-17	2017-18	2018-19	2019-20	2020-21
Principals	1	1	1	1	1
Assistant Principals	0	0	0	0	1 (if needed)
Classroom Teachers (Core Subjects)	4	8	12	14	16
Classroom Teachers (Special Education, later art and music)	1	2	3	3	3
Student Support Position 1 (Social Worker, Student Services)	1	1	1	2 (if needed)	2
Teacher Aides and Assistants	0	0	1	1	1
School Operations Support Staff	1	1	1	1	1
Total FTEs at elementary school	8	13	19	22	25

Since XX will open with only three grades (kindergarten, first, and sixth), we will hire four teachers, focusing particularly on the areas of math and reading/language arts. From the opening, we will have a social worker and special education teacher to serve the needs of our diverse student body. We expect to start with about 20 students per grade level, keeping the teacher-student ratio small. As we add grade levels, we will increase the teaching staff, adding positions in science, social studies, physical education, and fine arts. We will look at having at least a part-time world languages teacher. We will create opportunities to include people who do not have a teaching background but are experienced in their field; for example, a lawyer who wants to teach a social studies class. Some of these people may teach part time.

One of our key goals is to have a small administration. For at least the first few years of operation, the principal will be the only administrator, in charge of variety of areas. (See job description.) We want to create opportunities for our talented teaching staff to assume traditional administrative responsibilities; for example, a staff member may be eager to direct professional development, lead an instructional team, or guide the technology of the school. As the school’s enrollment increases, we are receptive to including administrators to direct curriculum and instruction, student discipline, or student services. These people will also teach.

Teacher aides will be hired as necessary so that our teachers have the time to focus on working with students and examining their curriculum and instruction. A school support staff member will assist with a variety of tasks: preparing the school database, answering questions, preparing required reports, creating informational material, preparing for school events, and other tasks.

**Appendix 2.4.a.
Job Descriptions**

School Principal Preliminary Job Description

The Principal will lead a Chicago charter school that is committed to the ongoing development and wellbeing of its students, teachers and staff. The Principal will provide strategic and instructional leadership and will oversee management of the daily operations of the school.

The Principal is accountable for:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students
- Ensuring an orderly, motivational and aspirational culture and a strong school community where teaching, learning and health relationships can thrive
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

Position Responsibilities:

School Development

- Strategic Management of the school, including:
 - Annual school review, including analysis of student achievement data
 - Annual school development plan consistent with the school's charter contract and Network objectives
 - Monthly reporting to the governing board
- Ethical and motivational leadership appropriate to the cultural and community context
- Development and implementation of school policies and advice to the board in analyzing policy options
- Professional internal and external relations with the board, donors and local community demonstrating the school is well managed and in legal compliance with the charter contract
- Reporting to the State of Illinois as required and overseeing the charter school monitoring and charter renewal process
- Ensuring that the executive staff and board are aware of any potential legal issues

Learning and Teaching

- Highest levels of student achievement and learning through rigorous and engaging classes
- A shared vision among all teachers of skillful instruction
- Ongoing improvement of teaching for all staff through a variety of strategies, including:
 - Lesson observations
 - Regular use of data
 - Collaborative planning and enquiry
 - Regular program of training
 - Informal support strategies, including coaching and mentoring
- Systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
- Curriculum that is
 - aligned with the Common Core and state standards
 - structured in a manner designed to help the school and students achieve according to the highest standards
 - rich and engaging
- A scaffolded program of responsive support in English and Math for students who are below expected levels in these subjects
- Strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws
- A school day and extra-curricular enrichment program that provides rich and high quality offerings.

School Culture and Behavior

- High expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school's values and approach
- Data driven behavior management systems and practices that ensure consistent norms of orderly,

respectful behavior through the school and preserve teaching and learning in the classroom

- Experiences that methodically cultivate an aspirational identity for all students through
 - a constant theme of ongoing collective and self-improvement
 - an emphasis on preparing students for college
 - an exposure to life's opportunities
- A culture that motivates students through
 - transformative relationships between students and teachers
 - student success in achieving worthwhile and challenging goals
 - a strong sense of community in the school
- Consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the school and the learning of other students
- Mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school
- Partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources
- Student support system that addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate.

Management and Development of People, Systems, and Resources

Talent Management

- Job design with clarity of responsibilities and lines of accountability
- Recruiting that attracts and selects highly talented teachers and staff
- Professional development, including a strong, collaborative professional community, regular training opportunities, and the summer planning and professional development experience
- Performance management system that is both developmental and establishes a culture of accountability
- Recognition and retention strategies for teachers and staff

Financial Management

- Develop and manage the annual school budget, with input from staff and the board
- Analyze and control expenditures with an understanding of the relationship between school objectives and the budget process, and use cost benefit analyses for budgetary decisions
- Presentation of monthly financial reports to the board
- Ensure proper financial controls

Operations

-Ensure effective systems and ongoing process of improvement in the following areas: Catering, Transportation, Facilities and fixed assets management, Student and personnel data management, Information technology, Contracted services.

Health and safety

- Maintain relationships as needed to provide health services to students
- Implement the necessary policies in the area to ensure compliance with legal requirements
- Provide a safe environment
- Manage risk with sensitivity to liability issues
- Consulting with the board and other senior staff in times of uncertainty

Student Recruitment and Admissions

- Develop and implement marketing plan to recruit students to the school
- Oversee the school admissions process, ensuring compliance with state charter law and school contract

Community Relations

- Engender public support for the school's academic and extracurricular programs and consult with the board on all community relations activities
- Maintain effective and strong working relationships with the board and the greater Chicago community
- Serve as ambassador and advocate of the school's mission
- Inform the school community about the unique qualities of the school's learning environment
- Inform the school community about their opportunities to participate in the governance process
- Ask for input from the school community about school performance and their needs and opinions.

Credit: New Schools for New Orleans, New Orleans, LA

<http://www.newschoolsforneworleans.org/>

Appendix 2.4.a.
Job Descriptions (cont.)

Elementary Teacher
Preliminary Job Description

At our Chicago charter school, teachers work in highly collaborative teams and have a great deal of professional responsibility within the school's curriculum and lesson planning framework. Teachers provide engaging instruction that puts students on the road to high achievement and college, a joyful and safe learning environment. Teachers are receptive to feedback, results driven, and ready to put in the time for students meet the school's high expectations.

Qualifications:

- Master's degree and appropriate Illinois teaching certification.
- Special education certification and/or experience with special needs students strongly preferred.

Successful candidates:

- Enjoy collaboration and teamwork;
- Find creative solutions to classroom and school challenges;
- Instill love of learning;
- Do what it takes to help students achieve high goals.

Ideal candidates have:

- Two or more years' teaching experience;
- Experience with high student achievement in positive and inclusive classrooms;
- Entrepreneurial leadership to help build and innovate learning in a supportive environment;
- An enduring sense of humor.

Responsibilities

- Plan lessons and units by following the school's curriculum framework. Write and implement challenging learning objectives based on Common Core standards and student assessment data.
- Teach reading and writing through balanced literacy and a workshop model
- Teach math through small group instruction, and stations using TERC Investigations
- Teach standards-based Understanding by Design social studies units of study
- Special Education (if applicable)
- Work to implement modifications and accommodations for students with IEPs
- Monitor IEP goals for students, and prepare for annual reviews
- Conduct checks of understanding through every lesson
- Assess students at the end of each lesson with formative assessments
- Administer assessments and track student achievement of standards
- Use data to guide instructional choices to increase student achievement
- Write detailed report cards to communicate student progress to families
- Use structured, respectful classroom management strategies tailored to student needs for a safe, orderly and productive environment for learning
- Participate actively in professional development, sharing best practices, discussing curriculum, and monitoring student progress
- Build rapport with families, communicating through daily progress reports, phone calls and meetings as necessary
- Participate in parent meetings, special events, volunteer opportunities and dialogues with and about students

Credit: Harlem Link Charter School, New York, NY
<http://www.nyccharterschools.org/sites/default/files/jobs/HarlemLinkcombined.pdf>

Appendix 2.4.a.
Job Descriptions (cont.)

School Social Worker
Preliminary Job Description

Under the direction of the school leader, the school social worker identifies and assists students and families to overcome barriers that interfere with learning through the use of assessment, counseling, consultation, coordination of school and community resources, and program development. The school social worker utilizes knowledge of human behavior, social, cultural and community influences to help create a positive learning climate. The school social worker functions as a mental health professional on the multi-disciplinary teams and provides case management services.

Qualifications of the School Social Worker:

- Bachelor's degree in Social Work with appropriate Illinois licensure. Masters degree preferred.
- Minimum of 3 years' social work experience in child welfare or school with diverse student body.
- Spanish fluency and literacy is strongly preferred for this position

Successful candidates:

- Enjoy collaboration and teamwork;
- Find creative solutions to student and school challenges;
- Instill love of learning;
- Do what it takes to help students achieve high goals.

Responsibilities

- Provides psychological assessments to determine the social, emotional, behavioral needs of students for the purpose of pinpointing the source of school or parental concerns; provides effective intervention strategies which will lead the student to be more successful in school.
- Collects and records information to share with proper personnel as a component of case study.
- Serves on multidisciplinary team(s) to address needs of students with or without disabilities to assure implementation of appropriate services, programming and/or placement.
- Contributes special knowledge of human behavior and relationships to staff.
- Provides consultation to administrators and teachers on broad areas of mental health.
- Consults with staff and teachers on school and student needs.
- Consults with school leaders and assists with issues relative to state/local laws and regulations.
- Consults with parents on how they can help their child become successful in school; makes provision to be available to parents for education-related purposes; confers with parents regarding exceptional needs services/placements; and assists parents in multi-disciplinary conferences.
- Provides crisis intervention services.
- Evaluates students to determine their need for school social work or other services.
- Employs appropriate social work methods in situations affecting students' educational progress.
- Provides direct services to students and parents.
- Assist school leaders, teachers, and parents with developing a plan of action for students who are at-risk and/or having attendance and behavior problems.
- Serves as liaison between school, families and community agencies.
- Provides input to assure that students' educational, social, emotional and material needs are met in accordance with laws, rules, and regulations and implement a plan of action for at-risk students.
- Conducts home visits as a liaison between school and home.

Credits: Tennessee Charter School Center, Frayser CS, Memphis, TN
<https://tennesseecharter.tedk12.com/hire/ViewJob.aspx?JobID=86>
Namaste Charter School, Chicago, IL
<https://www.incschools.org/job/social-worker-2>

Appendix 2.4.a.
Job Descriptions (cont.)

Teaching Assistant
Preliminary Job Description

Assist the Teacher in a variety of learning environments and activities that provide opportunities for students to develop to their fullest potential and achieve their learning objectives. Participate collaboratively and professionally with other faculty and staff to promote the general wellbeing of the school, and collective/individual interest of its staff and student body. Promote professional learning through self-assessment, reflection on practice and professional conversations.

Qualifications:

- Associates degree required; Bachelor's degree in Elementary Education or equivalent preferred.
- Previous teaching experience preferred.
- Demonstrated knowledge of and proficiency with technology and commitment to the unique role it plays in the educational arena of the 21st Century.

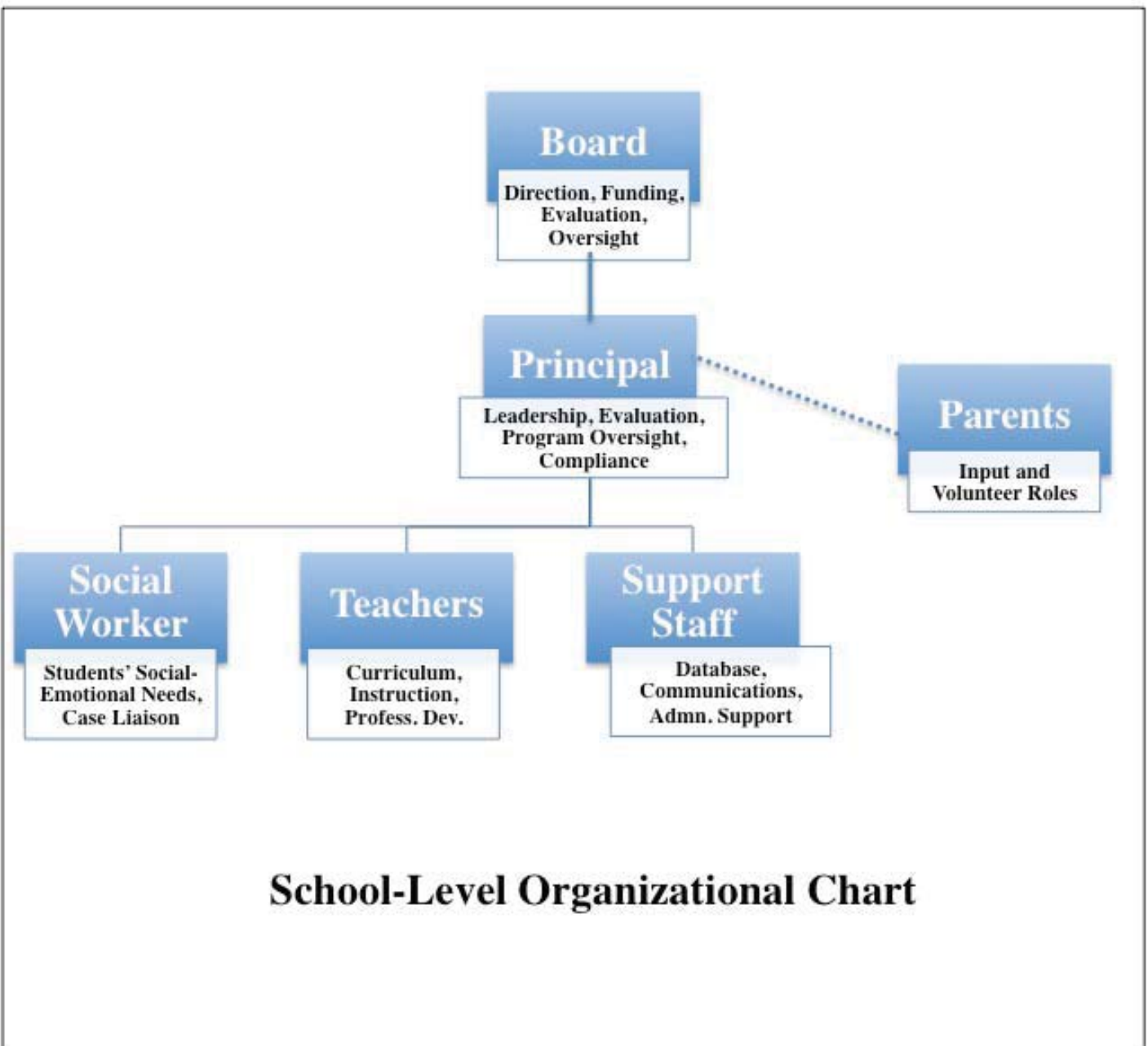
Successful candidates:

- Enjoy collaboration and teamwork;
- Find creative solutions to classroom and school challenges;
- Instill love of learning;
- Do what it takes to help students achieve high goals.

