



Charter Petition submitted to:
California Department of Education
Approved March 15, 2018



June 15, 2018

TO: California Department of Education
SBE Oversight Division
1430 N Street
Sacramento, CA 95814

Greetings,

Thank you for partnering with Vista Springs Charter School! On behalf of the staff, I want to share that we are thrilled to be working with the State Board of Education and California Department of Education to ensure choice for families in San Diego County.

As requested, the document below serves as our final charter petition for Vista Springs. We have made the three technical amendments requested and revised all verbiage to indicate the State as our authorizer.

If there are any further revisions necessary or any questions, please feel free to contact me at (760) 712-7116 or Kathleen.Hermsmeyer@springscs.org or Amy Podratz, Assistant Superintendent of Administrative Operations at (760) 500-2100 or Amy.Podratz@springscs.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathleen Hermsmeyer".

Kathleen Hermsmeyer, Ed.D
Superintendent, Springs Charter Schools

Vista Springs Charter School

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VISTA Springs CHARTER SCHOOL

Vista Springs Charter School is a parent choice school where the community is the classroom. Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

PARENT CHOICE

Vista Springs believes parents are the foremost teachers of their children, and our essential mission is to support and encourage families in the challenging task of educating their children to be 21st century citizens.

www.SpringsCharterSchools.org

Parent Support | 951.252.8888 | Parent.Support@SpringsCS.org



La Fuente Student Center Dual Immersion Spanish-English TK-8

This dual immersion program gives students the gift of fluency in a second language. We provide our young learners with a rich bilingual experience at a time when their minds are developmentally best able to acquire a second language. Our students learn content through both their native language and the target language. Simultaneous translation is never used. By the end of 8th grade, all students who have been continuously participating in the program since kindergarten are proficient in English, proficient in the target language, and at or above grade-level academic benchmarks.

Mosaic Academy TK-8

This TK-8 program is a rigorous hybrid program that combines three days of classroom instruction with two days of home-study each week. Mosaic Academy focuses on teaching the fundamentals of math, reading and writing, while also offering electives such as theater, art, computer coding, and First Lego League. Teachers and parents collaborate to provide personalized learning on home-study days to engage students' strengths, gifts, talents, and interests.

Homeschool TK-12

- Fully supported wide choice curriculum including:
 - Diverse textbook choices with online parent support
 - Online math and reading supplements for all grades
 - Live online French and Spanish courses
 - Dynamic integrated online high school courses featuring unique "choose your own topic" modules
- High school guidance services
- Interest-driven resource center enrichment classes
- Chromebooks for all homeschool students
- "Power Tools" strategies for independent, life-long learning
- Approved a-g course list
- CTE and Internships

Keys College and Career Prep 9-12

In this independent study program, students are assigned to a Homeschool Specialist who will be responsible for selecting and ordering curriculum, as well as meeting with the parent and student at least once a week to assign school work and review graded assignments. Students are encouraged to participate in Internships, CTE courses, and other available programs. Keys curriculum combines high-interest, choiced-based a-g online courses with small group lessons, providing maximum flexibility and quality learning experiences for teenagers.



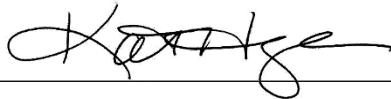
Affirmation and Declaration

As the authorized lead petitioner, I, Dr. Kathleen Hermsmeyer, hereby certify that the information submitted in this petition for a California public charter school to be named Vista Springs Charter School (hereafter "VSCS" or the "Charter School"), to be operated by Harbor Springs Charter School ("HSCS, Inc."), and to be located within the boundaries of the Vista Unified School District ("VUSD" or the "District"), is true to the best of my knowledge and belief. The charter petition was signed by over one-half of the teachers expected to be employed during the Charter School's first year of operation. Each teacher signing the petition was provided a copy of the original charter document and signed a statement expressing he or she was meaningfully interested in teaching at VSCS. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school, and I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School. Further, I affirm that if awarded a charter, VSCS:

1. Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605(c)(1)].
2. Shall be deemed the exclusive public school employer of the employees of VSCS for purposes of the Educational Employment Relations Act [Ref. Education Code Section 47605 (b)(6) and Chapter 10.7 of Division 4 Title I of the Government Code].
3. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations [Ref. Education Code Section 47605(d)(1)].
4. Shall not charge tuition [Ref. Education Code Section 47605(d)(1)].
5. Shall admit all students who wish to attend VSCS, and who submit a timely application, unless VSCS receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to VSCS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of VSCS in accordance with Education Code Section 47605(d)(2)(C) [Ref. Education Code Section 47605(d)(2)(A)-(C)].

- 6.** Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) [Ref. Education Code Section 47605(d)(1)].
- 7.** Shall adhere to all applicable provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- 8.** Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].
- 9.** Shall ensure that teachers in VSCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers [Ref. Education Code Section 47605(l)].
- 10.** Shall at all times maintain all necessary and appropriate insurance coverage.
- 11.** Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- 12.** Shall notify the superintendent of the school district of the pupil’s last known address within 30 days if a pupil is expelled or leaves VSCS without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information [Ref. Education Code Section 47605(d)(3)].
- 13.** Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection [Ref. Education Code Section 47612.5(a)(2)].
- 14.** Shall on a regular basis consult with its parents and teachers on a regular basis regarding VSCS's education programs [Ref. Education Code Section 47605 (c)].
- 15.** Shall comply with any applicable jurisdictional limitations to the locations of its facilities [Ref. Education Code Sections 47605 and 47605.1].

16. Shall comply with all laws establishing the minimum and maximum age for public school enrollment [Ref. Education Code Section 47612(b) and 47610].
17. Shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
18. Shall comply with the Public Records Act.
19. Shall comply with the Family Educational Rights and Privacy Act.
20. Shall comply with the Ralph M. Brown Act.
21. Shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960].
22. Shall meet the requirements of Education Code Section 47612.5 and Education Code Section 51745 et. seq. as relates to independent study.



Authorized Representative's Signature

3/15/18

Date

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Introduction

A. Founding Group

Dr. Kathleen Hermsmeyer has been serving as Superintendent of California's largest charter school, River Springs Charter School, since 2006. In 2013, two new schools were added under her direction, Empire Springs and Harbor Springs Charter Schools. In 2016, Citrus Springs was opened. She has worked in education for the past 28 years. Prior to her leadership with charter schools, she served as a language arts specialist with the Stockton Unified School District and Homeschool Specialist at Horizon Instructional Systems Charter School. She has also served as an adjunct faculty at Chapman, St Mary's College, and the University of the Pacific.

Dr. Hermsmeyer earned her bachelor's degree in liberal studies and a master's degree in computer based education from California Polytechnic State University at San Luis Obispo. She earned her doctorate degree in curriculum and instruction with a minor in educational administration from the University of the Pacific. She holds a clear administrative credential, as well as a clear multiple subject and cross-cultural language and academic development credential.

Dr. Hermsmeyer is passionate about preparing students to enter the changing global community through personalized learning, real-world applications and rigorous mastery-based instruction (for full résumé, see Appendix A). Dr. Hermsmeyer currently resides in the City of Vista.

Amy Podratz has more than 15 years of experience with charter schools. She presently serves as the Assistant Superintendent of Administrative Operations and is responsible for accountability plans, purchasing, vendor relations, student records/attendance, curriculum warehousing, and student intake. Ms. Podratz has been in this position since the inception of River Springs. She is a native of California, and currently resides in North San Diego County.

Ms. Podratz holds a bachelor's degree in political science and a pre-law certificate from California State University, Long Beach. Additionally, Ms. Podratz holds a single-subject credential in social science, a master's degree in leadership, and has completed Chief Business Official certification coursework.

Ms. Podratz began her teaching experience as an independent study teacher and is an accomplished equestrian and active volunteer. Ms. Podratz currently resides in north San Diego County.

Diane Anvari has over 25 years of experience in the field of education. She presently serves as the Assistant Superintendent of Personnel and is responsible for all human resources operations including recruitment, hiring, personnel files, payroll, benefits, credentials, training and development tracking, performance reviews, investigations, retirement, substitutes,

temps, volunteers, staff and student safety, and risk management. Ms. Anvari began her educational career as a high school social science teacher. She joined Springs, serving as the director of the Riverside and Corona Resource Centers, and eventually served as the director of Academy Programs.

Ms. Anvari holds a bachelor's degree from California Polytechnic in behavioral science, a master's degree in leadership, and holds an administrative clear credential. Ms. Anvari also holds certification as a Senior Professional of Human Resources (SPHR) and has earned the Society of Human Resources Management-Senior Certified Professional credential (SHRM).

Ms. Anvari has guided Springs' HR department throughout the years, during which the school's staff more than quadrupled to over 800 staff members, including substitutes and temps. Ms. Anvari currently resides in north San Diego County.

Debbie Essel has over 25 years of experience in the field of education. She presently serves as the Assistant Superintendent of Education-Academies. Ms. Essel is now entering her 15th year of service with Springs Charter Schools. She is responsible for academic accountability, student discipline, safety including suspensions and expulsions, academy leadership development, career technical education, internships, athletics/fitness, and nutrition.

Ms. Essel earned a bachelor's degree from Boston University with a double major in special education and physical education. She also completed her master's degree in curriculum and Instruction from Kaplan University. Prior to joining Springs, Ms. Essel served as a preschool director while homeschooling her four sons.

Ms. Essel is passionate about participating in local triathlons, while serving as a personal trainer. She is certified through the National Academy of Sports Medicine and has certifications as a Performance Enhancement and Youth Fitness Specialist. Ms. Essel currently resides in North San Diego County.

Dr. Kathy Cox has over 10 years of experience in the field of Special Education. She presently serves as the Director of Special Education for Springs Charter Schools. She is responsible for overseeing the entire special education operation and services to students with special needs. She began her career as an elementary school teacher in the Palm Springs and Beaumont areas of California. Dr. Cox moved into educational administration as an assistant principal, and quickly assumed the role of administrator overseeing a very large Special Education program. Dr. Cox led and supported district programs for students identified with moderate and severe disabilities and the development of an alternative program for students with emotional disturbance.

Dr. Cox has extensive leadership training including conflict management, non-violent communication, problem solving, and organizational change. She has collaborated with staff to develop programs for students with Autism in order to return students from county placements.

Dr. Cox is passionate about nurturing collaboration and team building between all the stakeholders within the unique charter school community in order to provide exemplary program for students.

Vivian Price has over 20 years as an educator. She presently serves as the Assistant Superintendent of Education-Personalized Learning. Ms. Price began her career with Springs Charter Schools in 2006 having served as a middle and high school English teacher. She is responsible for the Homeschool program, Keys High School program, the Venture Online program, and oversees the Instructional Support Department and Assessment Department.

Ms. Price earned her bachelor's degree in New Hampshire at Plymouth State University. She completed her master's degree in Education with a literacy focus from California State University, San Marcos. Presently, Ms. Price is completing her doctorate work in Educational Leadership. She holds multiple credentials in administration, English single-subject, and Reading Specialist.

Ms. Price is recognized as a National Board Certified Teacher (ELA) and is a National Writing Project Fellow. She grew up in New England where her love for biking and hiking began. She enjoys memoirs, great American authors, and adolescent literature. She currently lives in North San Diego County.

Tanya Rogers has worked in the highly specialized world of school finance for over 9 years. She currently serves as the Assistant Superintendent of Business. Ms. Rogers is responsible for overseeing the budget process, financial reporting, restricted funding programs, and oversees the audit processes. Ms. Rogers began her professional career in the hospitality industry in which she developed a love for leadership and serving others. These skills translated seamlessly into the arena of school finance. She began this adventure auditing school districts with a local auditing firm. Ms. Rogers joined a local community college district and was eventually selected to lead the multi-college district's personnel division as the Vice Chancellor of Human Relations. Returning to the field of auditing, Ms. Rogers joined a local San Diego firm that specialized in school district, college, not for profit, and charter school audits.

Ms. Rogers earned her bachelor's degree at California State University, San Marcos in business with a concentration in accounting. She also earned a master's degree in business administration. Ms. Rogers is a Certified Public Accountant (CPA) in the State of California, and she also holds the designation as a Certified Fraud Examiner (CFE).

While having grown up in the state of Washington, Ms. Rogers considers herself to be a California "native" having spent the last 25 years in the Southern California area. She is passionate about the programs Springs offers to students and families, so much so, she enrolled her own daughter!

Amy Heald is the current principal of Vista Student Center and has enjoyed working in the field of education for over 20 years. She has taught all ages from kindergarten to adults in English and Spanish and has worked at public schools in multiple states and countries. She was a founding staff member of this Dual Immersion Academy in 2014 when she sought out teachers and staff members who share her enthusiasm for learning about other cultures and for learning and teaching Spanish and English. Ms. Heald currently resides in North County San Diego.

Ms. Heald holds a bachelor's degree in economics from Williams College, a master's degree in multicultural education from Claremont Graduate University, a Bilingual Cross Cultural lifetime certificate in Spanish, a multiple subject clear credential, and an administrative clear credential.

Ms. Heald enjoys domestic and international travel and learning languages. She has conversational fluency in Portuguese, French, and German as well as conversational and academic fluency in English and Spanish.

B. Who We Are

Springs Charter Schools (“SCS”) is a successful network of non-classroom and classroom based, rigorous, personalized-learning charter schools serving students in California. As the flagship school, River Springs Charter School (“River Springs” or “RSCS”) sponsored by the Riverside County Board of Education, is the largest individual charter school in California, due to tremendous parent support, excellent programs, and best business practices. Since River Springs’ initial charter approval in 2005, we have gone on to obtain two five-year charter renewals, opened fourteen resource center locations, and have expanded our movement outside of Riverside County through the opening of Empire Springs and Harbor Springs Charter Schools with Helendale Elementary School District & Julian Elementary School District, respectively. In 2016, the fourth charter of the network, Citrus Springs Charter School, was opened under the oversight of the Orange County Department of Education. We continue to take pride in helping each student through his or her own personalized educational journey. We believe that our unique program would fill a special niche in the San Diego County community, and thus we are submitting this charter petition. In the pages that follow, please find our detailed proposal including signatures of California credentialed teachers who are meaningfully interested in the opportunity of teaching at this unique school (see Appendix B).

C. Program Offerings & Grade Levels

Vista Springs proposes to operate several unique classroom-based and independent study programs in San Diego County and its adjacent counties.

These include:

- **La Fuente Academy TK-8** is a five-day classroom based model, geared toward dual immersion education (for further description, see page 22)
- **Homeschool TK-12** has resource center support available as needed, based on enrollment (for further description, see page 35)
- **Keys College and Career Prep High School 9-12** for independent study high school students (for further description, see page 41)
- **Mosaic Academy TK-8** a three-day classroom/homeschool hybrid model, for students and parents who would like a highly-supported homeschool model with classroom support (for further description, see page 47) – *opening 2018-19*

All three programs are research-based, innovative, need-driven models. VSCS’s Vista Student Center will be located at 700 East Bobier Avenue, Vista, California, and will provide 13 classroom spaces. Space will also be provided for Homeschool Enrichment classes, Keys College and Career Prep small group instruction, Special Education services, meetings, student events, activities, and assessment as needed.

D. Enrollment and ADA Projections

Vista Springs Five-Year Projections										
	LA FUENTE		MOSAIC		HOMESCHOOL		KEYS		TOTALS	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
YEAR 1	131	124.4	32	30	18	17	15	11.6	164	153
YEAR 2	146	138.7	32	30	20	19	20	16.3	218	204
YEAR 3	173	164	32	30	20	19	22	18.2	247	231.2
YEAR 4	180	171	47	45	22	21	25	18.8	274	255.8
YEAR 5	192	182	48	46	22	21	25	22.1	290	271.1

E. Signature Components of Vista Springs' Education

- Parent as co-teacher, with support through parent education, online guides and mentoring
- Fully-supported choice curriculum on-demand
- Unique personalized learning path for resource center and classroom instruction
- Power Tools for independent learning
- Math Path, and other structured support for struggling students
- Field trips and parent/student events
- CTE and internships incorporated into high school coursework every year
- Structured support for struggling students/multi-tiered system of supports

F. Benefits to the Authorizer

We believe that sponsoring Vista Springs would provide a number of benefits to State Board of Education. Here is what we offer:

- Oversight fee of 1%
- Customized access to all our online resources for use with your independent study or "virtual" students
- Best practice sharing and collaboration
- An additional range of excellent TK-12 educational options to the community of Vista

Element A: Educational Program Description

Governing Law: The educational program of the charter school is designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils, identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

A. Mission & Vision

VSCS is a parent choice school where the community is the classroom. Our mission is to foster the innate curiosity of our students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student. VSCS’s objective is to enable pupils to become self-motivated, competent, and lifelong learners.

Goals for students and parents of VSCS include but shall not be limited to the following:

1. Optimum learning by the student will be achieved by encouraging parent involvement and support.
2. Students will be active participants in their personalized learning plan with the support of VSCS staff.
3. VSCS students will make at least one year of academic achievement gains each year.
4. Students will be intrinsically motivated.
5. Students will achieve competency in basic academic skills.
6. Opportunities will be provided for students to explore their potential in the performing and living arts and in the use of technology.

7. Students will recognize and use their strongest skills and abilities and improve in areas where they are weak.

VSCS is open to all students in grades TK-12. VSCS is nonsectarian in its programs, admission policies, employment practices, and all other operations. VSCS specifically targets and is attempting to educate students seeking a non-traditional educational setting. VSCS does not charge tuition and does not discriminate against any pupil on the basis of ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, or upon any of the characteristics listed in Education Code Section 220.

VSCS believes that learning best occurs when students are educated through a personalized learning, goal-oriented curriculum, which is developed utilizing home-based learning programs, cooperative school programs and classes, personalized learning models, internships, community-based educational programs, group seminars, distance learning via current technology, supplemental learning projects, and current educational research. The growing body of reputable research indicates that personalized learning schools (specifically those employing the aforementioned strategies and initiatives) have helped students attain greater academic achievement than their traditional school peers, particularly those students with lower starting achievement levels.¹ All student curricula are subject to approval by VSCS.