Responsibilities:

- Help teachers prepare materials and assignments for instruction
- Create a responsive and productive working relationship with parents, children, teachers, other staff and the community through remaining accessible and communicating clearly and concisely.
- Use technology systems to effectively communicate with staff, parents and school leaders.
- Enforce school policies and rules
- Perform clerical duties as assigned
- Supervise students in and out of the classroom
- Observe and assess student's performance/progress
- Be able to effectively and authentically communicate with students, teachers and parents
- Provide individual assistance to students experiencing learning difficulty; explain errors answer questions, assist in research, clarify directions
- Participate in meetings and professional development programs as assigned
- Assist students by providing general guidance
- Communicate with families.
- Reflect an attitude that values diversity.
- Provide for varied levels of student performance, multi-level teaching and accommodations.
- Strong organizational skills with attention to detail and follow-through
- Strong analytical and problem-solving skills
- Strong communication and negotiating skills
- Ability to work well in a team
- Exceptional ability to bridge and enhance cooperative working relationships
- Ability to create, monitor, and maintain systems that enhance organizational efficiency
- Ability to thrive in a fast-paced, entrepreneurial setting; to work autonomously or take direction.

Credits: Noble Learning Communities, West Chester, PA
<http://chc.tbe.taleo.net/chc03/ats/careers/requisition.jsp?org=NOBELEAR&cws=1&rid=52>
Tennessee Charter School Center, Frayser CS, Memphis, TN
<https://tennesseecharter.tedk12.com/hire/ViewJob.aspx?JobID=86>



Appendix 2.4.b.

**2016-17 PROFESSIONAL DEVELOPMENT CALENDAR
PRELIMINARY: PD DAYS INDICATED IN BLUE**

JULY						
S	M	T	W	T	F	S
	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
10 PD						

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
12 School Days/11 PD						

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
21 School Days						

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
19 School Days/1 PD						

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
16 School Days/1 PD						

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
12 School Days						

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
19 School Days/1 PD						

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
19 School Days						

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
17 School Days/1 PD						

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
19 School Days						

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
22 School Days						

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
10 School Days/2 PD Year-end Work						

School Closed
 Professional Development
 First/Last Day of School

186 School Days
27 Staff PD days, including two data days following the end of classes.

Appendix 3.1.b.

Sample Application Form

Credit: Chicago International Charter School

Only Chicago residents may apply	
Important Please Read:	
<ul style="list-style-type: none"> ○ If applying for Kindergarten the student must be 5 years old by September 1, 2015. ○ Completed applications must be received by 5 PM on Friday, March 27, 2015. ○ The Lottery will be held Wednesday, April 15, 2015 at 5 PM at CICS Longwood Campus: 1309 W. 95th Street. 	
The following documents are required to be submitted along with the application:	
<ol style="list-style-type: none"> 1. Copy of Student's State Birth Certificate, Legal Court Guardian Papers or Passport (notarized letters are not valid) legal documents must be submitted if you are not the parent of the student or if you do not appear on the birth certificate. 2. Copy of Parent/Guardian proof of Chicago residency (address): Examples include: utility bill, voter's registration card, payroll stub, and bank or mortgage statement. NOT ACCEPTED: ID's/rental leases/cell phone/credit card bills. (Bill must be recent and match the parent/guardian name and address on the application). 	
<p style="text-align: center;">Send completed application to: Chicago International Charter School 11 East Adams, Suite 600, Chicago, IL 60603 Phone 312.651.5000 GSR # 38 Fax 312.651.5001 apply@chicagointl.org www.chicagointl.org <i>Call 15 minutes after faxing for verbal confirmation</i></p>	<p><i>How did you hear about CICS?</i></p> <p><input type="checkbox"/> Advertisement (Bus, Radio, TV)</p> <p><input type="checkbox"/> School Fair/Open House</p> <p><input type="checkbox"/> CICS/School Rep (Teacher, Director, etc.)</p> <p><input type="checkbox"/> Recommendation (Family, friend, neighbor)</p> <p><input type="checkbox"/> Internet Search (Google, Bing, etc.)</p> <p><input type="checkbox"/> Direct mail to my home (flyer, letter, etc.)</p> <p><input type="checkbox"/> Other:</p>

STUDENT and FAMILY INFORMATION: (PLEASE PRINT CLEARLY - As it appears on birth certificate): USE BLACK OR BLUE INK

Student First Name: _____ Middle Name: _____ Last Name: _____

Home Address: _____ Apt. Number: _____ Chicago, IL Zip Code: _____

Birth date (mm/dd/yyyy): _____ Birthplace: _____ Current School: _____

Current Grade (School year 2014-2015): _____ **Grade Applying for Fall 2015-2016:** _____

Mother/Guardian Full Name: _____ Relationship to Student: _____

Father/Guardian Full Name: _____ Relationship to Student: _____

Daytime Phone: _____ Other Phone: _____ Email: _____

SIBLING INFORMATION: Please list any siblings (brothers/sisters ONLY) who are applying to or currently enrolled at CICS. **You must submit separate applications for each sibling that is applying.**

1. Name _____ Current Grade _____ Campus _____ Applying Enrolled at CICS

2. Name _____ Current Grade _____ Campus _____ Applying Enrolled at CICS

CAMPUS SELECTION: Select and number the CICS campus (es) you are applying for in order of preference, 1 being your highest preference. **It is recommended not to select a campus that you would not want your student to attend.** (You must select at least one choice)

- | | |
|--|--|
| <p>_____ CICS Avalon South Shore (K-8) 1501 E. 83rd Pl.</p> <p>_____ CICS Basil Campus (K-8) 1816 W. Garfield</p> <p>_____ CICS Bucktown Campus (K-8) 2235 N. Hamilton</p> <p>_____ CICS ChicagoQuest (6-11) 1443 N. Ogden Ave.</p> <p>_____ CICS Irving Park Campus (K-8) 3820 N. Spaulding</p> <p>_____ CICS Larry Hawkins Campus (7-12) 801 E. 133rd Pl.</p> <p>_____ CICS Longwood Campus (3-12) 1309 W. 95th St.</p> | <p>_____ CICS Loomis Primary Campus (K-2) 9535 S. Loomis</p> <p>_____ CICS Lloyd Bond Campus (K-6) 13300 S. Langley</p> <p>_____ CICS Prairie Campus (K-8) 11530 S. Prairie</p> <p>_____ CICS Washington Park Campus (K-8) 115 E. 61st St.</p> <p>_____ CICS West Belden Campus (K-8) 2245 N. McVicker</p> <p>_____ CICS Wrightwood Campus (K-8) 8130 S. California</p> |
|--|--|

Once your child has been accepted to a campus of your choice, he/she will be removed from all other waiting lists

I hereby grant Chicago International Charter School permission to use the pupil record of the student named above for evaluation and research purposes, under the condition that all information from this record be used under strict conditions of anonymity and confidentiality.

Parent/Guardian Signature: _____ Date: _____

Applications received after March 27, 2015 will be added to the waiting list in the order that they are received. Waiting list closes September 11, 2015. You will need to re-apply for the following school year if your child does not get accepted. .

Appendix 3.1.b.
Sample Registration Form
Credit: Charter School Tool Kit

Student Registration and Directory Release Form

School Office Use Only

Student ID Number _____	Grade _____	Entry Date ____/____/____	Bus Number _____
-------------------------	-------------	---------------------------	------------------

Parents/Guardians: Please fill out both sides of this registration form for your student. Please print neatly.

STUDENT INFORMATION

Student's Legal Name:
 Last _____ First _____ Middle _____
 Date of birth ____/____/____ Sex _____ (M or F) Social Security Number ____-____-____

Student's Address _____ Apt. _____ Zip Code _____

Ethnicity:	<input type="checkbox"/> Am. Ind./Alaskan Native	History:	Has the student ever attended school in Illinois ? ____ (Y/N)
	<input type="checkbox"/> Asian/Pacific Islander		Has the student ever attended an <u>district</u> school? ____ (Y/N)
<input type="checkbox"/> Black (not Hispanic)		Last school attended:	
<input type="checkbox"/> Hispanic		School Name: _____ District: _____	
<input type="checkbox"/> White (not Hispanic)		City: _____ State: _____ Zip: _____	
<input type="checkbox"/> Other		Is this student the subject of a court or custody order? ____ (Y/N)	
		If yes, please provide a copy of the order to the school.	

Language:
 -Spoken at home: _____
 -First spoken by student: _____
 -Most often spoken by student: _____

Exceptional Student Services:
 Has this student ever received services as an Exceptional Student? ____ (Y/N)
 If yes, please indicate the student's exceptionality: Gifted Talented
 Other: _____

PARENT/GUARDIAN INFORMATION

Last Name _____ First Name _____ Relation _____
 Address _____ Apt. _____ Zip Code _____ Does the student reside at this address? ____ (Y/N)
 Phone Numbers:
 Home _____ Cell _____ Work _____

Last Name _____ First Name _____ Relation _____
 Address _____ Apt. _____ Zip Code _____ Does the student reside at this address? ____ (Y/N)
 Phone Numbers:
 Home _____ Cell _____ Work _____

Person with whom the student lives if not the parent/guardian:
 Last Name _____ First Name _____ Relation _____
 Address _____ Apt. _____ Zip Code _____ Does the student reside at this address? ____ (Y/N)
 Phone Numbers:
 Home _____ Cell _____ Work _____

TRANSPORTATION

Does your child need a bus stop? ____ (Y/N) **If yes, you must fill out a bus stop request form.**

People authorized to pick up student:

Name _____	Home Phone _____	Work Phone _____
Name _____	Home Phone _____	Work Phone _____
Name _____	Home Phone _____	Work Phone _____

Appendix 3.1.b.

Sample Registration Form (cont.)

Credit: Charter School Tool Kit

EMERGENCY CONTACTS		
Name _____	Home Phone _____	Work Phone _____
Name _____	Home Phone _____	Work Phone _____
Name _____	Home Phone _____	Work Phone _____
Student's Doctor/Clinic _____ Phone Number _____ Hospital of Choice _____		
Does the student have any special medical conditions/allergies/procedures of which we should be aware? Please list: _____		

<p>ELECTRONIC COMMUNICATION SYSTEM: I hereby understand that students of _____ will be granted access to the system's electronic communications system which includes access to the Internet and Worldwide Web. This access is a privilege, not a right. The system may suspend or revoke a system user's access upon violation of system policy and/or administrative regulations regarding acceptable use or upon written parental request to the campus principal.</p> <p>I further understand that the School will not publish my child's individual photograph, video, and/or last name without my written permission.</p> <p>STUDENT'S NAME _____</p> <p>PARENT/GUARDIAN SIGNATURE _____ DATE _____</p>

<p>PARENT E-mail ADDRESS (OPTIONAL): _____ would like to communicate with you via e-mail should you wish. <u>Provision of an e-mail address is not required.</u> If you do not provide an address, the system will continue to communicate with you in its regular manner to assure continued provision of vital and important information.</p> <p>My e-mail address is _____</p> <p>STUDENT'S NAME _____</p> <p>PARENT/GUARDIAN SIGNATURE _____ DATE _____</p>

<p>DIRECTORY INFORMATION: _____ regularly receives requests for directory information on students enrolled in the System. Directory information includes, but is not limited to, information such as student name, address, telephone number, date and place of birth, photographs, participation in sports, grade level, dates of attendance, enrollment status and e-mail address.</p> <p>_____ I GIVE _____ I DO NOT GIVE permission to release student directory information.</p> <p>STUDENT'S NAME _____</p> <p>PARENT/GUARDIAN SIGNATURE _____ DATE _____</p>

<p>All of the information given on this form is correct.</p> <p>PARENT/GUARDIAN SIGNATURE _____ DATE _____</p>

Appendix 3.1.b.

Sample Enrollment Form

Credit: Great Lakes Academy

CHARTER SCHOOL _____

Enrollment Form

This Enrollment Form enters your student into the Great Lakes Academy Charter School lottery to be held on April 3, 2014. Signing this Letter of Intent **does not obligate** your child to attend Great Lakes Academy Charter School, **nor does it guarantee** admission.

Full Student Name:	<input type="checkbox"/> M <input type="checkbox"/> F	DOB:
Current Grade:	<input type="checkbox"/> pre-K <input type="checkbox"/> K	
Current School:		
Sibling at or applying to Great Lakes Academy?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	

PARENT OR GUARDIAN INFORMATION

Name (Last, First):	
Relationship: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Foster Parent <input type="checkbox"/> Other _____	
Address	Street : <input type="checkbox"/> Apartment _____ Apartment No. _____
	Street: _____ City: _____
	State: _____ Zip Code: _____
Phone:	Email:
Phone #2:	

How did you hear about Great Lakes Academy?

Word of Mouth	Information Session at _____	Sneakers on the Street Community Canvassing
Other: _____		

I, _____, am interested in sending my child(ren), _____, to **Great Lakes Academy**, a proposed charter school in the Chicago community, in 2014.

Parent or Guardian Signature

Date

**KEY CHARTER SCHOOL
Chicago, Illinois**

BYLAWS

ARTICLE I- NAME AND OFFICE

The name of the Corporation is Key Charter School. The Corporation shall have and continuously maintain within the State of Illinois a registered office and a registered agent at such place as may be designated by the board of trustees.

ARTICLE II- EQUAL OPPORTUNITY

The Corporation shall not discriminate against any person on the basis of race, creed, color, gender, age, national or ethnic origin, religious beliefs and/or disability in connection with the operation of its school and in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. The board of trustees shall adopt appropriate policies and review these policies from time to time.

ARTICLE III- PURPOSES AND POWERS

The Corporation is organized and shall operate exclusively for charitable, scientific, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any subsequent law of the United States of America and to carry on activities in furtherance of such purposes.

The purposes of the Corporation shall be to establish an educational organization which maintains a regular faculty and curriculum and has a regularly enrolled body of pupils or students at the place where its educational activities are regularly carried on within the meaning of Section 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended, or any subsequent law of the United States of America; to more specifically establish a charter school in the Chicago area; and to secure funding for the establishment and operation of such school.

No part of the net earnings of the Corporation shall inure to the benefit of any private individual; no part of the income of the Corporation shall be distributed to its members, trustees or officers, provided, however, that the payment of reasonable compensation for services and expenses rendered shall not be deemed a distribution of income. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation. The Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

The Corporation shall possess all powers which a Corporation organized under the General Not-For-Profit Corporation Act of the State of Illinois, as the same from time to time may be amended, shall possess. Such powers shall include all powers which are not in conflict with the aforesaid purposes for which the Corporation is organized; provided, however, the Corporation shall not engage in any activity which would disqualify it from being exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any subsequent law of the United States of America.

In the event of the dissolution or liquidation of the Corporation, and after payment of just debts and liabilities, all remaining assets shall be distributed to organizations engaged in activities substantially similar to those of the Corporation and which are organized and operated exclusively for charitable, educational or scientific purposes as at the time shall qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any subsequent law of the United States of America.

ARTICLE IV- BOARD OF TRUSTEES- GENERAL PROVISIONS

SECTION 1. General Powers. The management, control and operation of the affairs and properties of this Corporation shall vest and be in the trustees of the Corporation. All of the affairs and business of the Corporation will be managed by the board of trustees in a manner consistent with these bylaws and applicable law. The focus of the board of trustees may include:

- a. long-range planning, strategic planning, and annual agendas;
- b. policy setting and policy implementation consistent with these bylaws and the goals and purposes of establishing the charter school;
- c. financial oversight and fiscal responsibility of the Corporation.

SECTION 2. Number of Trustees. The number of trustees constituting the entire board of trustees shall be not less than 12 or more than 17, with the exact number of trustees to be established from time to time by the board of trustees.

SECTION 3. Term of Office. The trustees of the Corporation shall have staggered terms. The initial Board of trustees shall consist of all trustees with an initial term of two (2) years, and, for all terms thereafter, the term of office for each director shall be three (3) years, or until a successor had been duly elected and qualified.

SECTION 4. Election of Trustees. Trustees shall be elected by the board of trustees at the annual meeting. If the election of trustees shall not be held at such meeting, such election shall be held as soon thereafter as conveniently possible. A vote of two thirds (2/3) of the board of trustees is required for election to the board. Newly elected trustees will assume their positions and offices at the next board meeting following the meeting at which they are elected.

SECTION 5. Annual Meeting. An annual meeting of the board of trustees shall be held each year at such time and at such places, within the State of Illinois as may be fixed by the

president, or if the president is for any reason unable to act, by any two (2) trustees. The purpose of the annual meeting shall be to elect the trustees and officers of the Corporation and the transaction of such other business as may properly be brought before the meeting.

SECTION 6. Other Regular Meetings. The president of the board of trustees may publish the time and place for the holding of additional regular meetings of the board.

SECTION 7. Special Meetings. Special meetings of the board of trustees may be called by or at the request of the president or any two (2) trustees. The person or persons authorized to call special meetings of the board may fix any place as the place for holding any special meeting of the board called by them.

SECTION 8. Notice. Notice of any meeting of the Board of trustees shall be given in writing not less than five (5) nor more than sixty (60) days previous thereto; provided, however, that in the case of the removal of one or more trustees, a merger, consolidation, dissolution, or sale, lease or exchange of assets, such notice shall be given not less than twenty (20) nor more than sixty (60) days before the date of the meeting, by or at the direction of the President or the persons calling the meeting, by written notice delivered personally or sent by mail to each director to his address as shown in the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed with postage thereon prepaid. For these purposes, the term "delivered" includes transmittal by electronic means to the email address appearing on the records of the Corporation. Any director may waive notice, in writing, of any meeting. The attendance of the director at any meeting shall constitute a waiver of notice of such meeting except if a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted nor the purpose of any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting unless specifically required by law or by these bylaws.

SECTION 9. Quorum. At all meetings of the board of trustees two-thirds (2/3) of the total number of trustees shall constitute a quorum for the transaction of business.

SECTION 10. Manner of Acting. The act of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the board of trustees unless the act of a greater number is required by statute, the articles of incorporation or these bylaws. Whenever the interests of the Corporation so require, the president or any two (2) trustees may request that a meeting, or any part thereof, shall be closed to all persons except the trustees and any additional individuals whose presence at the meeting would assist the board. Any meeting of the Board of trustees, or any Committee thereof, may be held by telephone conversation or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Participating by such means shall constitute attendance and presence in person at the meeting.

SECTION 11. Action Without Meeting. Unless specifically provided by the articles of incorporation or these bylaws, any action required by statute to be taken at any meeting of the board of trustees or any other action which may be taken at a meeting of the board may be taken

without a meeting if a consent in writing setting forth the action to be taken shall be signed by all of the trustees entitled to vote with respect to the subject matter thereof. All the approvals evidencing the consent shall be delivered to the secretary to be filed in the corporate records. The action taken shall be effective when all trustees have approved the consent unless the consent specifies a different effective date. Any such consent signed by all trustees shall have the same effect as a unanimous vote and may be stated as such in any document filed with the State of Illinois.

SECTION 12. Vacancies. Any vacancy occurring in the board of trustees or any trusteeship to be filled by reason of an increase in the number of trustees shall be filled by the board of trustees. A director elected to fill a vacancy shall serve for the unexpired term of his or her predecessor. A director or trustees elected by reason of any increase of the number of trustees shall be assigned to staggered terms in such a manner that the number of trustees standing for reelection in any given year shall be as nearly equal as possible.

SECTION 13. Compensation. The Corporation shall not pay any compensation to trustees for services as trustees to the Corporation, except that trustees may be reimbursed for expenses incurred in the performance of their duties to the Corporation, in reasonable amounts as approved by the affirmative vote of a majority of the trustees then in office. Nothing herein contained shall be construed to preclude any director from serving the Corporation in a capacity outside of normal trusteeship duties and receiving compensation therefore.

SECTION 14. Removal. One or more of the trustees may be removed with or without cause at a meeting of the trustees at which a quorum is present by the affirmative vote of two-thirds (2/3) of the votes present and voted, provided that written notice of such meeting is delivered to all trustees entitled to vote on removal of trustees. Such notice shall state that a purpose of the meeting is to vote upon the removal of one or more trustees named in the notice. Only the named director or trustees may be removed at such a meeting.

SECTION 15. Resignation. Any director may resign at any time by written notice to the board of trustees or the president of the Corporation.

SECTION 16. Conduct of Meetings. On a periodic basis, but no less than once a year, the board of trustees should provide an opportunity for stakeholders to address the board of trustees. Executive session may be called by the president. Executive session will be closed to all persons except members of the board of trustees unless the president chooses to invite additional persons.

SECTION 17. Parental, Educator, and Community Involvement. The board shall make every effort to ensure the active and ongoing involvement of parents, faculty, and staff in the mission and operation of the school.

SECTION 18. Compliance with the Open Meetings Act and the Freedom of Information Act. The board shall comply with all applicable Illinois laws governing public

meetings, including, but not limited to, the Illinois Open Meetings Act, 5 ILCS 120 and the Illinois Freedom of Information Act, 5 ILCS 140

SECTION 19. Conflicts of Interest. Service as a director carries with it a requirement of loyalty and fidelity to the organization, it being the responsibility of the members of the Board of trustees to govern the organization's affairs by exercising their business judgment for the benefit of the organization. The matter of conflict of interest shall be handled through full disclosure of any such interest and all material facts related thereto. With regard to conflicts of interest, both interested and disinterested trustees may be counted for purposes of determining a quorum, but interested trustees may not vote on the matter(s) giving rise to the conflict. A majority vote of the disinterested trustees shall be necessary to act on the matter(s) giving rise to the conflict. The minutes of all actions taken on such matters shall clearly reflect that these requirements have been met. The Board of Trustees shall establish and adopt for the Corporation policies for determining when a conflict of interest exists, procedures for addressing a conflict of interest, and establish appropriate disciplinary and corrective action for failure to comply with said policies. The current policy of the Board of trustees is attached hereto as Exhibit A.

ARTICLE V

SECTION 1. Officers. The officers of the Corporation shall be a president, a vice-president, a secretary, a treasurer, and a head of school. The board of trustees may also elect one or more additional vice presidents or assistant secretaries or assistant treasurers and such other officers as it shall deem appropriate. The president and the first vice president shall be trustees, but any other officer may or may not be a director as the board of trustees shall determine. Officers whose authority and duties are not prescribed in these bylaws shall have the authority and perform the duties prescribed, from time to time, by the board of trustees. Any two or more offices may be held by the same person, except the offices of president and first vice president and president and secretary.

SECTION 2. Election and Term of Office. The officers of the Corporation other than the head of school shall be elected at the annual meeting of the board of trustees. All officers shall hold office until their successors are elected and qualified or until their death, resignation or removal. Vacancies may be filled or new offices created and filled at any meeting of the board of trustees. Election of an officer shall not of itself create contract rights. Any officer elected by the board of trustees may be removed by the board whenever in its judgment the best interests of the Corporation would be served thereby. Such removal shall be without prejudice to the contract rights, if any, of the person so removed.

SECTION 3. President. The president shall be the principal executive officer of the Corporation. Subject to the direction and control of the board of trustees, the president shall have general supervision, direction and control of the general business and affairs of the Corporation and shall perform all duties incident to the office of president and such other duties as may be assigned to him or her by the board of trustees. Except in those instances in which the authority to execute is expressly delegated to another office or agent of the Corporation or a

different mode of execution is expressly prescribed by the board of trustees, the president may execute for the Corporation any contracts, deeds, mortgages, bonds, or other instruments which the board of trustees has authorized to be executed, and he or she may accomplish such execution either under or without the seal of the Corporation and either individually or with the secretary, any assistant secretary, or any other officer thereunto authorized by the board of trustees, according to the requirements of the form of the instrument. The president may vote all securities which the Corporation is entitled to vote except as and to the extent such authority shall be vested in a different officer or agent of the Corporation by the board of trustees.

SECTION 4. Vice President. The vice president shall perform such duties and have such other powers as shall be assigned to him or her by the president or the board of trustees. Further, in the absence of the president or in the event of his or her inability or refusal to act, the vice president shall perform the duties of the president and when so acting, shall have all the powers of and be subject to all the restrictions upon the president.

SECTION 5. Secretary. The secretary shall keep a record of all proceedings of the board of trustees; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation; and perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him or her by the president or by the board of trustees.

SECTION 6. Treasurer. The treasurer shall oversee the creation and maintenance of adequate books of account for the Corporation; review the appropriateness of all significant expenditures and inform the board of trustees of any unusual expenditure items; and ensure that there are policies and procedures in place for the responsible receipt and disbursement of funds. With the approval of the board of trustees, the treasurer may delegate specified duties to an assistant treasurer or other person for the effective conduct of the affairs of the Corporation.

SECTION 7. Head of School. The head of school shall be the chief administrative and operating officer of the Corporation and shall in general supervise and control all of the educational affairs of the Corporation and its day-to-day operations, including recruiting and supervision of teachers, school curriculum, student admission standards, general supervision of students, financial matters, building and grounds, fund raising, liaison with the parent body, and such other duties as may be prescribed by the board of trustees from time to time. The head is a non-voting, ex-officio member of the board.

ARTICLE VI- COMMITTEES OF THE BOARD OF TRUSTEES

SECTION 1. Executive Committee. The board of trustees, in its discretion, may appoint from its own members a committee of not less than three nor more than nine members which shall be known as the Executive Committee. Elected officers of the Corporation who are not trustees shall serve as ex officio voting members of the Executive Committee. The president shall preside over the Executive Committee. Except as provided in Section (4) of this Article VI or by law, the Executive Committee shall have the full power and authority to act on behalf of the board of trustees between meetings.

SECTION 2. Nominating Committee. The president shall appoint a committee of not less than three nor more than five persons which shall be known as the Nominating Committee. In the selection of the members of the Nominating Committee, the president shall take into account the needs of its school and its various constituencies. A majority of the Nominating Committee may consist of non-trustees. The Nominating Committee shall nominate candidates for consideration for the board of trustees both for election at the annual meeting and to fill vacancies that may occur from time to time.

SECTION 3. Other Committees. The board of trustees may designate one (1) or more additional committees. The board shall designate each such committee either as an Advisory Committee, which may or may not have as its members trustees, or as a Board Committee, which shall consist of two (2) or more trustees, a chairperson selected by the board, and such other persons as the chair of the committee or the board shall appoint, provided that a majority of its membership shall be trustees.

SECTION 4. Board Committees. The following provisions shall govern the conduct of Board Committees:

- a. **Manner of Acting.** Each Board Committee, to the extent provided in the resolution creating such Board Committee and except as limited by law, the articles of incorporation or these bylaws, shall have and exercise the authority of the board of trustees in the management of the Corporation; provided that it shall not have the power or authority to adopt a plan for the distribution of the assets of the Corporation, or for dissolution; fill vacancies on the board of trustees, elect, appoint or remove any officer or fix the compensation of any member of a Board Committee or director; adopt, amend, or repeal the bylaws or the articles of incorporation; adopt a plan of merger or adopt a plan of consolidation with another Corporation, or authorize the sale, lease, exchange or mortgage of all or substantially all of the property or assets of the Corporation; or amend, alter, repeal or take action inconsistent with any resolution or action of the board of trustees when the resolution or action of the board provides by its terms that it shall not be amended, altered or repealed by action of a Board Committee. Unless otherwise provided in the resolution creating a Board Committee, such Board Committee may by majority vote of its members fix the time and place of its meetings, specify what notice of meetings, if any, shall be given, and fix its rules of procedure, which shall not be inconsistent with these bylaws or with rules adopted by the board of trustees.
- b. **Term of Office.** Each member of a Board Committee shall continue as such until his or her successor is appointed, unless the Board Committee shall be sooner terminated, or unless such member be removed from such Board Committee, or unless such member shall cease to qualify as a member thereof.
- c. **Vacancies.** Vacancies in the membership of any Board Committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

- d. Quorum. Unless otherwise provided in the resolution of the board of designating a committee, a majority of the whole Board Committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the Board Committee.
- e. Action Without Meeting. Any action which may be taken at a meeting of a Board Committee may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the members of the Board Committee entitled to vote with respect to the subject matter thereof.
- f. Attendance by Telephone. Members of a Board Committee may participate in any meeting through the use of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can communicate with each other, and such participation in a meeting shall constitute presence in person at the meeting.