VSCS will immediately seek accreditation through Western Association of Schools and Colleges (WASC); once approved, all courses offered by the charter school may be considered transferable. VSCS will offer students a college preparatory program that meets California State and University of California's a-g admissions requirements. For high school students, the Student Agreement that is signed by student and parent upon enrollment will detail the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. VSCS shall offer and align its college preparatory high school curriculum to the UC/CSU's a-g requirements (see Appendix C). VSCS staff has experience approving a vast number of a-g courses, and will successfully complete this task for high school VSCS students within the first year of operation. All homeschool specialists who are assigned to high school shall be trained in the requirements of a-g coursework and high school graduation policies and procedures (see Appendix D).

For purposes of this charter, "parent(s)" includes guardian(s). Any parent or legally responsible entity may designate an alternate party to act in place of the parent(s). VSCS adult students do not require parental participation in educational or admission contracts or performance evaluations.

VSCS identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of the political processes, has an ability to solve

¹ Pane, John, et al. "Promising Evidence on Personalized Learning." *Continued Progress*, November 2015. http://www.rand.org/content/dam/rand/pubs/research_reports/RR1300/RR1365/RAND_RR1365.pdf. Accessed January 3, 2016.

mathematical problems and to think scientifically, and has the values necessary to enhance the world in which she or he lives. This person is one who has realized his or her own special interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of VSCS to help students become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

VSCS parents, students, teachers, and homeschool specialists believe that the best learning occurs when:

1. Curriculum is tailored to an individual student’s learning styles.
2. One-to-one teaching is used as appropriate.
3. Real life context-based learning is encouraged.
4. A variety of enrichment is implemented through classroom instruction, independent learning, field trips (see Appendix E), apprenticeships, technology and integrated projects (see Appendix F) across the curriculum.
5. Schooling is viewed as one aspect of an education.
6. The entire community is the classroom.
7. Learning is promoted by engaging student interests².

B. Students to be Served

Harbor Springs currently serves nearly three hundred students in San Diego County and has a center in Vista, CA. The tables below represent the current population of students enrolled in the La Fuente Academy as well as enrolled Homeschool students who live throughout the county.

Enrollment by Gender		
	#	%
Female	140	48%
Male	154	52%

Enrollment by Primary Race/Ethnicity		
	#	%
White	141	48%
Hispanic	128	44%
African-American	12	4%
Asian	10	3%
American Indian	2	1%

² Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 298.

Enrollment of Socio-Economically Disadvantaged		
	#	%
Free lunch	77	26%
Reduced Lunch	56	19%
Total Free & Reduced Lunch	133	45%

Enrollment of Students with Disabilities		
	#	%
Active IEP	31	11%
Active 504 Plan	1	<1%

The chart below represents the current enrollment only for students in the La Fuente Dual Immersion Academy (Homeschool not included).

La Fuente Enrollment by District of Residence		
	#	%
Vista USD	61	53%
Oceanside USD	38	33%
Other districts combined	16	14%
Total	115	100%

C. High School Guidance Services

All high school students enrolled in VSCS will be challenged through access to a-g courses and concurrent and/or dual enrollment at local community colleges where appropriate. Students will be guided toward college preparatory courses and offered opportunities to visit local colleges and universities.

A high school guidance counselor will be available to all families. The guidance counselor’s role is to help with high school academic planning, college entrance requirements, and post-graduation goals.

For more detailed information about high school courses and advisement, reference the Springs High School Handbook for staff (Appendix D) and the Master Course List (Appendix C).

D. Educational Program Choices

VSCS believes in providing a multi-faceted portfolio of options for parents who want to play a more active role in the public education of their children. Instead of providing just one model, VSCS works within the local community of families and teachers to create research-based, mission-driven, comprehensive school models. This takes place either in the classroom or is a combination of the best of resource center classroom instruction with the best of personalized home study.

- **La Fuente Academy TK-8** is a five-day classroom based model, geared toward dual immersion education (for further description, see page 22)
- **Homeschool TK-12** has resource center support available as needed, based on enrollment (for further description, see page 35)
- **Keys College and Career Prep High School 9-12** for independent study high school students (for further description, see page 41)
- **Mosaic Academy TK-8** a three-day classroom/homeschool hybrid model, for students and parents who would like a highly-supported homeschool model with classroom support (for further description, see page 47) – *opening 2018-19*

VSCS believes that a child’s attitude about learning a particular subject significantly contributes to his/her success or failure in that subject. Positive attitudes are strongly influenced by success. For this reason:

- The charter school will use a variety of diagnostic tools to accurately assess and place each child in the appropriate course/curriculum for his/her skills. The content will be challenging, but not so challenging that it would be almost impossible for the child to succeed based on his/her initial skill set.
- The charter school will focus on the goals of mastery and understanding within each discipline. Children are encouraged to keep working on a skill until it is mastered, and they are not penalized for multiple attempts at mastery.
- The charter school will give timely feedback to the student about his/her progress in such a way that the student will learn and grow from it. Students are actively involved in evaluating their own progress. They will be called upon to reflect; given tools such as rubrics, pre-assessments, and other means of identifying their strengths and areas of improvement; and will be enabled to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help each child identify their own strengths and weaknesses in a particular task or topic.

Since VSCS focuses on personalized learning, we use a continuum of skills for mastery, based on the Common Core State Standards in English language arts and mathematics. These skills are organized by grade level, with the goal for every student to master these skills during or before that grade level year. However, since these skills are building blocks that are required for true understanding of

higher level concepts, some students will begin their learning below their designated grade level. Our goal for students operating below grade level is to accelerate their learning through mastery and success.

Our programs will use a variety of instructional materials to teach these skills (see detail under program description sections). These instructional materials will support standards-based mastery, and will be used with flexibility according to individual student need.

All applicable courses will follow the California State Content Standards. Science skills will come from the Next Generation Science Standards.

Educational Program Descriptions

I. La Fuente Academy TK-8 (Classroom-based instruction)

VSCS's La Fuente Academy will be located at 700 E. Bobier Dr. in Vista CA and will provide 23,863 square feet of space for educational use. La Fuente Academy will be a TK-8, Five day per week seat-based program. In accordance with Education Code Section 47612.5, transitional kindergarten and kindergarten students will receive a minimum of 36,000 minutes of instruction, students in grades 1-3 will receive a minimum of 50,400 minutes of instruction, and students in grades 4-8 will receive a minimum of 54,000 minutes of instruction on a yearly basis. Please see Appendix J for a sample bell schedule and school calendar.

A. Mission and Vision

La Fuente Academy utilizes a personalized learning 50/50 Dual Immersion model with an emphasis on combining the community with the classroom to provide an environment where students can choose to become life-long scholars, to display honorable character, and to act as agents of positive change within their community and our global society. We foster the innate curiosity of all learners and provide opportunities that empower students and their parents to make the best choices for success in life's journey.

B. Academic Innovations

1) Dual Immersion Spanish/English Model

La Fuente follows a coherent two-way dual immersion model to ensure that all students gain fluency in English and Spanish. There is a well-established positive relationship between basic thinking skills and being a fully proficient bilingual who maintains regular use of both languages. Fully proficient bilinguals outperform monolinguals in the areas of divergent thinking, pattern recognition, and problem solving.

Bilingual children develop the ability to solve problems that contain conflicting or misleading cues at an earlier age, and they can decipher them more quickly than monolinguals. When so doing, they demonstrate an advantage with selective attention and greater executive or inhibitory control.³ Fully proficient bilingual children have also been found to exhibit enhanced sensitivity to verbal and nonverbal cues and show greater attention to their listeners' needs, relative to monolingual children.⁴ Further, bilingual students display greater facility in learning additional languages when compared with monolinguals.⁵

³ Williams-Fortune, Tara. "What the Research Says About Immersion." Center for Advanced Research on Language Acquisition, University of Minnesota. http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html. Accessed December 1, 2016.

⁴ Bialystok, E. (2009). *Bilingualism: The good, the bad, and the indifferent*. *Language and Cognition*, 12(1), pg. 3-11.

⁵ Lazaruk, W. (2007). "Linguistic, academic, and cognitive benefits of French immersion." *The Canadian Modern Language Review*, 63(5), pg. 605-628.

References to language models in this petition are referring to the percentage of the day instruction is given in English vs. Spanish. A 50/50 immersion model means that Spanish instruction is given 50% of the time, and English instruction is given 50% of the time. As a public school, it is not legal or possible to control the exact proportion of students in our program who speak English or Spanish at home. We actively advertise the program at Spanish and English-speaking events, and have been very successful at keeping our classes balanced. Approximately 36% of the current La Fuente students are Spanish dominant, 33% are English dominant, and 30% are equally proficient in spoken English and Spanish.

According to the CDE website's Two-Way Language Immersion Program FAQ⁶: "The ideal ratio of English learners to English speakers is 50:50, but to stay within the program design, the recommendation of many practitioners is that the ratio should never go below 33% for either language group."