SECTION 5. Advisory Committees. Any committee that the board does not designate as a Board Committee shall be an Advisory Committee, which may not act on behalf of the Corporation or bind it to any action, but may make recommendations to the board or the officers.

SECTION X. Audit Committee. In accordance with the Sarbanes-Oxley Act, the President of the Board will appoint Board Members to act as the Audit Committee of the School. This Audit Committee will be entrusted to monitor and address any concerns related to questionable internal controls, accounting or auditing matters and general compliance with governmental laws or school policies.

ARTICLE VII- SCHOOL ADMINISTRATION

SECTION 1. The board of trustees shall authorize the executive committee to negotiate a contract with any board-approved candidate for the head position (subject to Business/Finance Committee approval).

SECTION 2. In the event there is a vacancy, or an anticipated vacancy in the head of school position, or in the event that the board of trustees votes not to renew an existing contract and does not name a replacement, a search committee shall be formed. Said committee shall consist of the president, and other members of the board of trustees appointed by the president. Said committee shall seek appropriate input from the school staff and shall present to the board of trustees for board approval such candidate or candidates as they shall deem qualified.

SECTION 3. The head of school shall be primarily responsible for: general leadership and administration of the organization, personnel decisions; coordination of school staff activities; registration and enrollment; collection of revenue; implementation of the corporate budget as set by the board of trustees; payment of routine expenses; parent-school relations; compliance with licensing requirements; scheduling of classes and curriculum; and other activities required for smooth and effective day-to-day operation of the school.

SECTION 4. Any decisions made by the head as to salary shall be strictly within the budget limitations established by the board unless approved by both the president and treasurer.

ARTICLE VIII- PROCEDURE

SECTION 1. All checks, drafts or other orders for the payment of money notes or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such officer or agent of this Corporation and in such manner as shall be determined by resolution of the board of trustees.

SECTION 2. The Corporation shall keep correct and complete books and records of account, in accordance with accepted accounting practices. All books and records of this Corporation may be inspected by any member of the board of trustees, his agent or attorney for any proper purposes at any reasonable time.

SECTION 3. The fiscal year of this Corporation shall begin on the first day in July and end on the last day of June each year.

ARTICLE XX – PROGRESS MONITORING/BOARD SELF-EVALUATION

Evaluating Board Performance- The Board should conduct a Board self-evaluation at least annually to determine whether it is functioning effectively. The Board should periodically consider among other things the background that Trustees bring to the Board and assess whether the Board has the necessary tools to perform its governance and oversight function effectively.

Q. Clearly articulate the procedures that the Board will use to continually monitor academic, financial, operational, and legal compliance metrics. Describe any policies or procedures that will help ensure that Board meetings are conducted in an efficient, timely manner.

Things to consider:

- *Strong boards develop annual, strategic organizational plans with concrete, measurable goals, metrics, and rubrics to monitor and evaluate the school's progress throughout the school year, as consistent with the charter school agreement and accountability plan. The plan should examine academic, financial, fundraising, operational, and organizational progress. Dashboards are one method of ensuring that the board is able to track progress on school goals.*
- *Efficient boards distribute materials ahead of the meeting and set the expectation that materials should be reviewed by board members prior to the meeting. When setting the agenda for a meeting, every agenda item should be linked to an annual goal.*
- *Board packets, which are sent to Board members in advance of a meeting, may include a wide range of materials for Board members, such as:*

- *The previous meeting's minutes*
- *Reports from committees and/or CEO*
- *Financial statements*
- *Academic achievement data*
- *Copies of any documents requiring board approval*
- *Effective boards acknowledge a clear distinction between the roles of governance and management. Boards should focus on governance; school leader(s) are responsible for management decisions.*

ARTICLE IX-AMENDMENTS

These By-Laws may be altered, amended or repealed and new bylaws may be adopted by seventy percent (70%) of the Board of trustees present at any regular or special meeting at which a quorum is present.

ARTICLE X- INDEMNIFICATION

SECTION 1. Indemnification of Trustees and Officers. The Corporation shall, to the fullest extent to which it is empowered to do so by the General Not-For-Profit Corporation Act of Illinois, as amended, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation), by reason of the fact that he or she is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another Corporation, partnership, joint venture, trust or other enterprise, against all expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding, if such person acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct unlawful; provided, however, the Corporation shall not indemnify any such person in relation to matters as to which any such director or officer shall be adjudged in such action, suit, or proceeding to be liable for willful misconduct in the performance of duty and to such matters as shall be settled by agreement predicated upon the existence of such liability.

SECTION 2. Contract with the Corporation. The provisions of this Article X shall be deemed to be a contract between the Corporation and each director or officer who serves in any such capacity at any time, while this Article X and the relevant provisions of General Not-For-Profit Corporation Act of Illinois, or other applicable law, if any, are in effect, and any repeal or modification of any such law or of this Article X shall not affect any rights or obligations then existing with respect to any state of facts then or theretofore or thereafter brought or threatened based in whole or in part upon any such state of facts.

SECTION 3. Other Rights of Indemnification. The indemnification provided or permitted by this Article X shall not be deemed exclusive of any other rights to which those indemnified may be entitled by law or otherwise, and shall continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such person.

SECTION 4. Liability Insurance. The Corporation shall have the power to purchase insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation or is or was serving at the request of the Corporation as a director, director, officer, employee or agent of another Corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article X.

ARTICLE XI- DISSOLUTION

This Corporation may dissolve and terminate its affairs in the manner provided by the Act. In the event of such dissolution, the assets of the Corporation shall be applied and distributed as follows:

- a. All liabilities and obligations of the Corporation shall be paid, satisfied and discharged, or adequate provision shall be made thereof.
- b. Assets held by the Corporation upon condition requiring return, transfer or conveyance, which condition occurs by reason of the dissolution, shall be returned, transferred or conveyed in accordance with such requirements.

Assets held for charitable, religious, eleemosynary, benevolent, educational or similar use but not held on condition of return, transfer or conveyance by reason of the dissolution, shall be transferred or conveyed to organizations engaged in activities substantially similar to those of the Corporation and which are organized and operated exclusively for charitable, educational or scientific purposes as at the time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Service Code of 1986, as amended or any subsequent law of the United States of America.

EXHIBIT A

CONFLICT OF INTEREST POLICY

ARTICLE 1

PURPOSE

The potential for a conflict of interest exists when a Key Charter School Board Member, Committee Member, Administration Management Member or members of his or her family:

1. have a business relationship with any other Board Member, Committee Member or key employee;
2. are officers, trustees, partners, key employees or consultants to any organization doing or seeking to do business with Beacon Academy;
3. have a financial interest in, business relationship with, or indebtedness to or from an entity with which they do or seek business on behalf of Beacon;
4. accept payments, loans, services, or gifts from anyone doing or seeking to do business with Beacon Academy or another Board Member; or
5. engage in conduct which is adverse or harmful to the policies, purposes and goals of Beacon Academy.

Key Charter School's leadership, including members of the Administration Management, the Board of Trustees and Committees, serve as fiduciaries. To preserve this trust, Key Charter School must presume that transactions are **not** arms-length when they are between persons whose relationship may suggest a potential conflict of interest. To protect the School from the taint of impropriety, actual or perceived, the School will subject such transactions to a closer scrutiny and more rigorous oversight than would otherwise apply to other transactions.

The purpose of the Conflict of Interest Policy is to protect the interest of Key Charter School when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. Administration of this policy is the responsibility of the **Audit Committee**.

ARTICLE 2

DEFINITIONS

1. Interested Person.

Any director, principal officer or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest.

A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

- a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE 3

PROCEDURES

1. Duty to Disclose.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the trustees and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Disclosures required from members of the Board, Committees and Staff must be directed in writing to the Head of School. In the event that members of the Board, Committees and Management become aware of a conflict, they shall disclose such information to the Head of School. The Head of School will communicate to the Board President and the Audit Committee all disclosures that are required by this Policy. All disclosures shall be held in confidence except as required by law or when the best interests of Beacon would be served by communicating the information to the Board of Trustees in executive session.

2. Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest.

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested trustees whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy.

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE 4

RECORDS OF PROCEEDINGS

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE 5

COMPENSATION

A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE 6

ANNUAL STATEMENTS

Each director, principal officer and member of a committee with governing board delegated powers shall be required to provide an initial and, thereafter, annual statement which affirms that such person:

- a. Has received a copy of the Conflicts of Interest Policy;
- b. Has read and understands the Policy;
- c. Has agreed to comply with the Policy, and
- d. Understands the Corporation is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE 7

PERIODIC REVIEWS

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, including the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE 8

USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided in Article 7, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ANNUAL CONFLICT OF INTEREST STATEMENT

For Trustees, Board Members, Committee Members, Officers, and Management Employees of Beacon Academy

1. Do you or a family member have a business relationship with any Trustee, Committee Member or key employee of Key Charter School?
() No () Yes – Explain below
2. Do you or a family member hold a position, such as being an officer, director, partner, key employee or consultant, with another organization which you have reason to believe does business, or may do business during the past year or in the coming year, with Key Charter School?
() No () Yes – Explain below
3. Do you or a family member have a business relationship with, an ownership interest in or indebtedness to or from an organization which you have reason to believe does business, or may do business during the past year or in the coming year, with Key Charter School?
() No () Yes – Explain below
4. Have you or a family member accepted payments, loans, or gifts from anyone doing or seeking to do business with Key Charter School or another Trustee?
() No () Yes – Explain below
5. Have you engaged in conduct that may be adverse or harmful to the policies, purposes and goals of the Key Charter School?
() No () Yes – Explain below

In keeping with the Conflict of Interest policy of Beacon Academy, I, the undersigned do hereby attest to the following:

- I have read and understand the Conflict of Interest Policy;
- Neither I nor any member of my family has in the past, is presently, or plans to engage in any activity that contravenes such policy, except as specifically noted below:

Fully describe activity that contravenes the Conflict of Interest policy. Attach additional pages as needed. If “none”, s state.

Fully describe activity that you wish reviewed in order to determine whether or not it contravenes the Conflict of Interest policy. Attach additional pages as needed. If “none”, so state.

The above constitutes a full and complete disclosure of all activities that either do or may contravene Key Charter School’s Conflict of Interest Policy.

(Signature)

(Print Name)

(Date)

**Appendix 3.2.b Board Member
Interest Form - Arlander Keys**

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form**

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

4/8/2015

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Arlander Keys Date: 4/7/2015

Signature: Arlander Keys School: Key Charter

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

May 2015

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes

No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes
No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes
No

An item or service valued at more than \$50?

Yes
No

Several items or services from one source valued at over \$100?

Yes
No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes
No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

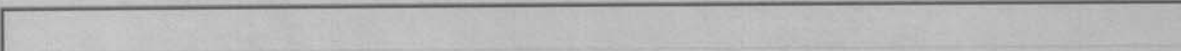
Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

2. Please list any other disclosures you wish to make.

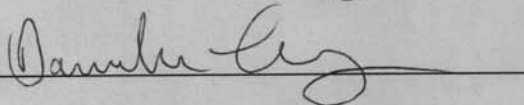
If yes, please explain:



Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Danielle Loewy Date: April 7, 2015

Signature:  School: Key Charter

**Appendix 3.2.b Board Member
Interest Form - David Kelly**

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form**

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

04-08-2015

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes
No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

2. Please list any other disclosures you wish to make.

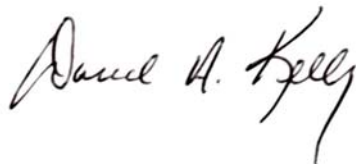
If yes, please explain:

--

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: David A. Kelly Date: 04-06-15



Signature: _____

School: Key Charter

Appendix 3.2.b. Board Member
Interest Form - Debra Senoff-Langford

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

4/8/ 2015

2. Are you or have you been an employee, **vendor**, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes All dollars received from CPS get paid directly to the Association of Illinois Montessori Schools. I do not personally receive any funds.

No

If yes, where have you worked?

I have not worked for any CPS schools, but I carry the vendor number for the Association of Illinois Montessori Schools.

What is/was your job title?

AIMS board member at large

What are/were your dates of service?

May 2010- present

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm To be sent on to me

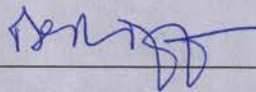
2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Debra Senoff Langford Date: 4/6/2015

Signature:  School: Key Charter School

**Appendix 3.2b Board Member Economic
Interest Form - Jon Loevy**

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form**

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
 - 1. is the proprietor of a sole proprietorship;
 - 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 - 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 - 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 - 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

Immediately

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

n/a

What is/was your job title?

n/a

What are/were your dates of service?

n/a

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

n/a

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

n/a

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

n/a

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No xx

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

n/a

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No xx

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

n/a

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

n/a

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No xx

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

n/a

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

n/a

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

n/a

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

n/a

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

n/a

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

n/a

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No xx

If yes, please describe:

n/a

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No xx

An item or service valued at more than \$50?

Yes

No xx

Several items or services from one source valued at over \$100?

Yes

No xx

If yes, please list the gift, amount and source:

n/a

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No xx

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

n/a

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm xx

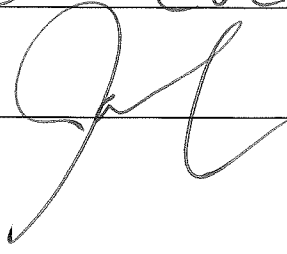
2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Jon Loevy Date: 4/6/2015

Signature:  School: Key Charter

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form**

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

n/a

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

Guide and oversee the operations of the school

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

I care deeply about improving educational opportunities for Chicago children

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

employs roughly 40 people. I have also spent my life reading and studying about education

4. What is your understanding of the school's mission, vision, educational philosophy and program?

The school's vision is to provide a world-class education.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

Active and scrupulous oversight

6. Describe the role that the Board will play (or currently does play) in the school's operation.

oversees operations. The Head of School runs the school, but is accountable to the Board.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

ve all else, and do whatever required to ensure that any unethical actions were corrected.