While designing the La Fuente Academy, leadership staff considered the benefits of a 50/50 program versus 90/10 immersion. Native Spanish speaking stakeholders were surveyed and expressed concern that students may be delayed in achieving proficiency in English literacy in a 90/10 program. This concern was researched and found to be well founded in data. According to Lindholm-Leary,

Native English speakers tend to perform at grade level in their first language once they have received formal reading instruction through that language, and their achievement is at grade level in the second language typically by third grade, if not sooner. For English language learners, scores are usually in the average range in their first language by second grade, but as a group they do not achieve at grade level in English until middle school.⁷

Having a balance of native English speakers and native Spanish speakers is critical to program success, therefore the school chose a model that would improve early performance for English Language Learners while being equally effective for Fluent English Speakers.

La Fuente students begin each day learning Spanish through song, dance, modeling, drama, and hands-on learning about literature, science, science, history, and mathematics. Their day continues with connected thematic learning in English and is followed up with practice activities at home, both with parents and online, to solidify English and content standard learning. Free Spanish and English classes are offered weekly to parents so that parents can support student learning by setting an example for their children.

La Fuente will implement the 50/50 model with fidelity up to and including 5th grade. This means, for grades K-5 the first half of the day will be in Spanish and the second half in English. For grades 6-8, Spanish language instruction will focus on enrichment or maintenance, depending on the language background of the student. Spanish language instruction for grades 6-8 will be 45-60 instructional minutes daily. Spanish will be a specific class focused

⁶ <http://www.cde.ca.gov/sp/el/ip/faq.asp>

⁷ Lindholm-Leary, K. J. (2001). *Dual Language Education*. Avon, England: Multilingual Matters.

on Spanish Language Literacy and Fluency; all other curricular subjects will be taught in English. The justification for reducing the Spanish language program to 15% at 6th grade is to allow a second entry point into the program to give students a greater opportunity to expand English vocabulary in content areas while maintaining Spanish fluency and literacy.

2) Personalized Learning

By assessing each student's academic needs and personal interests, in combination with their learning style, teachers provide both interesting and challenging coursework that promotes academic success. Students work with teachers to assess learning strengths and challenges and then to set learning goals. Students extend their learning through choosing topics of interest in which they can apply the knowledge they are gaining. Teachers use various teaching styles to motivate and engage students in the learning process. Rigorous curriculum, technology, and real world scenarios are tools used to assist students in mastering the standards. Using these strategies helps students enjoy learning and gives them the opportunity to be full participants in their own education process.

Learning is a process as dynamic as the children who arrive in each class. Helping parents and students realize that learning is an activity that can happen anywhere and everywhere is a priority. The learning process should be something that is truly challenging and alive for the learner. Learning becomes meaningful and dynamic when the learner is personally invested in the learning process, and it helps children build lifelong learning.

Personalizing learning enables students to engage in a more meaningful way to the content. A 2015 study completed by The RAND Corporation, in collaboration with the Bill and Melinda Gates Foundation, found that students attending personalized learning schools "made gains in mathematics and reading over the past two years that were significantly greater than a comparison group made up of similar students selected from comparable schools."⁸ In addition, the longer students experience personalized learning practices, the greater their growth in achievement.

3) Student Goal Setting

Teachers and students will work jointly to create learning goals that connect the learning objectives (standards) with each student's interests and learning style. Student goals are fleshed out with timelines and strategies to be used to reach these goals. Students will track their progress using our I CAN! Folders (See Appendix G). Timelines and activities are created to give optimum learning experiences for the student's educational success. Goals are reviewed and adjusted regularly to assist students in attaining them. There is also the creation of new goals to move student along their personal learning path.

⁸ Bill & Melinda Gates Foundation (2015). "Continued Progress: Promising Evidence on Personalized Learning." Accessed 4-7-2017: <http://k12education.gatesfoundation.org/resource/continued-progress-promising-evidence-on-personalized-learning/>

Individualized goal setting and formative assessments are important components of personalized learning to ensure that students are working in their Zone of Proximal Development. "Consistent with Vygostky's concept of the zone of proximal development, effective [individual] learning goals should be slightly beyond a student's current abilities and, as a result, often require peer or instructor scaffolding to reach initially (1978). The setting of suitably challenging goals requires understanding students' current abilities as well as frequent formative assessments that are used to update educational targets in response to learner progress."⁹

4) The Community is Our Classroom

Students and teachers work together to create community based learning projects where the student works with various community members to bring solutions to community issues. Parents are invited to participate in the school at various levels, becoming an integral part of the learning community at La Fuente. Events are also organized to bring awareness to the community about literacy and ways that they can participate in creating a better educational system for all children. Family events are scheduled monthly alternating between daytime and evenings to bring families onto campus to participate in math and reading activities designed to increase family literacy.

C. Academic Program

1) Shared Inquiry

Shared Inquiry uses strategies to engage all readers in higher-order thinking and collaborative problem solving. In Shared Inquiry, students and teachers come together to help each other explore the meaning of a literary work, historical event, or scientific occurrence. Each participant brings a unique perspective that influences how he or she understands the work, event, or issue. Through sharing their interpretations, participants gain new insights that deepen or change their initial understanding. Research makes it clear that teachers can make a real difference when they engage in the ongoing cycle of planning, acting, reflecting, and changing; an approach characteristic of action research. Research identifies that inquiry-based learning as a hopeful approach to educational improvement.¹⁰

2) Service Learning

Students will problem solve, create and design technology products or standards-driven artifacts, prepare written documents, and complete presentations for advocacy purposes. Discussion across the curriculum links multidisciplinary concepts to real-world outcomes and encourages the critical thinking skills that 21st century learners will need in order to adapt content knowledge for varying jobs and career paths. The teaching and learning approach integrates community service with academic study to enrich learning, teach on

⁹ "Educational Goals: Higher Education Services." *White Paper*, Pearson Education Inc, 2016. p. 3. http://www.pearsoned.com/wp-content/uploads/INSTR6230_Goals_WP_f.pdf. Accessed 6 February 2017.

¹⁰ Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 208-209.

civic responsibility, and strengthen communities. The focus is on real-world problems that promote learning across the disciplines. Students have opportunity to exhibit leadership, ethical behavior, and respect for others; accept responsibility for personal actions, consider the impact on others; take the initiative to plan and execute tasks, and interact productively as a member of a group.

High quality service learning, defined as service learning aligned with the K-12 standards for high-quality service learning¹¹, asks students to engage in setting goals to meet community needs, offers students choices and voice, provides many opportunities for teamwork in the planning and provision of service, engages in reflection that reduces social comparisons of achievement and increases self-assessment, teaches time management, allows self-paced instruction, rewards students for goal attainment; all of which were cited by Maehr and Midgley (1991) as being highly associated with engagement.¹²

3) Shared Responsibility

The entire school community shares in the responsibility of shaping a positive learning environment within our school. There is no substitute for excellence. Excellence demands both individual commitment from students and cooperation between students, parents, teachers, board members, and the community. We believe that all stakeholders share responsibility and play an integral part in setting academic, social, and personal goals for the education of all students. This schoolwide team-based approach assumes shared responsibility for the achievement of all students. It addresses student concerns and monitors student progress. This shared responsibility encompasses the belief that school success is dependent on the commitment and support of all stakeholders.

4) Collaborative Learning

Collaborative learning strategies enable the teacher to use thought provoking prompts to gear conversations toward standards-based content, promote thinking and listening skills, and honor students' prior knowledge base. Prompts can also be combined with written reinforcements to promote phonemic awareness, vocabulary, or English language acquisition. The active exchange of ideas increases intrigue and motivation about known content and stimulates new ideas that promote critical thinking. Proponents of collaborative or cooperative learning include Thayer-Bacon (2000), who emphasizes the importance of students' relationships with others in developing critical thinking skills.¹³ Bailin et al. (1999), argued that critical thinking skills involve the ability to respond constructively to others during group discussion, which implies interacting in pro-social

¹¹ National Youth Leadership Council, 2009. *K-12 Standards and Indicators of High Quality Service Learning*, St. Paul, MN: National Youth Leadership Council.

¹² Maehr, J. L., & Midgley, C. (1991). *Enhancing student motivation: A schoolwide approach*. *Educational Psychologist*, 26(3/4), 399–427.

¹³ Thayer-Bacon, B. J. (2000). *Transforming critical thinking: Thinking constructively*. New York: Teachers College Press.

ways by encouraging and respecting the contributions of others.¹⁴ Similarly, Heyman (2008) notes that social experiences can shape children’s reasoning about the credibility of claims.¹⁵

D. Curriculum

All materials and teaching methods used for English, math, science, and history support the learning of the California State Standards including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The CCSS focus on higher-level thinking skills, which can be taught using many teaching and curricular materials. In accordance with the intent of the Common Core State Standards, teachers use a variety of curriculum to meet the goals and expectations for the knowledge and skills students need in English language arts and mathematics at each grade level. A complete scope and sequence for La Fuente is located in Appendix FF.

¹⁴ Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). Conceptualizing critical thinking. *Journal of Curriculum Studies*, 31(3), 285–302.

¹⁵ Heyman, G. D. (2008). Children’s critical thinking when learning from others. *Current Directions in Psychological Science*, 17(5), 344–347.

	Writing	ELA	Math	Science	Social Studies
<i>Primary Instructional Materials</i>	6 Traits	Engage NY	Origo (K-4) Spring Into Math (5-8)	Springs Integrated	Springs Integrated
<i>Supplemental Resources</i>	Reading A-Z	Tradebooks Khan Academy iReady Raz Kids Reading A-Z Read Works Newsela San Diego Quick DIBELS Daily 5 Teaching Channel Achieve the Core	ST Math Math IXL iReady DIBELS Math	Brain Pop Discovery Kids Tradebooks Read Works Newsela NASA Resources Discovery Ed Science Techbook	Brain Pop Discovery Kids Tradebooks Read Works Newsela Discovery Ed Social Studies Techbook

1) English Language Arts

High quality English Language Arts instruction requires a multitude of materials and strategies to ensure a balanced ELA program. La Fuente teachers use the California ELA/ELD framework along with Springs grade-level pacing guides to design excellent lessons and guide the development of student goal setting and pacing. La Fuente teachers use a variety of resources including Six Traits Writing Units, teacher created lessons, and online materials to help students achieve mastery in all areas of ELA. Programs in use may include, but are not limited to:

Six Traits

Six Traits of Writing consists of six key characteristics as well as presentation. Together these serve to establish rich writing skills. Each characteristic is taught separately, and spirals throughout the grade levels. The characteristics are:

- Ideas: The content of the writing with supporting details to develop the concept.
- Organization: The inner framework of the writing including, but not limited to: compare/contrast, step-by-step directions, deductive reasoning and chronological order.
- Voice: A personalized sound and style to the writing to the degree that author's passion and excitement is conveyed in the writing.
- Word Choice: An intentional use of colorful, rich and appropriate words that evoke feelings and enlighten the reader.
- Sentence Fluency: The flow and rhythm of the writing, ensuring that a variety of sentence structures are employed.
- Conventions: Spelling, Capitalization, Punctuation, Paragraphing, and Grammar Usage
- Presentation: Text and visual components are presented in a thoughtful and pleasing fashion.

Engage New York

This robust resource is constantly updated and enhanced with lessons, assessments, and guidance for educators, as well as a rich video library.

2) Spanish Language Arts

To design classroom instruction for our program, we rely on the CDE Foreign Language Framework for California Public Schools as well as the CDE World Language Content Standards. Our staff also collaborates with a network of language development specialists as we adopt the CCSS Spanish standards as created by the San Diego County Office of Education. Our scope and sequence is based on research about language learning and is also integrated with schoolwide themes. La Fuente leaders desire to move beyond a one-size-fits all philosophy and are creating and modifying curriculum organically to best serve the needs of our students.

3) Math

We employ a mastery-based, balanced mathematics program, implementing a variety of learning tools including online, center-based, and textbooks. Programs in use may include, but will not be limited to:

Origo Math

La Fuente will use Origo Math to engage TK-5 students to develop a deeper understanding of math. Students will experience math instruction with digital and print resources to reason, problem solve, and explain their thinking. Teachers experience quick and easy digital access to vertically aligned teaching and learning resources. In ready-to-use

playlists, differentiation and assessment of student understanding optimizes student learning and communication of learning.

Origo Math materials are available in English and Spanish so that families can provide support, and math instruction can take place in both languages. The program emphasizes the importance of teaching students how to talk about their thinking and express various ways to solve problems. Origo also comes with a robust video library for parents to reference clear and deep-dive explanations of mathematical concepts.

Spring Into Math (6-8)

A math program designed by Springs math specialists for independent study and the flipped classroom. Spring Into Math was developed using the common core state standards and includes the following key features:

- Daily math instructional videos taught by Springs teachers
- Two week CAASPP test prep to prepare and review
- Onramp to next grade level at the end of the year to prepare students for the following year
- Daily warm up quizzes
- Student choice modules to give students opportunity to give voice and choice to their math learning

Spring Into Math includes the following components:

- Online Component: The course is designed to be very user-friendly. Each lesson includes an introduction, warm up, Springs created video lesson, a scripted lesson, guided practice problems and an independent practice assignment. Additionally, there are real-world application tasks! The lessons are paced out through the school year and included embedded mastery assessments and opportunities for deeper learning through meaningful tasks and projects.
- Teacher Handbook: Includes an answer keys for all problems in the course. Teacher resources are available in our learning management system (CANVAS).
- Student Workbook: The workbook houses all of the independent practice problems, space for note taking and an interactive glossary where students can compile their key math vocabulary throughout the year.

4) English Language Development

High quality English Language Development (ELD) instruction requires a multitude of materials and strategies. Because of the focus on second language instruction, La Fuente teachers are well versed on the most effective methods for promoting language acquisition. Teachers utilize the ELA/ELD framework as well as high quality materials based on our school-wide themes to provide quality articulated Integrated ELD and Designated ELD time daily.

Total physical response, choral reading, experiential learning, cooperative learning, along with student goal setting, and regular self-evaluation.

Rather than choosing a one-size-fits-all program to teach English Learners, La Fuente takes the approach of considering all students to be English Learners and then targets specific learning gaps during designated daily ELD time. During this time, we use the strategies which have been demonstrated to be most effective and motivating to English Learners. Studies and experience show that targeting specific grammatical structures is very ineffective in teaching languages. Repetition, vocabulary, immersion, experiences and multiple opportunities to use language daily are most efficient and effective for students of all ages. These are the techniques implemented at La Fuente.

RAZ Kids Leveled books in English and Spanish

Raz Kids is an online immersion supplement, particularly useful for home learning and non-fiction content. Chromebooks, with RAZ kids installed, are made available to check out and take home to bring language learning into the home to families.

5) Science

High quality science instruction requires a multitude of materials and strategies. La Fuente uses a variety of demonstrations, trade books, projects, teacher created materials, and online materials to help students reach mastery of science standards. Standards-based science education is a part of the thematic teaching during Spanish Instruction time. Students are also assigned thematic science learning in their primary language as part of their home-study projects and present this learning to their peers. Pacing for units of study is outlined in the yearly theme overview; teachers follow the California State Framework and will continue to throughout the transition to NGSS.

6) History

High quality history instruction requires a multitude of materials and strategies. La Fuente uses a variety of textbook and online materials to help students reach mastery in all areas of history.

Integration into CORE Curriculum

At the elementary level, social studies are integrated throughout the content areas in the form of direct instruction, projects, and thematic units. History and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Since our classrooms are all multi-age, we have created a month-by-month vertical integration framework that unifies students of all ages throughout the year (See Appendix #).

7) PE & Electives

These courses are integrated into all the core subjects and are focused on students' interests.

PE: Physical Education focuses on health principles and follows the SPARK curriculum. SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. The Common

Core State Standards provide the framework of SPARK programs and educational materials.

SPARK has been honored as an exemplary program of the U.S. Department of Education; featured in the Surgeon General's Report as a "school-based solution to our nation's healthcare crisis." It also earned a Governor's Commendation, and in 2005, was awarded "Gold" (highest ranking) for their elementary and middle school PE programs in an independent study commissioned by the Cooper Institute. SPARK was the only program to earn "PE Gold" status for grades TK-8.

SPARK was recently identified as a successful model for combating childhood obesity in the report, "Fighting Obesity: What Works, What's Promising" by the HSC Foundation. The report speaks of SPARK's history, practice, and methods. SPARK was the only program recommended for both physical education and physical activity.

Electives: La Fuente's Electives are all related to language learning and the cultural ideas/topics that accompany learning language. La Fuente offers a mariachi band, salsa dance lessons, as well as square dancing, and fiddling. Students are involved in creating instructional videos for language learning. Visiting presenters teach about a wide variety of topics relating to culture and careers. Students are regularly taught to make dishes that are traditional in the countries being studied.

E. Instructional Strategies:

- 1) Individualized, Interest-Driven, Relationship-based Models:** In line with its core philosophy, La Fuente may adopt additional instructional models that focus on building skills through social-emotional and intellectual development, capitalizing on the student's natural emotions and interests. By starting with the student's interests, teachers can capture students' attention and improve connection. This approach is particularly effective for children on the autism spectrum who often have very narrow interests, but also increases engagement of all children. La Fuente teachers will spend a significant amount of time and energy to find the best ways to engage students in content that is focused on interesting, meaningful, and essential questions that intrigue students and pique their natural curiosity, allowing for multiple access points for different types of learners. To this end, the textbooks and other curricular materials listed herein will be used as a foundation for curriculum, but no class will be spent moving sequentially through the lessons as the plan for the year. Rather, teachers will work cooperatively to share resources, formulate interdisciplinary approaches, and provide high-interest models of instruction to facilitate student mastery of standards in a way that is engaging and provides experiences to bolster what is explored through the electronic medium and other available resources (such as the Chromebooks).
- 2) Multi-age Groupings:** At La Fuente, students are grouped together by educational goals, learning styles, and progress monitoring data, rather than grade level (where appropriate). This gives students access to the information they need and a style that meets them where they are and builds on a solid foundation of skills, rather than rushing students through

standards and compromising mastery and depth of understanding. This also enables students to pursue an offering of subjects that aligns with their own interests, rather than have those subjects prescribed to them by grade level.¹⁶

F. A Day in the Life of a La Fuente Student:

A Day at La Fuente is filled with language, communication, laughter, inquiry, and the acquisition of knowledge. On a daily basis, students are encouraged to be ready, be responsible, and be respectful.