Appendix 3.2.b Board Member Interest Form - Jose Prado

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form**

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

04/08/2015

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

PAGE 2/10 * RCVD AT 4/7/2015 3:57:42 PM [Eastern Daylight Time] * SVR:WCRGCF307A/23 * DNS:66591 * CSID:773 327 5314 * DURATION (mm-ss):05-14

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

PAGE 3/10 * RCVD AT 4/7/2015 3:57:42 PM [Eastern Daylight Time] * SVR:WCRGF307A/23 * DNS:66591 * CSID:773 327 5314 * DURATION (mm-ss):05-14

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

PAGE 4/10 * RCVD AT 4/7/2015 3:57:42 PM [Eastern Daylight Time] * SVR:WCRGFC307A/23 * DNS:66591 * CSID:773 327 5314 * DURATION (mm-ss):05-14

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

2. Please list any other disclosures you wish to make.

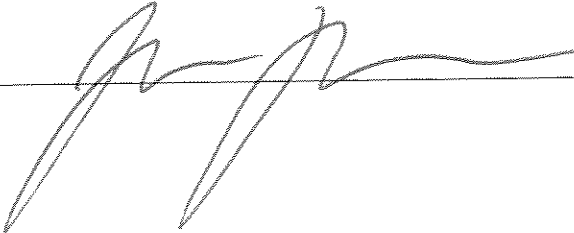
If yes, please explain:

[Empty rectangular box for explanation]

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Jose M Prado Date: April 7, 2015

Signature:  School: Key Charter

PAGE 6/10 * RCVD AT 4/7/2015 3:57:42 PM [Eastern Daylight Time] * SVR:WCRGCF307A/23 * DNS:66591 * CSID:773 327 5314 * DURATION (mm-ss):05-14

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

April 8, 2015

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No X

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No X

An item or service valued at more than \$50?

Yes

No X

Several items or services from one source valued at over \$100?

Yes

No X

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No X

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm X

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Sam Harris

Date: April 7, 2015

Signature: Sam Harris School: Key Charter School

**Appendix 3.2.b Board Member
Form - Arlander Keys**

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form**

See Attached Statements

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

4. What is your understanding of the school's mission, vision, educational philosophy and program?

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

6. Describe the role that the Board will play (or currently does play) in the school's operation.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

ROLE OF A CHARTER SCHOOL BOARD MEMBER.

I served as a member of the board of directors of the Just The Beginning Foundation from its inception in 1992 to 2010, when all board members who were judges became members of its advisory board because of our concern that, because of law firms' contributions to and participation in fund raising on behalf of the Foundation, it could be perceived as a conflict of interest having judges as board members. The Just the Beginning Foundation is a non-profit pipe-line organization of lawyers and federal judges engaged in the encouragement of elementary and high school students to strive for excellence by serving as mentors and role models and emphasizing that we once shared the same experiences that they are confronted with. The organization sponsors summer institutes in several cities throughout the United States where students participate in two-week seminars, including preparing for and conducting mock trials presided over by lawyers and judges.

My perception of the role of a public charter school board member is that of overall responsibility for the operation of the school and to ensure that it is operating in accordance with its Charter and that the students are progressing satisfactorily toward achieving the goal of educational excellence.

Having served as a federal judge for 19 years, I am keenly aware of the challenges that inner-city children encounter in their everyday lives. During my time on the bench, and as a result of my work with the Just the Beginning Foundation, I also know that many of these children are capable of academic excellence if given a chance and the proper environment to achieve. I believe that my service as a Board member of a public charter would be beneficial to these children.

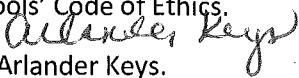
I believe that my experience and qualifications, as set forth in my answer to the first question, are relevant to my potential service on the Board of the proposed charter school.

I am not yet aware of the stated mission, vision, educational philosophy and program. However, I was asked by Mr. Loevy, for whom I have a great deal of respect, whether I would agree to serve as a Board member if a charter were granted, and I immediately agreed. His belief, gained from having represented many unfortunate inner-city individuals, is that there is a need for alternatives to the traditional education that our young people are getting from the public school system and that more of them would succeed if only given this alternative. I share that view.

I am results oriented. Through the annual performance review process and the ability to hire and terminate charter school leadership for lack of performance, I believe that leadership will be more accountable for the performance of the students.

Except for the broad role of the charter board members set forth in the State statute, I am not aware of the specific role that the Board will play in the school's operation.

If I believed that one or more members of the school's Board were acting unethically or not in the best interests of the school, I would report the matter to the Ethics Advisor, as required by the Chicago Public Schools' Code of Ethics.


Arlander Keys.

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.







(A separate copy must be initialed and signed by each individual on the school’s design team or who intends to serve as a charter school board member.)

Charter Public School Name: Key Charter

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.

Assurances	<i>Initial below</i>
<p>Admission Process for Students</p> <p>I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))</p> <p>I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))</p> <p>I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))</p>	<p>AK</p>
<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school’s finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	<p>AK</p>
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	<p>AK</p>

<p>Ethics</p> <p>I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics).</p> <p>I personally state that if I am a member of the proposed school’s Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).</p> <p>I personally state that if I am proposed as a member of the charter school’s Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).</p>	
<p>Criminal Background Checks</p> <p>I assure that the proposed school will comply with Sections 10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))</p>	
<p>Student Records</p> <p>I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)</p>	
<p>Discipline Policy</p> <p>I assure that the school Board’s discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a,)</p>	
<p>Filing with the State as a Non-Profit Corporation</p> <p>I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))</p>	
<p>Hiring and Employment Practices</p> <p>I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).</p>	

<p>Public School</p> <p>I assure that the proposed school will operate as a charter public school that:</p> <ul style="list-style-type: none"> • is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)). • is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)). • is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a)) 	<p>AK</p>
<p>Public School Fee Law</p> <p>I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))</p>	<p>AK</p>
<p>Special Education</p> <p>I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)</p>	<p>AK</p>

By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Arlandis Keys
Signature

4/7/2015
Date

Home Address: [REDACTED]
 Phone Number(s): [REDACTED]
 Email Address: [REDACTED]

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

4/8/2015

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Arlander Keys Date: 4/7/2015

Signature: Arlander Keys School: Key Charter

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes
No

If yes, please list and describe:

Board President, 2012-2015, Beacon Academy, A Montessori High School
President-Elect, 2015-2018, Rogers Park Montessori School
President, 2003-2005, Association for Conflict Resolution, Chicago Chapter
Vice President, 2002-2004, Mediation Council of Illinois

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?
A board member looks at the performance of the Principal of the school and makes sure the school is operating with fiscal responsibility and carrying out the school's mission.
3. Why are you interested in serving as a member of a public charter, contract, or alternative school?
I care deeply about education. I hope to bring the success my children have found in private schools to underserved communities.
4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?
I have worked closely with 2 schools, Rogers Park Montessori, and Beacon Academy. At Beacon, I was part of a group of parents and educators that came together to form a brand new high school.
4. What is your understanding of the school's mission, vision, educational philosophy and program?
I understand that this proposed school will bring academic excellence to underserved communities through an agreement of mutual hard work, quality teaching, and innovative approaches to education. The school will offer hands on learning and a caring environment.
5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?
I would hear from the Principal at each board meeting and also expect regular written updates about the happenings of the school. I would come visit the school periodically, meet people who work there, get to know parents, and interact with students.

6. Describe the role that the Board will play (or currently does play) in the school's operation.

The board will assess the Principal's performance and make sure it is fiscally responsible, creating budget and making sure the school stays within it. The board also makes sure the school is operating to achieve its mission and vision. The board can help with raising money or other donations for the school as well.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would discuss the situation with the Board President (if that person was not one of the people I believed was acting inappropriately) and speak to the person in question directly. If necessary, that person(s) should be asked to leave the board.

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

To work with the organization to further its mission effectiveness. To be a resource in a way to accomplish the vision of the school.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

I have a deep commitment to the youth and families and work toward the educational success of young people. The education of our youth is foundational to their overall success and creates a more healthy community.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I have had years of experience in working with young people and families in crisis. My work includes supporting them in the area of education and pro-social development. My restorative justice background enables me to help create a school environment that is inclusive and holistic.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

To provide a strong educational environment for youth and to support them in a holistic way to be successful. To engage the youth, family, and community in a way that education is seen as critical to the growth of the child and to work to support other programming that supports a healthy person/community.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

The connectedness of the youth and family to the school and community is critical to the academic success of the youth. Education cannot happen without the support of adults, systems, and community. This school would support the overall success of the youth in developing life skills that will serve him/her in the future.

6. Describe the role that the Board will play (or currently does play) in the school's operation.

The board will provide oversight and support to the school staff. The board will be an advocate for the student, staff, and school community and work to support the mission in any way possible.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would seek to intervene through a restorative justice approach and involve those parties necessary. The health of the school community depends on the health of all members of the school, including the board.

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

n/a

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

Guide and oversee the operations of the school

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

I care deeply about improving educational opportunities for Chicago children

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I started and lead a successful business (a law firm) that now employs roughly 40 people

4. What is your understanding of the school's mission, vision, educational philosophy and program?

The school's vision is to provide a world-class education.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

Active and scrupulous oversight

6. Describe the role that the Board will play (or currently does play) in the school's operation.

The Board oversees operations. The Head of School is accountable to the Board.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would put the interests of the school first, and would correct any unethical actions.

**Appendix 3.2.b Board
Member Form - Jose Prado**

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form**

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

Centro Romero (Secretary- Board of Directors), Little Village Chamber of Commerce (Board Member), Children Home, and Aid (Associate Board Member)

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

Board of directors have a direct impact on the success or failure of a school.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

I want to help improve kids' education and lives.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I truly believe that my previous experience serving in different boards will help me make the right decisions.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

To help those under-privileged kids improve their education and lives.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

When we don't get the desired results based on our mission statement.

6. Describe the role that the Board will play (or currently does play) in the school's operation.

That the board will have a direct impact on the school success or failure.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I will report it right away to the proper department.

**Appendix 3.2.b. Board Interest
Member Form - Sam Harris**

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form**

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

See Addendum

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

See Addendum

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

See Addendum

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

See Addendum

4. What is your understanding of the school's mission, vision, educational philosophy and program?

See Addendum

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

See Addendum

6. Describe the role that the Board will play (or currently does play) in the school's operation.

See Addendum

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

See Addendum

ADDENDUM TO BOARD MEMBER FORM
SAM HARRIS – KEY CHARTER SCHOOL

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization. If yes, please list and describe:

I am the former President and the current President Emeritus of the Illinois Holocaust Museum and Education Center. I currently serve on the Board of Directors of both a Holocaust museum planned for the Phoenix area and Citizenship Counts (an organization founded by Gerda Weisman Klein). I also formerly served on the Board of Directors of Spertus College of Judaica.

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

The role of a Board member is to provide oversight of the school's operations and guidance to the school's administration.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

I have a keen interest in public education and the needs of underserved communities. By serving as a Board member, I believe that I can help bridge the educational gaps that currently exist in such communities.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I have devoted significant time over the past couple decades regularly meeting with and speaking to students around the country. I have also played a leading role in other non-profit organizations, including the Illinois Holocaust Museum and Education Center. Finally, I have served on the Board of Directors of both South Central Bank and Forest Hospital. I believe that those experiences make me well-suited for serving on the Board of Key Charter School.

5. What is your understanding of the school's mission, vision, educational philosophy and program?

The school's mission is to provide much needed educational opportunities to underserved communities.

6. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

As a Board member, I – along with the other Board members - will regularly meet with the school’s administration and review all available information and reports on the school’s on-going operations. Through those meetings and reviews, I – along with the other Board members - will assess whether Key Charter School is achieving its mission.

7. Describe the role that the Board will play (or currently does play) in the school’s operation.

The Board will be responsible for overseeing the operations of Key Charter School and ensuring that the School is properly carrying out its mission.

8. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?

If such a situation arose, I would investigate the potentially unethical / “not in best interests” behavior and bring the matter to the entire Board so as to properly assess what is happening and how best to rectify any problems.

Appendix 3.2.b
Resumes for Proposed Board Members

JON LOEVY
Proposed Key Charter Board President

EXPERIENCE:

Founder and co-Managing Partner

Loevy & Loevy, 1997 – Present

Founder and joint managing partner of civil rights law firm that pursues cases on behalf of people who have been victims of governmental misconduct, particularly police abuse. Under his leadership, Loevy & Loevy has grown to 40 employees, including 25 attorneys.

Lecturer at Law

University of Chicago Law School, 2012 to the present.

Co-teaches a clinic on wrongful conviction litigation with other members of his Loevy & Loevy. Also teaches Trial Advocacy to University of Chicago law students.

Associate

Sidley & Austin, 1995-1997, litigation associate

Law Clerk

Hon. Milton I. Shadur, U.S. District Court for the Northern District of Illinois, 1993-1994.

EDUCATION:

Columbia Law School, New York, New York

- J.D. – 1993
- Recipient Young B. Smith Prize and Paul R. Hayes Prizes for Academic Excellence
- Columbia Law Review, 1992 – 1993

University of Michigan, Ann Arbor, Michigan, B.A., with honors

AWARDS & RECOGNITION:

- Awarded Lifetime Achievement award from Chicago Law Bulletin
- Previously named one of “40 under 40” attorneys to watch in Chicago by Chicago Law Bulletin
- Previously named one of Chicago’s Lawyers “Next Generation Rising Stars of the Trial Bar” by Chicago Law Bulletin



Proposed Key Charter Board Secretary

Experience

Board President, Beacon Academy, A Montessori High School 2012-2015

- Led a group of twelve educators and parents through the process of visioning and then implementing a realistic plan to create a new, Montessori-based high school. Beacon Academy opened its doors with 41 students in Fall, 2014.
- Successfully raised 2.5 million dollars over 3 years from over 90 individuals, families or in a few instances, organizations/family foundations to cover start-up costs, build out, and cover anticipated budget shortfalls as student population grows.
- Provided steady leadership during all phases of the school's creation: budget forecasts and cash flow projections, selecting a Head of School, targeted marketing to prospective students and parents, site selection and architectural build out, lease negotiation, board governance and obtaining 501c3 status, and ongoing fundraising.

Stone and Loevy, LLC 2004-2009

- Co-founded a firm dedicated to resolving disputes through mediation, facilitation, and training.
- Designed and led conflict resolution skills trainings in businesses and organizations.
- Mediated disputes between co-parents, co-workers, neighbors, business owners.
- Taught mediation skills, and recognized as Trainer of the Year by the Center for Conflict Resolution in Chicago in 2007.
- Designed and led diversity and inclusion trainings to corporate clients across the United States, through work with Kaleidoscope Group.