Students come to school in uniform wearing blue or white school polos and uniform pants. As soon as they step on campus, students and parents are immersed in both Spanish and English. Spanish is spoken everywhere on campus for the first part of the day. Teachers do not translate into English but instead teach Spanish through song, dance, movement activities, cooking, and science demonstrations. Each older student has a younger buddy with whom they read, sing, dance, and learn. Students learn early on that active participation within our community is key to learning. Staff work together across grade levels to create a safe, responsible, respectful learning environment. Student expectations are consistent across the campus.

At the end of Spanish time, teachers give a preview to the day's math lesson in Spanish to link the two languages. Teachers "click" into English and switch to English for the rest of the math period. During math time, students are in flexible groups, some work with the teacher, others work independently on skill building activities, and others work with ST Math for non-verbal mathematical development.

Lunchtime recess is a multi-age activity time as students in grades 1-8 play together at a combination of supervised games and free/student directed games. Once a week, after lunch, students have a one-on-one check in meeting with the teacher. At this meeting, student and teacher discuss learning goals and progress as well as learning styles and challenges. Students finish the day with English Language Arts/Social Studies.

Students work with the teacher, in small groups, and independently during the school day. Time is allotted daily for students to work on their individual personalized learning maps. CCSS-aligned personalized learning "I CAN!" goals are identified with each child after an initial assessment. Children are given a student-friendly map to track progress. All students spend a significant portion of each day practicing these goals. Using their personalized learning map, it is possible for children to make much more than a year's growth in each school year.

¹⁶ Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 91-96.

Hands-on projects and activities happen each school day. Students work individually, in pairs, and in small groups to discover solutions to a variety of real-world problems and to create substantial, high quality learning projects. Topics are integrated and meaningful to students.

Some portion of the day may be devoted to charitable community endeavors. Each year, La Fuente students select a charitable organization to support through a variety of fund-raising efforts. In addition, students spend several weeks each year preparing for student-led conferences. Students meet one-on-one with teachers weekly. Additionally, twice per year, students meet with their teacher and their parent to share their educational goals and examples of their work (portfolio). The students analyze their strengths and weaknesses and reflect upon the educational consequences of the choices they have made.

The community is our classroom: we invite parents to participate, host guest speakers twice monthly, and enjoy walking field trips to explore our nearby neighborhood. Thematic community events are held monthly. Family and community members are invited to participate in these enriching and exciting events.

Audry is in first grade. Her parents do not speak much Spanish but want Audry to learn. When Audry comes to school in the morning, she starts out with Spanish Language arts. Audry learns Spanish by singing songs, doing dances, listening to books and writing with patterns every day. Her teacher has lots of experience with language acquisition and she knows that predictable and engaging activities are the key. After recess, Audry's teacher introduces the math lesson in Spanish and then transitions into English. The rest of the day's instruction is primarily in English. Since all of the teachers at the school are fluent in Spanish and have travelled to or lived in foreign countries, there may be Spanish conversations about a trip at lunchtime or speaking a bit of another language with a parent in the afternoon. Audry feels comfortable with cultures and history because of being part of such a broad-minded community.

Jacob is in 6th grade. His family is Greek and Mexican but he has just started learning Spanish this year. Jacob starts out the day with songs, videos, skits, and games in Spanish. When he switches over to English after an hour of Spanish, he is ready to work on his personalized learning goals. Every week, Jacob has a check-in meeting with his teacher to be sure he is progressing in ELA and math. Spring into Math and ST Math are both exciting ways for him to progress in math, and he uses these web-based curricula daily. During their check-in meeting, Jacob's teacher offers him resources and uses learning style assessment to help identify the ways that he best learns. Jacob loves La Fuente because he feels supported by and known by all of the teachers with which he interacts. He especially enjoys hands-on FOSS Science activities on community days. He is beginning to take charge of his own learning. Jacob enjoys the opportunities to attend community events like beach days and seasonal events as a leader. Jacob's mom is happy with Jacob's progress and his increased confidence in such a supportive atmosphere.

Leo is in 1st grade and speaks Spanish fluently since his family recently came from Mexico. His parents enjoy the opportunity to be involved in Leo's school community as Leo perfects his

English and continues to advance in Spanish. Leo's mom enjoys the free English classes for parents on Thursday evenings. Leo's dad is able to volunteer his time to help with translations of e-mails from the principal. Leo enjoys being the superstar Spanish speaker during the Spanish Language Arts part of the day, and he feels comfortable enough to laugh at his mistakes as he learns English during the allotted time.

Ayla and Deji are twin sisters in 4th grade. Their mom decided to enroll the girls at La Fuente when she heard about the Dual Language Program and the small program size. Both girls are reading above grade level in English, and are quickly gaining ground in Spanish with the help of their teacher. Their morning is spent learning to read and write in Spanish by reading and writing about familiar English stories that have been translated. After recess, they transition into speaking English during math instruction and then Language Arts after lunch. Although girls enrolled mid-year, Ayla and Deji were welcomed by other students and began to pick up Spanish right away. They have learned, as part of the La Fuente community, that attitude is what counts in learning to communicate. They know to keep focused on what they do understand and work around what they don't understand. Their parents know that learning this now will help their children in communication throughout their lives.

II. Homeschool TK-12 (Non-Classroom Based)

In the VSCS Homeschool program, parents and students will work closely with a California credentialed homeschool specialist to choose the right combination of learning programs for each individual student. VSCS believes that parents are the primary educators of their children, and the primary mission of VSCS is to support and encourage families in the challenging task of educating their children. Homeschool students may augment their homeschool program by selecting TK-8 enrichment classes at a resource center. Homeschool families are able to take advantage of field trips, a well-stocked curriculum warehouse, various health and fitness programs, and numerous parent and student events throughout the year.

VSCS homeschool high school students will have access to a variety of supported courses offered either through an online course management system, or at our Vista Student Center. High school courses include core subjects, world languages, CTE, and elective options. All high school online courses are overseen by highly qualified subject-specialists who grade key assignments, run regularly scheduled live seminars, monitor thread and forum discussions, and are available to tutor students as needed.

Student progress will be tracked through the use of individualized learning plans, which will be created monthly and revised often through collaboration with the parent, student, and homeschool specialist. Assessment will be completed regularly for a variety of purposes including curriculum selection. Assessment data will be analyzed regularly and used to modify instruction at each learning plan meeting.

A homeschool specialist will meet with parents and students at least every 20 school days to review progress and develop a plan for the upcoming learning period. As a team, they will review work and assessments, explore learning styles and educational philosophies, evaluate curriculum options, and create an individualized plan that will best meet the needs of the student. During Learning Plan meetings, homeschool specialists will offer in-services to both parent and student. Topics range from sharing best teaching practices and intervention strategies to modeling study skills and using VSCS Power Tools (see Appendix L) for the students. Using our I CAN! Progress Reports (see Appendix M for sample), homeschool specialists will help parents choose curriculum and develop annual plans aimed at ensuring all students master grade appropriate skills and maximize their achievement.

The nature of Personalized Learning and the development of monthly learning plans allows for a great deal of flexibility in time management, instructional options and parent choice.

A. Parent Support: Homeschool Prep

New VSCS families will receive additional support through “Homeschool Prep.” Parents who are new to homeschooling are provided an additional monthly meeting with their homeschool specialist for the first three months of enrollment. During these meetings, the homeschool specialist shares numerous resources and provide in-service trainings for the parent covering various topics including using assessment to drive instruction, lesson planning, understanding

and assessing learning styles, and much more. Additionally, the homeschool specialist will provide the parent with strategies and support necessary to succeed as a home educator. Homeschool Prep students may choose to work through our Boxed Set curriculum, our High School Curriculum Guides, or follow an annual plan created with their homeschool specialist using parent choice curriculum. At the end of the three months, both the homeschool specialist and parent complete an exit survey that provides feedback to the Homeschool Directors about the effectiveness of the program.

B. Parent Support

Most VSCS parents will exit the Homeschool Prep program in three months; however, they will have many opportunities to continue to grow as educators. VSCS will offer a variety of events offered throughout the year. Parent and student events include the following:

- Regional SPREE events (Student Parent Regional Education Event)
- Parent education and training
- Math workshops
- Reading workshops
- Annual parent conference
- Parent certification program

Our parent certification program will offer our Vista Springs homeschool parents an opportunity to better themselves as educators in teaching their students in the home and to collaborate with other parents and staff. The program will provide parents and their students the best foundation for successful learning in the home through educator classes and workshops. Participating parents will complete four collaborative courses (3 core and 1 elective). Courses are dynamic and include topics such as learning and the brain, developing an annual plan, and project-based learning. For an overview of our parent certification program, see Appendix N.

C. Curriculum

All materials and teaching methods used for English, math, science, and history will support the learning of the California State Standards including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The CCSS focus on higher-level thinking skills which can be taught through many teaching and curricular materials. A sample scope and sequence for grade 6 is located in Appendix H, and a sample scope and sequence for grade 9 is located in Appendix O.

VSCS families have a variety of choices when it comes to selecting the most appropriate curriculum for their students. Curriculum selection is a collaborative process between the parent and homeschool education specialist. VSCS in-house curriculum distribution center, Bookmart, stocks our recommended homeschool curriculum for grades TK-12. For a sample list of recommended curriculum, please see Appendix P.

Parents may also choose from numerous approved vendors to purchase curriculum using their instructional funding. VSCS will support students through a variety of vendor options to enrich and broaden student experiences. These vendor offerings typically include physical education, foreign language, music, drama, dance, art classes, and more. The parent and homeschool specialist work together to select curriculum from a variety of materials, vendors, online classes, and in-house teacher-created curriculum.

D. Boxed Set

Boxed set curriculum, VSCS's most popular, fully supported curriculum, is a complete collection of materials and lesson plans for students in kindergarten through 8th grade. This curriculum will include engaging daily lessons, weekly pacing guides, multimedia learning resources, and rich literature. The Boxed Set is one of many options for students and parents to acquire essential skills. For more detailed information about VSCS's boxed set curriculum, please see Appendix Q.

E. World Language

VSCS offers two high school online world language courses (Spanish and French) instructed by a qualified teacher credentialed in the offered languages. Students will attend online classes twice per week with independent study assignments for the remaining days. The instructor will provide personalized support for students and quality instruction.

F. Dynamic Integrated Courses

Integrated courses, curriculum, and learning resources will be offered at every grade level to support parents and students with making connections between content areas. Some of the offerings will include a complete literature-based program for kindergarten through 8th grade and a high school curriculum that integrates an entire schedule of courses into 3 week, high-interest modules. These integrated options will allow students and parents a choice in curriculum and how learning is delivered.

G. Power Tools

VSCS will teach all students fifteen powerful strategies for independent lifelong learning, called Power Tools.

The Springs Power Tools are fifteen learning strategies designed to help students become independent learners. The Power Tools are useful before, during, and after reading and reinforce literacy skills in all subjects and grades. The tools help students access new and difficult assignments independently. The Power Tools are strategies that are used to develop critical thinking and authentic application of knowledge.

Critical thinking skills allow students to be able to make reasoned and informed decisions and take purposeful actions and it is imperative that schools help build these skills in all students.

Our goal is not only to provide parents and teachers the top strategies, but also to ensure that students have the resources to be independent learners and are college and career ready.

These research-based strategies are Think-Pair-Share, RAFT, Questioning, SQ3R, Power Writing, Notes, Journals, RIP, Connect, Sketch-to-Sketch, Summarizing, Mind Maps, Cover-and-Tell, VIP, and Graphic Organizers. For more information about Power Tools, see Appendix L.

H. Additional Supports

Students can participate in large group and/or individualized field trips, along with special events, including writing and math activity days, inspired learner expo, the annual spelling bee, history day, and science fair.

Each TK-12th grade student will be provided with a Chromebook to support access to the many online subscriptions provided for them, as well as to the online curriculum management system. Students also have access to a curriculum warehouse with hundreds of items available for checkout.

Although parents have a variety of curriculum choices, VSCS has established essential learning in ELA and math that is considered the foundation of all ELA and math courses.

The essential learning in the homeschool program is based on Common Core State Standards, developed into parent and student-friendly "I CAN!" statements. These I CAN! statements will be tracked by student and teacher using a variety of tools. Students shall make a minimum of a year's growth in a year, but they also have the opportunity to reach further. We offer a wealth of I CAN! resources to support parents and students including the following:

- Personalized pathways to develop a plan for acquiring each I CAN! (See Appendix R)
- An I CAN! mastery tracking folder portfolio that follows students from TK-8
- I CAN! reteach booklets (See Appendix S)
- Online interactive I CAN! e-books with links to videos, games and activities, quizzes, and tests related to each I CAN! (See Appendix T)
- Online learning portals with parent support, links to instructional videos, activities/games, practice assessments and mastery quizzes and tests
- School wide incentives for the I CAN! program
- Online supported math

VSCS will provide a wide range of choices for math instruction. One of these options is a math curriculum for grades 5-8 that combines home instruction with online support. Resources include video instruction, real-world tasks, assessments, and practice. See Appendix CC for a sample of our Spring Into Math online course.

I. Homeschool Resource Center TK-12

The Vista Student Center on Bobier Avenue will provide 13 classroom spaces. Of these 13 classroom spaces, five will be available up to two days per week for homeschool enrichment classes and workshops. Additional space will be provided for Special Education services, meetings, student events, activities, and assessment as needed.

The student center helps families connect with other homeschoolers to create a strong support system. Families enjoy the non-traditional choice of homeschooling while benefiting from more time-honored school activities such as school pictures, yearbooks, open houses, and the opportunity to perform and compete as a group. Through events, outreach, activities, and guest speakers, resource center students use the community as the classroom throughout the year.

All enrichment classes and workshops have complete course syllabi and day-by-day course descriptions, which are available to the public on the school website. This transparency allows the homeschool specialist to support the enrichment courses their students are attending. The content for each course a student attends is entered into the monthly learning plan as part of the student's assignments. Classroom attendance is completely optional, except in cases of need, such as Special Education services, English language development, etc. All course content is available online for students to access from home in the event they do not come to class.

Additionally, VSCS will provide a Mobile Science Lab, which will offer hands-on science at the Vista Student Center for Homeschool and Keys high school students. For each of our a-g lab sciences, students will attend seven lab practicals a year. This will satisfy their fifth semester unit for the course as well as the lab component for the subject and is accepted by four-year universities. Students will engage in the process of inquiry in subjects including, but not limited to, exploring with microscopes, testing velocity, experimenting with chemical reactions, and exploring miniature biomes. The VSCS Mobile Science Lab will be led by a credentialed science teacher using lab activities that go along with what is being taught in the courses. Students will deepen their understanding of science in these rigorous labs and have fun while doing it.

Academic counseling services are offered on an appointment basis at the resource center. In addition, special education services, including RSP, OT, speech, and IEP meetings are provided.

J. A Day in the Life of a Homeschool Student

Every day in the life of a homeschooler is an individualized experience. Homeschooling offers parents the opportunity to personalize a learning path that is just right for his or her child. Creating a personalized learning path means understanding a student's interests, learning styles, strengths, areas of need, and short and long-term goals.

Tamara, one of our longtime homeschool moms, discusses using the community as the classroom. Tamara homeschools two elementary age children and takes advantage of the valuable community resources near her home.

Two days per week Tamara's children take courses at the student center. Tamara says, "As a parent, I love and appreciate so much that my kids are interacting with well qualified teachers

and support staff to give them a 'real school' experience. They love making friends and playing on the playground with other children their age. This is one of the best parts of the enrichment experience. I am grateful to partner with the teachers as they offer my kids an education that I alone could not accomplish."

Tamara's children are taking courses such as Dr. Seuss Reading & Writing, Hands on Science, Drawing and Painting, History Weekly, and more. Tamara explains, "After four years of homeschooling, I am more convinced than ever that I need a community to school my children. It is not in my teaching repertoire to be a 'Lego Engineer,' but this is something that my son craves. Therefore, I look to the community to meet this need. The resource center offers several Lego classes to choose from and even a new STEM (Science, Technology Engineering, Mathematics) class for the elementary grades. Each teacher puts a tremendous amount of thought and consideration into every lesson and my children are excited to come home and share all of their new learning."

Tamara recognizes that there are some subjects that she prefers not to teach or that have been difficult because of the parent-child dynamic. Tamara describes a challenge that she experienced when teaching writing to her daughter, "My daughter gives me a terrible time in writing, but she will do anything for her teacher. I send her to the enrichment workshops for writing instruction. She gets one-and-a-half hours of writing instruction from a teacher and I get to do the 'fun' supplemental writing and practice at home. I have found that removing areas of tension makes me a better parent and homeschool mom, and I am grateful that I have the Springs Charter Schools community to keep me successful."

Tamara's family is involved with other homeschool families in a local history co-op. As part of the co-op, the families meet three times a year for a historical fiction book club, go on monthly field trips, and have an end of the year "Family Learning Expo."

Tamara uses the community to create life skills and special interest courses for her kids. Currently her children are participating in swim, softball, BMX, and Girl Scouts as learning opportunities within the community. Tamara states, "These activities give my kids critical life skills such as dealing with competition, taking risks, making friends, establishing work ethic, and developing their personal best self."

Tamara has tailored unique learning paths for her children using the many resources provided through Springs Charter Schools, family networking opportunities, and tapping into community resources. Homeschool parents have unlimited ways to establish a meaningful and rich learning experience for each child.

III. Keys College and Career Prep High School (Non-Classroom Based)

Keys' San Diego County Resource Center will be located at the East Bobier center. The resource center will provide for teacher-led small group instruction and study zone space for students to work independently.