Education

JD, Chicago-Kent College of Law 1995

After graduating from law school, worked as a plaintiff's employment discrimination lawyer with several small firms before joining my husband and co-founding Loevy and Loevy, a civil rights law firm, in 1999.

BA (honors), Indiana University 1992

Skills/Recognition

President-elect, Rogers Park Montessori School, 2015 (3 year term)

Association for Conflict Resolution, Chicago Chapter, 2002-2006

- Served as Board Secretary, Vice President, and Board President of the chapter, which included mediators, arbitrators, current and retired federal and state judges.

Certified Mediator, Center for Conflict Resolution, Chicago

- Mediated over 100 cases first as a volunteer mediator, and then as a case manager at the Illinois Department of Human Rights
- Earned Trainer of the Year award in 2004 for work in training new mediators

SAMUEL R HARRIS
21660 Boschome Road
Kildeer, Illinois 60047

EARLY YEARS:

Mr. Harris was four years old in 1939 when Hitler overran the town in which he lived, Demblin, Poland. Hitler destroyed Mr. Harris' large family. He spent three and a half years in two concentration camps: Demblin and Czestochowa. On January 17, 1945, at age nine and a half, he was miraculously liberated by the Russian Army.

EDUCATION & WORK EXPERIENCE:

Mr. Harris is a 1958 graduate of Grinnell College, Grinnell, Iowa, where he received a Bachelor of Arts Degree in Political Science. He joined the Equitable Life Assurance Society in 1960 where he served as an agent until his promotion to District Manager in 1963 and Agency Manager in 1969. He served on the Chicago Board of Life Underwriters and President of the General Agency Managers Association. As an agent, he became a Life Member of the Million Dollar Round Table and the Equitable Hall of Fame. Mr. Harris has served on the Board of Directors of South Central Bank since the opening of its new headquarters in 2000, servicing its original neighborhood in South Central Chicago, one of the fastest growing residential and commercial areas in Chicago.

COMMUNITY ACTIVITIES:

Mr. Harris has been very active in community and scholastic affairs. He is a former board member of Spertus College of Judaica. He served on the Board of Directors for Forest Hospital. Mr. Harris has been a member (and former officer) of The Rotary Club of Northbrook, Illinois for 45 years and is a former President of Northbrook United Way.

Mr. Harris spearheaded the building of the Illinois Holocaust Museum and Education Center in Skokie, Illinois, a \$45M project in which he took the leading role. He currently serves as President Emeritus of the Museum. He speaks frequently to schools, churches and community groups throughout the country about his childhood experiences during the Holocaust, lessons he learned during the time he spent hiding in concentration camps, and his experience and role in building the Holocaust Museum.

A Holocaust Museum is in the process of being organized in the Phoenix area and Mr. Harris is currently serving on its Board of Directors.

Mr. Harris is also currently serving on the Board of Directors of Citizenship Counts (an organization founded by Gerda Weisman Klein).

AUTHOR:

In 2001 Mr. Harris wrote his autobiography, Sammy, Child Survivor of the Holocaust and in 2005 and 2010 the second and third editions were published. Spanish, Japanese, Russian and Polish editions are now available.

AWARDS:

State of Illinois Human Rights Award for Distinguished Leadership

Ellis Island Medal of Honor Award

Grinnell College's Alumni Award for Distinguished Achievement

Northbrook Rotary Club Service Above Self Award

Chicago Magazine Chicagoan of the Year

New Trier High School - One of the Ten Outstanding Graduates of all Time

Boy Scouts of America - Distinguished Citizenship Award.

CURRENTLY:

A documentary is presently being produced about Sam Harris by titled: SAMMY THE JOURNEY.

Mr. Harris resides with his wife Dede in the northern suburbs of Chicago, Illinois and winters in Scottsdale, Arizona. Their children include daughter Julie and her husband Jeff and their two children Jeremy and Jessica. Their son David is recently deceased.

James W. Hague
Proposed Key Charter Board CFO/Treasurer

EXPERIENCE:

Founder

Janian Investment Advisers, LLC

March 2012 – Present (3 years 2 months) Greater Chicago Area

Janian provides financial advice and investment management to individuals.

Senior Portfolio Manager

The Millburn Corp.

July 2001 – March 2012 (10 years 9 months) Chicago

Millburn is an alternative money manager with two business lines: managed futures (founded in 1971), and fund-of-funds (founded in 1981). Millburn's senior partners had substantial investments in both. I oversaw the fund-of-funds' portfolios day-to-day. Most of my time was spent evaluating and monitoring investments and potential investments in hedge funds (of various sizes and investment strategies) and long-only equity managers. Performance for the portfolios was above the stock market and peers.

Associate Portfolio Manager

Glenwood Capital

1996 – 2001 (5 years) Chicago

I joined one of the oldest fund-of-hedge-fund organizations in the world as the #3 investment professional when it was \$400 Million (in assets). Our flagship fund had consistent top-quartile performance while I was there and grew rapidly - the firm managed over \$5 Billion when I left.

Analyst/Intern

Donaldson Capital

1996 – 1996 (less than a year) Chicago

Hedge Fund firm focused on healthcare-related equities.

Intern

Oak Investment Partners

1995 – 1995 (less than a year) Greater Minneapolis-St. Paul Area

Oak Investment Partners is a Venture Capital firm.

EDUCATION:

MBA, Finance & Accounting, University of Chicago, 1994-1996

BA, Economics, Carleton College, 1987-1991

National Merit Scholar. Played Lacrosse & Rugby. Volunteered with Big Brothers & Big Sisters.

KEY CHARTER SCHOOL
Chicago, Illinois

CODE OF ETHICS POLICY

The business and affairs of Key Charter School shall be managed by or under the direction of its Board of Trustees in accordance with Illinois law. In performing his or her duties, the primary responsibility of each Trustee is to exercise his or her business judgment in the best interest of the School. The Board has developed a number of specific expectations of Trustees and Committee Members to promote the discharge of this responsibility and the efficient conduct of the Board's business.

Participation in Meetings- All Trustees and Committee Members should make every effort to attend meetings of the Board or Committee. Each Member should be sufficiently familiar with the business of the School to facilitate active and effective participation in the deliberations of the Board or Committee. Upon request, the School's Administration will make appropriate personnel available to answer any questions a Trustee or Committee Member may have about any aspect of the School's business. Trustees or Committee Members should also review the materials provided by Administration and advisors in advance of the meetings and should arrive prepared to discuss the issues presented.

Loyalty and Ethics- In their roles as Trustees or Committee Members, all Trustees and Members owe a duty of loyalty to the School. This duty of loyalty mandates that the best interests of the School take precedence over any interests possessed by a Trustee or Member. Any conflicts or potential conflicts must be disclosed by the individual prior to discussion of a matter or as soon as such individual learns during discussions that there may be a conflict or potential conflict. The conflicts of interest policy is stated in the Bylaws of Key Charter School.

- a. Nepotism
- b. Financial Interests in Contracts
- c. Gifts, Loans, and Favors
- d. Secondary Employment
- e. Postemployment and Post-Membership Restrictions
- f. Political Activities

Contact with Other Constituencies- It is important that the School speak to employees and outside constituencies with a single voice and that the Head of School (or President of the Board, if applicable) serve as the primary spokesperson.

Confidentiality- Each Trustee, Officer, Committee Member, Advisor, or other person receiving confidential information, shall keep confidential and shall not, without the prior consent of the

Board or as required by law, disclose any confidential information presented or made available. Confidential information includes all non-public information that might be of use to competitors, or harmful to the School or its constituents, if disclosed.

Audit Committee- In accordance with the Sarbanes-Oxley Act, the President of the Board will appoint Board Members to act as the Audit Committee of the School. This Audit Committee will be entrusted to monitor and address any concerns related to questionable internal controls, accounting or auditing matters and general compliance with governmental laws or school policies.

Committees- Members of Committees such as, but not limited to, Finance, Facilities, and Development, reporting to the Board, will be asked to sign a confidentiality and conflict of interest statement. This Certificate of Acknowledgement will be signed on an annual basis.

Evaluating Board Performance- The Board should conduct a Board self-evaluation at least annually to determine whether it is functioning effectively. The Board should periodically consider among other things the background that Trustees bring to the Board and assess whether the Board has the necessary tools to perform its governance and oversight function effectively.

Execution of Certificate and Annual Confirmation- Upon adoption of this policy, and at the beginning of each fiscal year thereafter, each Trustee, Officer, Committee Member, Advisor or other person subject to this policy shall be required to sign the policy certifying that they have read, understand and agree to the policy.

KEY CHARTER SCHOOL
Chicago, Illinois

ANNUAL CERTIFICATE OF ACKNOWLEDGMENT

The undersigned is a Trustee, Officer, Member of or Advisor to a Committee with Board delegated authority, or other person receiving confidentiality information, who hereby certifies, as of the date set forth below, as follows:

1. I have been provided with a copy of the Code of Ethics Policy and Bylaws of the School as adopted by the Board and am familiar with the provisions and requirements of the Conflicts of Interest Policy. I have read and understand such policy and agree to comply with them.
2. I understand the School's provision and requirements on confidentiality as indicated in the Code of Ethics Policy. I will not at any time, without the prior consent of the Board, disclose any confidential information presented or made available to or discussed by the Board or any committee of the Board.
3. I understand that the School is a not-for-profit corporation, a 501(c)(3), and must not engage in any activities that would jeopardize the School's tax-exempt status
4. I will comply with the above referenced policies at all times while serving as an officer, Trustee, Member of or Advisor to a Committee of the School or otherwise serving the School.

IN WITNESS WHEREOF, I have executed this Certificate of Acknowledgment.

Signed: _____

Name (print): _____

Date: _____

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: Key Charter

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.

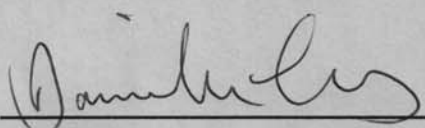
Assurances	Initial below
<p>Admission Process for Students</p> <p>I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))</p> <p>I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))</p> <p>I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))</p>	<p>DL</p>
<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	<p>DL</p>
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	<p>DL</p>

<p>Ethics I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics). I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).</p>	<p>DL</p>
<p>Criminal Background Checks I assure that the proposed school will comply with Sections 10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))</p>	<p>DL</p>
<p>Student Records I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)</p>	<p>DL</p>
<p>Discipline Policy I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a,)</p>	<p>DL</p>
<p>Filing with the State as a Non-Profit Corporation I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))</p>	<p>DL</p>
<p>Hiring and Employment Practices I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).</p>	<p>DL</p>


<p>Public School</p> <p>I assure that the proposed school will operate as a charter public school that:</p> <ul style="list-style-type: none"> • is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)). • is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)). • is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a)) 	<p>DL</p>
<p>Public School Fee Law</p> <p>I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))</p>	<p>DL</p>
<p>Special Education</p> <p>I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)</p>	<p>DL</p>

By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.


Signature

April 7, 2015
Date

Home Address: 
Phone Number(s) 
Email Address: 

**Appendix 3.2.c. Key Charter -
Board Calendar**

2015 Key Charter Board Calendar (Proposed Sample)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Meeting Schedule												
General board meeting	--	--	--	--	4	8	13	10	7	12		7
Finance and Audit Committee meetings							20					
Board Retreat											6-7	
Business Finance Committee meetings								17				
Development Committee meetings										19		

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: _____ Key Charter School _____

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By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.

Assurances	Initial below
<p>Admission Process for Students</p> <p>I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))</p> <p>I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))</p> <p>I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))</p>	<p style="text-align: center;">DSL</p>
<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	<p style="text-align: center;">DSL</p>
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	<p style="text-align: center;">DSL</p>

<p>Ethics</p> <p>I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).</p> <p>I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).</p>	<p>D82</p>
<p>Criminal Background Checks</p> <p>I assure that the proposed school will comply with Sections 10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))</p>	<p>D82</p>
<p>Student Records</p> <p>I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)</p>	<p>D82</p>
<p>Discipline Policy</p> <p>I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a,)</p>	<p>D82</p>
<p>Filing with the State as a Non-Profit Corporation</p> <p>I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))</p>	<p>D82</p>
<p>Hiring and Employment Practices</p> <p>I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).</p>	<p>D82</p>

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<p>Public School Fee Law I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))</p>	<i>DSZ</i>
<p>Special Education I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)</p>	<i>DSZ</i>

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- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

[Handwritten Signature]
Signature

4/6/2015
Date

Home Address: [REDACTED]
Phone Number(s): [REDACTED]
Email Address: [REDACTED]

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS




Submit these forms with the school proposal application.







(A separate copy must be initialed and signed by each individual on the school’s design team or who intends to serve as a charter school board member.)




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<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	

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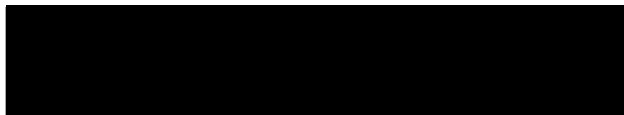


 Signature



 Date

Home Address:
 Phone Number(s):
 Email Address:



**Appendix 3.2.c Assurance
Statement - Arlander Keys**

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

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<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school’s finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	<p>AK</p>
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	<p>AK</p>

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<p>Student Records</p> <p>I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)</p>	
<p>Discipline Policy</p> <p>I assure that the school Board’s discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a,)</p>	
<p>Filing with the State as a Non-Profit Corporation</p> <p>I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))</p>	
<p>Hiring and Employment Practices</p> <p>I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).</p>	

<p>Public School</p> <p>I assure that the proposed school will operate as a charter public school that:</p> <ul style="list-style-type: none"> • is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)). • is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)). • is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a)) 	<p>AK</p>
<p>Public School Fee Law</p> <p>I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))</p>	<p>AK</p>
<p>Special Education</p> <p>I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)</p>	<p>AK</p>

By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

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- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Arlandis Keys
Signature

4/7/2015
Date

Home Address: [REDACTED]
Phone Number(s): [REDACTED]
Email Address: [REDACTED]

**Appendix 3.2.c Assurance
Statement - David Kelly**

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school’s design team or who intends to serve as a charter school board member.)

Charter Public School Name: Key Charter

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By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.

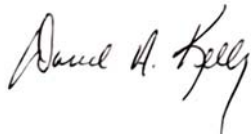
Assurances	<i>Initial below</i>
<p>Admission Process for Students</p> <p>I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))</p> <p>I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))</p> <p>I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))</p>	DK
<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school’s finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	DK
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	DK

<p>Ethics</p> <p>I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school’s Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).</p> <p>I personally state that if I am proposed as a member of the charter school’s Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).</p>	<p>DK</p>
<p>Criminal Background Checks</p> <p>I assure that the proposed school will comply with Sections 10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))</p>	<p>DK</p>
<p>Student Records</p> <p>I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)</p>	<p>DK</p>
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<p>Filing with the State as a Non-Profit Corporation</p> <p>I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))</p>	<p>DK</p>
<p>Hiring and Employment Practices</p> <p>I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).</p>	<p>DK</p>

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- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.



Signature

04-07-15
Date

Home Address: [REDACTED]
 Phone Number(s): [REDACTED]
 Email Address: [REDACTED]

John Whitehurst

Appendix 3.2.c.

Assurance Statement

- John Whitehurst

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school’s design team or who intends to serve as a charter school board member.)

Charter Public School Name: Key Charter School

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

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Assurances	Initial below
<p>Admission Process for Students</p> <p>I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))</p> <p>I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))</p> <p>I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))</p>	<p>JW</p>
<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school’s finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	<p>JW</p>
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	<p>JW</p>

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<p>Student Records</p> <p>I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)</p>	<p>JW</p>
<p>Discipline Policy</p> <p>I assure that the school Board’s discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a,)</p>	<p>JW</p>
<p>Filing with the State as a Non-Profit Corporation</p> <p>I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))</p>	<p>JW</p>
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 Signature

4/6/15
 Date

Home Address:

Phone Number(s):

Email Address:



Appendix 3.2.c. Assurance

Statement - Jon Loevy

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.








(A separate copy must be initialed and signed by each individual on the school’s design team or who intends to serve as a charter school board member.)




Charter Public School Name: Key Charter School

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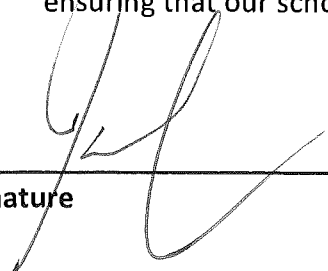
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<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school’s finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	<p><i>HL</i></p>
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	<p><i>HL</i></p> <p><i>HL</i></p>

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Signature

4/6/15
Date

Home Address: [REDACTED]
Phone Number(s): [REDACTED]
Email Address: [REDACTED]

**Appendix 3.2.c Assurance Statement -
Jose Prado**

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT




2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.
(A separate copy must be initialed and signed by each individual on the school’s design team or who intends to serve as a charter school board member.)







Charter Public School Name: Key Charter

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PAGE 7/10 * RCVD AT 4/7/2015 3:57:42 PM [Eastern Daylight Time] * SVR:WCRGF307A/23 * DNIS:66591 * CSID:773 327 5314 * DURATION (mm-ss):05-14

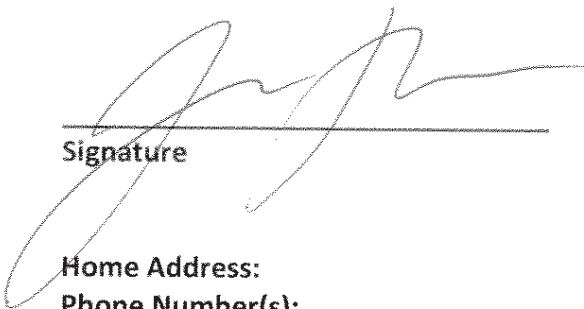
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PAGE 9/10 * RCVD AT 4/7/2015 3:57:42 PM Eastern Daylight Time * SVR:WCRGF307A/23 * DNIS:66591 * CSID:773 327 5314 * DURATION (mm-ss):05-14

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Signature

April, 7 2015
Date

Home Address:
Phone Number(s):
Email Address:

KEY CHARTER SCHOOL
Chicago, Illinois

CONFLICT OF INTEREST POLICY

ARTICLE 1

PURPOSE

The potential for a conflict of interest exists when a Key Charter School Board Member, Committee Member, Administration Management Member or members of his or her family:

1. have a business relationship with any other Board Member, Committee Member or key employee;
2. are officers, directors, partners, key employees or consultants to any organization doing or seeking to do business with Beacon Academy;
3. have a financial interest in, business relationship with, or indebtedness to or from an entity with which they do or seek business on behalf of Beacon;
4. accept payments, loans, services, or gifts from anyone doing or seeking to do business with Beacon Academy or another Board Member; or
5. engage in conduct which is adverse or harmful to the policies, purposes and goals of Beacon Academy.

Key Charter School's leadership, including members of the Administration Management, the Board of Trustees and Committees, serve as fiduciaries. To preserve this trust, Key Charter School must presume that transactions are **not** arms-length when they are between persons whose relationship may suggest a potential conflict of interest. To protect the School from the taint of impropriety, actual or perceived, the School will subject such transactions to a closer scrutiny and more rigorous oversight than would otherwise apply to other transactions.

The purpose of the Conflict of Interest Policy is to protect the interest of Key Charter School when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. Administration of this policy is the responsibility of the Audit Committee.

ARTICLE 2

DEFINITIONS

1. Interested Person.

Any director, principal officer or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest.

A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

- a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE 3

PROCEDURES

1. Duty to Disclose.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Disclosures required from members of the Board, Committees and Staff must be directed in writing to the Head of School. In the event that members of the Board, Committees and Management become aware of a conflict, they shall disclose such information to the Head of School. The Head of School will communicate to the Board President and the Audit Committee all disclosures that are required by this Policy. All disclosures shall be held in confidence except as required by law or when the best interests of Beacon would be served by communicating the information to the Board of Trustees in executive session.

2. Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest.

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy.

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE 4

RECORDS OF PROCEEDINGS

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE 5

COMPENSATION

A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE 6

ANNUAL STATEMENTS

Each director, principal officer and member of a committee with governing board delegated powers shall be required to provide an initial and, thereafter, annual statement which affirms that such person:

- a. Has received a copy of the Conflicts of Interest Policy;
- b. Has read and understands the Policy;
- c. Has agreed to comply with the Policy, and
- d. Understands the Corporation is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ANNUAL CONFLICT OF INTEREST STATEMENT

For Trustees, Board Members, Committee Members, Officers, and Management Employees of Beacon Academy

1. Do you or a family member have a business relationship with any Trustee, Committee Member or key employee of Key Charter School?
() No () Yes – Explain below
2. Do you or a family member hold a position, such as being an officer, director, partner, key employee or consultant, with another organization which you have reason to believe does business, or may do business during the past year or in the coming year, with Key Charter School?
() No () Yes – Explain below
3. Do you or a family member have a business relationship with, an ownership interest in or indebtedness to or from an organization which you have reason to believe does business, or may do business during the past year or in the coming year, with Key Charter School?
() No () Yes – Explain below
4. Have you or a family member accepted payments, loans, or gifts from anyone doing or seeking to do business with Key Charter School or another Trustee?
() No () Yes – Explain below
5. Have you engaged in conduct that may be adverse or harmful to the policies, purposes and goals of the Key Charter School?
() No () Yes – Explain below

In keeping with the Conflict of Interest policy of Beacon Academy, I, the undersigned do hereby attest to the following:

- I have read and understand the Conflict of Interest Policy;
- Neither I nor any member of my family has in the past, is presently, or plans to engage in any activity that contravenes such policy, except as specifically noted below:

Fully describe activity that contravenes the Conflict of Interest policy. Attach additional pages as needed. If “none”, so state.

Fully describe activity that you wish reviewed in order to determine whether or not it contravenes the Conflict of Interest policy. Attach additional pages as needed. If “none”, so state.

The above constitutes a full and complete disclosure of all activities that either do or may contravene Key Charter School’s Conflict of Interest Policy.

(Signature)

(Print Name)

(Date)

Appendix 3.2.c. Proof of Filing for 501(c)3 Status

FORM **NFP 102.10** (rev. Dec. 2003)
ARTICLES OF INCORPORATION
 General Not For Profit Corporation Act

Secretary of State
 Department of Business Services
 501 S. Second St., Rm. 350
 Springfield, IL 62756
 217-782-9522
 www.cyberdriveillinois.com

Remit payment in the form of a
 cashier's check, certified check,



Filed: 4/06/2015 Jesse White Secretary of State MJE

File # 7007-297-1 Filing Fee: \$50 Approved: _____

----- Submit in duplicate ----- Type or Print clearly in black ink ----- Do not write above this line -----

Article 1.

Corporate Name: Key Charter School

Article 2.

Name and Address of Registered Agent and Registered Office in Illinois:

Registered Agent: Jon Loevy
First Name Middle Name Last Name

Registered Office: 312 North May Street, Suite 100
Number Street Suite # (P.O. Box alone is unacceptable)

Chicago IL 60607 Cook
City ZIP Code County

Article 3.

The first Board of Directors shall be 3 in number, their Names and Addresses being as follows
Not less than three

Director Name	Street Address	City	State	Zip Code
Jon Loevy	2157 West Giddings	Chicago	IL	60625
Danielle Loevy	2157 West Giddings	Chicago	IL	60625
James Hague	4432 North Greenview	Chicago	IL	60625

Article 4.

Purpose(s) for which the Corporation is organized:

SEE EXHIBIT A

(continued on back)

Article 4.(continued)

Is this Corporation a Condominium Association as established under the Condominium Property Act? (check one)

Yes No

Is this Corporation a Cooperative Housing Corporation as defined in Section 216 of the Internal Revenue Code of 1954? (check one)

Yes No

Is this Corporation a Homeowner's Association, which administers a common-interest community as defined in subsection (c) of Section 9-102 of the code of Civil Procedure? (check one)

Yes No

Article 5.

Other provisions (For more space, attach additional sheets of this size.):

Article 6.

Names & Addresses of Incorporators

The undersigned incorporator(s) hereby declare(s), under penalties of perjury, that the statements made in the foregoing Articles of Incorporation are true.

Dated April 6 Month Day, 2015 Year

Signatures and Names	Post Office Address
1.  Signature	1. <u>312 North May St., Suite 100</u> Street
<u>Joel Feldman</u> Name (print)	<u>Chicago, IL 60607</u> City, State, ZIP
2. _____ Signature	2. _____ Street
_____ Name (print)	_____ City, State, ZIP
3. _____ Signature	3. _____ Street
_____ Name (print)	_____ City, State, ZIP
4. _____ Signature	4. _____ Street
_____ Name (print)	_____ City, State, ZIP
5. _____ Signature	5. _____ Street
_____ Name (print)	_____ City, State, ZIP

Signatures must be in BLACK INK on the original document.

Carbon copies, photocopies or rubber stamped signatures may only be used on the duplicate copy.

- If a corporation acts as incorporator, the name of the corporation and the state of incorporation shall be shown and the execution shall be by a duly authorized corporate officer. Please print name and title beneath the officer's signature.
- The registered agent cannot be the corporation itself.
- The registered agent may be an individual, resident in Illinois, or a domestic or foreign corporation, authorized to act as a registered agent.
- The registered office may be, but need not be, the same as its principal office.
- A corporation that is to function as a club, as defined in Section 1-3.24 of the "Liquor Control Act" of 1934, must insert in its purpose clause a statement that **it will comply with the State and local laws and ordinances relating to alcoholic liquors.**

EXHIBIT A

Article 4. The Corporation is organized and shall operate exclusively for charitable, scientific, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any subsequent law of the United States of America and to carry on activities in furtherance of such purposes.

The purposes of the Corporation shall be to establish an educational organization which maintains a regular faculty and curriculum and has a regularly enrolled body of pupils or students at the place where its educational activities are regularly carried on within the meaning of Section 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended, or any subsequent law of the United States of America; to more specifically establish a charter school in the Chicago area; and to secure funding for the establishment and operation of such school.

Article 5. No part of the net earnings of the Corporation shall inure to the benefit of any private individual; no part of the income of the Corporation shall be distributed to its members, directors or officers, provided, however, that the payment of reasonable compensation for services and expenses rendered shall not be deemed a distribution of income. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation. The Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

In the event of the dissolution or liquidation of the Corporation, and after payment of just debts and liabilities, all remaining assets shall be distributed to organizations engaged in activities substantially similar to those of the Corporation and which are organized and operated exclusively for charitable, educational or scientific purposes as at the time shall qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any subsequent law of the United States of America.

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

(00) OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

▶ (Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) Key Charter School		2 c/o Name (if applicable)	
3 Mailing address (Number and street) (see instructions) 312 N. May Street City or town, state or country, and ZIP + 4 Chicago, IL 60607		Room/Suite Suite 100	4 Employer Identification Number (EIN) 47-3630009
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Jon Loevy		5 Month the annual accounting period ends (01 - 12) 12	
		b Phone: 312 243 5900	
		c Fax: (optional) 312 243 5902	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: none			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		04 / 06 / 2015	
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**

- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**

- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**

- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**

- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No** *See Attachment C*

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Article 4

- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Article 5
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description. *See Attach. D*

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Jon Loevy	Director	2157 West Giddings Chicago, IL 60625	\$0
Danielle Loevy	Director	2157 West Giddings Chicago, IL 60625	\$0
James Hague	Director	4432 North Greenview Chicago, IL 60625	\$0

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See Attachment E		
		
		
		
		

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None		
		
		
		
		

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. *See Attachment E* **Yes** **No**
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. **Yes** **No**
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. **Yes** **No**

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties. *See Attachment F*

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. **Yes** **No**

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? **Yes** **No**
- b** Do you or will you approve compensation arrangements in advance of paying compensation? **Yes** **No**
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? **Yes** **No**
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? **Yes** **No**
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. **Yes** **No**
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14. See Attachment G
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. **Yes** **No**
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. **Yes** **No**
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. **Yes** **No**
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements. See Attachment H
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. See Attachment D Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. See Attachment I Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. See Attachment J Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**
- mail solicitations
 - email solicitations
 - personal solicitations
 - vehicle, boat, plane, or similar donations
 - foundation grant solicitations
 - phone solicitations
 - accept donations on your website
 - receive donations from another organization's website
 - government grant solicitations
 - Other

See Attachment K

Attach a description of each fundraising program.

- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

See Attachment L

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **Yes** **No** See Attachment A
-
- 12a** Do you or will you operate in a **foreign country or countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. **Yes** **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. **Yes** **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. **Yes** **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. **Yes** **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. **Yes** **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. **Yes** **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. **Yes** **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. **Yes** **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. **Yes** **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|--|---|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
		(a) Current tax year From 1/1/2015 To 12/31/15	(b) From 1/1/16 To 12/31/16	(c) From 1/1/17 To 12/31/17	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)					
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
	8 Total of lines 1 through 7		See Attachment M			
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants		See Attachment M			
	13 Total Revenue Add lines 10 through 12	0	152,000	936,186		2,453,134
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)		See Attachment M			
	24 Total Expenses Add lines 14 through 23	0	0	1,005,306		

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End:

(Whole dollars)

Assets		See Attachment M	
1	Cash		1
2	Accounts receivable, net		2
3	Inventories		3
4	Bonds and notes receivable (attach an itemized list)		4
5	Corporate stocks (attach an itemized list)		5
6	Loans receivable (attach an itemized list)		6
7	Other investments (attach an itemized list)		7
8	Depreciable and depletable assets (attach an itemized list)		8
9	Land		9
10	Other assets (attach an itemized list)		10
11	Total Assets (add lines 1 through 10)		11
Liabilities			
12	Accounts payable		12
13	Contributions, gifts, grants, etc. payable		13
14	Mortgages and notes payable (attach an itemized list)		14
15	Other liabilities (attach an itemized list)		15
16	Total Liabilities (add lines 12 through 15)		16
Fund Balances or Net Assets			
17	Total fund balances or net assets		17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)		18
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a Request for Advance Ruling: By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
 (Signature of Officer, Director, Trustee, or other authorized official)

.....
 (Type or print name of signer)

.....
 (Date)

.....
 (Type or print title or authority of signer)

For IRS Use Only

.....
 IRS Director, Exempt Organizations

.....
 (Date)

b Request for Definitive Ruling: Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. **Yes** **No**

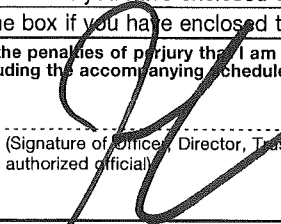
Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here


(Signature of Officer, Director, Trustee, or other authorized official)

Jon Loevy
(Type or print name of signer)

04/07/2015
(Date)

Director
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application. Form **1023** (Rev. 12-2013)

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? **Yes** **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. **Yes** **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. **Yes** **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. **Yes** **No**
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? **Yes** **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. **Yes** **No**
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. **Yes** **No**

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See Instructions.) Yes No

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

2. Article Number
(Transfer from service label)

7014 0150 0001 5156 0251

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

- Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

Jon Loevy
312 N. May Street
Suite 100
Chicago, IL 60607

U.S. MAIL PERMITTED BY POSTAGE PAID AT UNITED KINGDOM
CERTIFIED MAIL™



7014 0150 0001 5156 0251

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011



Appendix 3.2.d.

Principal Evaluation Form

Credit: New Schools, New Orleans, LA

Professional Growth Plan

School Principal

Name: _____ School: _____ Date: _____

Leadership of People – OUTPUTS

Hiring and Retaining Great Teachers *Benchmark / Excellent / Good / Fair / Area for Growth*

Hires and retains outstanding teachers who share the AF core values and beliefs and are able to deliver on the promise of college for all our students; during the recruitment process, quickly responds to candidate and Team Recruit requests; inspires candidates and motivates them to work at the school (high % of offers accepted); participates actively in Team Recruit activities during the year

- Metrics / Observables:*
- Teacher survey results
 - Retention rates
 - Observations during visits
 - Feedback from Team Recruit
 - Offer acceptance rates

Chief Metrics: Percentage of Teachers Returning for Next Year: _____
 Percentage of Job Offers Accepted: _____

Staff Morale & Attendance

Benchmark / Excellent / Good / Fair / Area for Growth

Staff morale, buy-in, and attendance are high

- Metrics / Observables*
- Teacher survey results
 - Observations during visits
 - Staff attendance rates
 - Observations of staff meetings

Chief Metrics: Staff Attendance Percentage: _____

Instructional Leadership – OUTPUT

Student Achievement

Benchmark / Excellent / Good / Fair / Area for Growth

Consistently meets/exceeds high standards for student academic achievement and character development; produces “breakthrough” student performance outcomes and ensures we deliver on the promise of college for all our students

Metrics / Observables:

- Student achievement results on state tests
- Student Work Examples
- Student achievement results on standardized tests
- AF School Report Card
- Interim assessment data (including Saxon and DI data)

Chief Metrics: State Test results, DRA, DRP, Terra Nova, Stanford 9, SAT, AP college acceptance rates, college graduation rates, types of colleges accepted

School Culture Leadership – OUTPUT

Student Attendance

Benchmark / Excellent / Good / Fair / Area for Growth

Student attendance is high

Metrics / Observables

- Student Attendance Rates

Chief Metric: Student Attendance Percentage: _____

Leadership of People – INPUTS

Praise of Teachers

Benchmark / Excellent / Good / Fair / Area for Growth

Compliments staff constantly on specific contributions they have made to the mission

- Metrics / Observables:*
- Teacher survey results
 - Weekly bulletins and other communication
 - Observations during visits
 - Posi-notes, special letters, etc.

Difficult Conversations

Benchmark / Excellent / Good / Fair / Area for Growth

Does not shy from difficult conversations and provides targeted feedback to staff on problem areas; delivers fair and accurate feedback in a way that maximizes the chance of improvement and fosters a "we're on the same team" feeling; counsels out or removes low performers

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Conversations with AF central
 - Documentation of difficult conversations

Follow Through

Benchmark / Excellent / Good / Fair / Area for Growth

Follows-up and follows-through; delivers on time on promises made to staff, students, and parents; keeps careful track of commitments and lets staff know the status of outstanding issues; follows up with relevant parties to ensure tasks are completed to full satisfaction; prioritizes effectively and communicates this prioritization (and all timelines for actions/decisions) clearly

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Principal "to do" list/calendar (if applicable)

Relationships with Staff

Benchmark / Excellent / Good / Fair / Area for Growth

Regularly checks in with staff, listens, and has a keen sense for how everyone on the team is doing; builds strong relationships with staff, backs them up, and takes care of them; is appreciated and respected generally by staff

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Principal "to do" list/calendar
 - Weekly bulletins and other communication
 - Staff meeting agendas/aims/outcomes

Modeling Professional Values

Benchmark / Excellent / Good / Fair / Area for Growth

Is an exemplar of the REACH values in a professional setting

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Weekly bulletins and other communication
 - Parent Survey results

Shared Reflection / Problem-Solving

Benchmark / Excellent / Good / Fair / Area for Growth

Creates opportunities for staff members to participate in shared reflection and problem-solving; makes all staff members feel invested and appreciated; actively cultivates opportunities for teacher leadership;

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Observations of staff meetings
 - Mid-year retreat agenda/aims/outcomes
 - Weekly staff bulletins and other communication – Staff meeting agendas/aims/outcomes
 - Teacher leadership opportunities (formal and informal) at the school

Communication/Setting the Tone

Benchmark / Excellent / Good / Fair / Area for Growth

Proactively anticipates and communicates key messages and information to all staff so that everyone has the information they need to be successful; religiously distributes weekly staff memo and weekly parent memo on time every week; constantly communicates messages of urgency, excellence, and optimism that become baked into the staff culture; is the most positive person in the building; runs effective staff meetings and other meetings; maximizes the time at all meetings; sends out agendas in advance, has clear outcome goals, and clearly communicates the purpose and outcomes of meetings

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Observations of staff meetings
 - Meeting agendas/aims/outcomes
 - Weekly staff bulletins and other communication

Using the Mirror

Benchmark / Excellent / Good / Fair / Area for Growth

Models self-reflection, asks regularly for feedback, admits mistakes, and seeks out thought partners

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Weekly staff bulletins and other communication
 - Conversations with AF Central
 - Seeking out the AF principal network

Leading the admin team

Benchmark / Excellent / Good / Fair / Area for Growth

Works collaboratively with the school manager, registrar, deans, teachers, and AF central to ensure a very smooth-running school; empowers the admin team to relentlessly pursue and achieve excellence; fosters trust and open communication among all admin team members

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits, other
 - Weekly staff bulletins and other communication
 - Feedback from AF central
 - Feedback from school manager, registrar

Instructional Leadership – INPUTS

Time in Classrooms

Benchmark / Excellent / Good / Fair / Area for Growth

Spends at least 2-3 hours a day in classrooms conducting walk-throughs, informal and formal class observations; focuses instruction and school culture; sits in his/her office "doing work" for extended periods only after the kids have gone home

Metrics / Observables: - Teacher survey results - Principal calendar - Principal debrief notes
- Observations during visits

Content Knowledge

Benchmark / Excellent / Good / Fair / Area for Growth

Especially in the elementary and middle school areas, has a deep knowledge of all curricula (e.g. Saxon, DI, FOSS, middle school subject areas) and standards; knows highly effective ways to teach standards in all subject areas and can communicate this knowledge to teachers

Metrics / Observables: - Teacher survey results
- Observations during visits

Regular, Meaningful Feedback

Benchmark / Excellent / Good / Fair / Area for Growth

Regularly provides targeted, high-impact feedback to teachers on areas of strength and specific suggestions for improving instruction; focuses on the “big rocks” of great lessons and then moves on to finer points

Metrics / Observables: - Teacher survey results - Observations of visits
- Write-ups from formal observations and full-class observations
- Example emails sent to teachers after observations

Data Analysis

Benchmark / Excellent / Good / Fair / Area for Growth

Rigorously collects and analyzes data on student and school performance; guides teachers in effectively using the data to inform instruction

Metrics / Observables: - Teacher survey results - Observations of IA debriefs
- Examples of data posted at the school (in principal's office, classrooms, etc.)
- Example emails sent to teachers after IA debriefs
- Examples of data presented to staff for reflection and analysis

Great Teaching Comes First

Benchmark / Excellent / Good / Fair / Area for Growth

Talks constantly about great instruction and creates an atmosphere where teachers are always pursuing great lessons and great results for students; creates a "buzz" in the building about great instruction; inspires all teachers to want to be masters of their craft; models excellence in teaching in their own classroom

Metrics / Observables:

- Self-evaluation of principal
- Observations of visits
- Professional Development calendar submitted by principal
- Lesson plans, student work
- Teacher survey results
- Student achievement results from your classroom
- Observations of your teaching

Homework Vigilance/Strategy

Benchmark / Excellent / Good / Fair / Area for Growth

Galvanizes all teachers to be obsessive about homework and ensures that homework standards are high; uses effective strategies to ensure high homework completion rates.

Metrics / Observables:

- Teacher survey results
- Superintendent observation of your teaching
- Homework completion rates
- Quality of the homework

Structured Professional Development

Benchmark / Excellent / Good / Fair / Area for Growth

Maximizes the time allocated for professional development; provides meaningful opportunities for all teachers to master their craft; thoughtfully plans best use of scarce and valuable PD time; carefully identifies school and teacher needs and plans engaging, high impact PD to meet these needs; especially at the high school level, finds high-quality subject-specific specialists to develop the skills of teachers

Metrics / Observables:

- Teacher survey results
- Observations of PD sessions
- Professional Development plan/calendar developed with AF

School Culture Leadership – INPUTS

Relentlessness

Benchmark / Excellent / Good / Fair / Area for Growth

Persistently, insistently, and consistently reinforces the school’s high expectations for student behavior with all students all the time; creates an environment where all staff sweat the small stuff and act quickly to fix any broken windows ; demonstrates a “whatever it takes” orientation to achieving school and student goals; doesn’t give up on a student or on fixing a problem

Metrics / Observables:

- Teacher survey results
- Observations during visits
- Messages and systems visible at the school
- Weekly staff bulletins and other communication

Preaching

Benchmark / Excellent / Good / Fair / Area for Growth

Preaches inspirational school-wide messages and mantras constantly, infusing the school with a warm-demanding orientation; inspires students to work hard and model good character; preaches in 1-on-1, class/advisory, grade level, and schoolwide venues; creates opportunities for teachers to preach effectively

Metrics / Observables:

- Teacher survey results
- Observations during visits
- Parent survey results

Student Relationships

Benchmark / Excellent / Good / Fair / Area for Growth

Builds strong and lasting relationships with students, especially Kids We Love the Most; clearly communicates in words and actions to students, parents, and staff his/her personal commitment and love for every child

Metrics / Observables:

- Teacher survey results
- Observations during visits
- Parent survey results

J-Factor

Benchmark / Excellent / Good / Fair / Area for Growth

Makes sure that everyone – staff, students, and leadership – has fun along the journey; brings the J-Factor! (Joy)

- Metrics / Observables*
- Teacher survey results
 - Parent survey results
 - Observations during visits
 - Messages and systems visible at the school
 - Calendars, records of events (i.e. town mtg., ScholarDollar trips, Funtastic Fridays)

Parent Relationships

Benchmark / Excellent / Good / Fair / Area for Growth

Reaches out to parents and enlists their proactive support in the dream – and the hard work – of getting their child to college

- Metrics / Observables:*
- Teacher survey results
 - Observations during visits
 - Parents talking with superintendent, president, AF central staff
 - Parent survey results

Specific Growth Areas for School / Leader:

1.

2.

3.

of Personal Days: _____ # of Sick Days: _____ Total: _____

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Appendix 4.2.a
Financial Reports Generated

Financial Reports Generated

Financial Statement Type	Frequency	Responsible Party
Statement of Activities (comparison to budget with variances)	Monthly	Treasurer/CFO of Board in conjunction with the Business Finance Committee
Statement of Revenue and Expense to Last Year	Monthly	Treasurer/CFO of Board in conjunction with the Business Finance Committee
Statement of Financial Position	Monthly	Treasurer/CFO of Board in conjunction with the Business Finance Committee
Statement of Cash Flows	Monthly	Treasurer/CFO of Board in conjunction with the Business Finance Committee
Notes to Financial Statements	Monthly	Treasurer/CFO of Board in conjunction with the Business Finance Committee
Federal and State Tax Return	Annually	Treasurer/CFO of Board in conjunction with the Business Finance Committee
Annual Operating Budget	Annually	Treasurer/CFO of Board in conjunction with Business Finance Committee

Appendix 4.2.a
Financial Reports Generated

Financial Reports for Audit (Statement of Financial Position, Statement of Activities, Statement of Functional Expenses, Statement of Cash Flows, and Notes to the Financial Statements.	Annually	Treasurer/CFO of Board in conjunction with Business Finance Committee
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