A. Mission and Vision

Keys College and Career Prep program will provide a high school independent study environment. Keys College and Career Prep will utilize a personalized learning independent study model with challenging academic experiences and choice. The Keys teachers train the students to become independent in their learning, foster a positive growth mindset, and teach the students good organizational skills so that they may be outstanding college students and productive citizens in the careers of their choice. We will foster the innate curiosity of all learners and provide opportunities that empower students and their parents to make the best choices for success in life's journey.

At a minimum, students will be at the center for 1 hour per week for their weekly teacher meeting. Students who benefit from additional support may take advantage of open hours in the Study Zone, support from instructional aides, or direct instruction during on-site courses.

B. Academic Innovation

1) Personalized Learning

By assessing each student's academic needs and personal interests in combination with their learning style, Keys teachers can provide both interesting and challenging coursework within the independent study curriculum that promotes academic success. Students set goals for their own learning, and they are offered choice within a rigorous curriculum. Students learn to use technology and participate in real world internships. Students may enroll in online Career-Technical Education (CTE) courses to earn career pathway certificates. Students have the opportunity to engage in many extracurricular activities, such as acting, athletics, dancing, and performing while still earning a high school diploma. All core courses are a-g approved to meet UC/CSU eligibility requirements.

We believe that the learning process should engage students at multiple levels as well as help students build skills to be competent in any post graduate goals. Learning becomes meaningful and dynamic when the learner is personally invested in the learning process. We believe that personalizing learning enables students to engage in a more meaningful way to the content.

2) Goal Setting

Teachers and students work jointly to create learning goals that connect the learning objectives (standards) to students' interests and learning style(s). The goals are fleshed out

with timelines and strategies to reach each goal. Students will track their progress using a variety of methods, from formal goal sheets, Canvas tools and gradebooks, and weekly meetings with their Keys teacher. Students also meet with school counselors at least once a semester to make sure they are on track to graduate. Each student is assigned a counselor that he or she can call on as needed. Goals are reviewed regularly and adjusted to assist the student in graduating on time.

3) The Community is Our Classroom

Students are encouraged to participate in articulated courses through Career-Technical Education and concurrent college enrollment opportunities at the local colleges. Students may also participate in school-organized field trips, based on their interest and high school courses. Field trips bring the learning to life and show students that the community is our classroom. Students are also encouraged to participate in Internships where they learn from community members what various job fields are like and contribute to the businesses where they serve their internships.

C. Academic Program

1) Shared Inquiry

Keys uses Shared Inquiry strategies to engage all readers in higher-order thinking and collaborative problem solving in our online classes discussions. In Shared Inquiry, students and teachers come together to help each other explore the meaning of a literary work, historical event, or scientific occurrence. Each participant brings a unique perspective that influences how he or she understands the work, event, or issue. Sharing their interpretations, participants gain new insights and deepen or change their initial understanding. Researchers make it clear that teachers can make a real difference when they engage in the ongoing cycle of planning, acting, reflecting, and changing; an approach characteristic of action research. They present inquiry-based learning as a hopeful approach to educational improvement.

2) Service Learning

Students will problem solve, create and learn job skills in quality Internship classes, prepare written documents and complete presentations for advocacy purposes. Working in the real world and participating in CTE courses encourages the critical thinking skills that 21st century learners will need to adapt content knowledge for varying jobs and career paths. CTE pathways and internships integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. Students have opportunity to exhibit leadership, ethical behavior, and respect for others; accept responsibility for personal actions, consider the impact on others; take the initiative to plan and execute tasks, and interact productively as a member of a group.

3) Shared Responsibility

The entire school community shares in the responsibility of shaping a positive learning environment within our school. There is no substitute for excellence. Excellence demands both individual commitment from students and co-operation between students, parents, teachers, board members, and the community. We believe that all stakeholders share responsibility and play an integral part in setting academic, social, and personal goals for the education of all students. This schoolwide team-based approach assumes shared responsibility for the achievement of all students. It addresses student concerns and monitors student progress. This shared responsibility encompasses the belief that our success is dependent on the commitment and support of all stakeholders.

4) Collaborative Learning

Students learn collaborative, powerful, independent learning strategies in small group study zones. Power Tools help students hone their thinking and listening skills, and honor students' diversity and original thinking. The active exchange of ideas increases intrigue and motivation about known content and stimulates new ideas that promote critical thinking.

D. Curriculum

All materials and teaching methods used for English, math, science, and history will support the learning of the California State Standards including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The CCSS is focused on higher-level thinking skills, which can be taught through our a-g Canvas integrated courses and online classes.

1) English Language Arts

High quality English Language Arts instruction employs varied materials and strategies. Keys students will use a variety of textbook and online materials to help them reach mastery in all areas of ELA. Students use novels and primary source materials to learn English concepts. The Canvas courses also use material from Prentice Hall Literature Common Core Edition. Concepts are integrated with science and history to provide real world examples and transition the student between the written word and real life experiences. This textbook series is a comprehensive literacy program that teaches the new standards and helps students become better readers, better writers, and better thinkers so they are better prepared for college, careers, and beyond. Students receive leveled support and scaffolding in the online classes for understanding increasingly complex texts, informational texts across content areas, and writing argumentative, informative/explanatory, and narrative texts. Students meet with the English specialists weekly in discussions and seminars in an online environment. All English courses are a-g approved.

2) Math

We employ a mastery-based, balanced mathematics program, implementing a variety of learning tools including online, center-based, and textbooks. Our math courses have been

written by math specialists and are a-g approved. Textbook materials include Prentice Hall, Common Core, Harcourt and others.

Online tools include i-Ready for struggling students and MathXL for all students. Students meet with the Math Specialist weekly for online discussions and seminars.

3) English Language Development

High quality English Language Development (ELD) instruction requires a multitude of materials and strategies. Keys will use a variety of personalized textbook and online materials to help students reach mastery in all areas of ELA. Programs in use may include, but not be limited to: i-Ready lessons, Wordly Wise for vocabulary development, audio books, Rosetta Stone, and creating vocabulary dictionaries. See Appendix EE for the Master Plan for English Learners.

4) Science

High quality science instruction is written by our single-subject science specialist, and has been a-g approved. Keys will use a variety of textbook, lab and online materials to help students reach mastery in all areas of science. Students meet online with the Specialists weekly and participate in person at Mobile Science Lab monthly to meet the a-g requirements.

5) History

Students learn history and science through our integrated online curriculum, overseen by history single subject specialists. The students study history in the context of real world careers, significant historical events, and using primary source documents. The students interact with the single-subject specialist through online discussions, seminars, and key assignments that require higher-level thinking. All History courses are a-g approved. See appendix Q for sample.

6) PE & Electives

PE will focus on health principles and will follow the FITT principles (Frequency, Intensity, Time, Type). Students participate in a wide range of physical education activities according to their interests and abilities. They incorporate the FITT principles into their chosen fields of activity. They are required to participate in a minimum of 75 hours a semester and show growth and mastery.

Electives: Students will participate in self-selected elective courses according to the courses that we have available in Canvas. Some of the courses include but are not limited to: CTE courses, internships, Foods, Culinary Arts, Psychology, Drawing, Life Skills, Family Studies, and Music Instruction.

E. Instructional Strategies

The Keys programs utilizes mastery learning. Students are expected to master concepts before moving on to new assignments and concepts. They are given multiple opportunities to redo work or show mastery in different learning styles.

All Keys courses are online courses, and students may meet together in the Study Zone to work individually, with their Keys teacher, or may work collaboratively with other students to solve complex assignments.

F. A Day in the Life of Keys Students

Santiago gets up early on Tuesdays and Thursdays and attends two classes at the Vista Student Center. After class, he returns home and completes his homework for those classes. On Wednesdays, he goes to the Study Zone and works because it is quiet there, and he can ask questions when he doesn't know how to do something. He meets with the aide who helps him self-check his work for the week and helps him determine the percentage of work turned in for the week. He completes his attendance with the aide and lists an educational activity for each school day of the week. He then meets with his Keys teacher who goes over his completed assignments, and they discuss any difficulties Santiago had. Santiago and his Keys teacher review the Canvas Gradebook, and Santiago can see exactly how he is doing and what his completion percentage is for the week. Then Santiago and his Keys teacher create a list of the assignments he needs to do for the following week. Santiago likes writing down his own assignments because that it prepares him for college and keeps his assignments organized. It also gives him a chance to discuss with the Keys teachers some ideas for getting the assignments completed; the teacher answers any questions that Santiago might have about the subjects. Santiago then works on some of the new assignments until it is time to go home. On Mondays and Fridays he works at home, completing items from his assignment sheet. He finds that as he keeps up with his school work, he has more time to spend on extracurricular activities.

Mary goes to the Study Zone 3 days a week to work on her assignments and projects. She needs input from the Keys teacher or aide when she struggles with understanding what to do. She spends the time in the study zone, working on each assignment and asking for help from the Keys teacher or aide or one of the other students who are working on the same assignment. She also meets with her Keys teacher and the aide for one hour one on one, self-checking her work, figuring out the percentage of work completed, and logging her attendance. Her Keys teacher prepares an assignment sheet for her, and she works hard to make sure everything is completed on the list. Some days, she takes her five mastery quizzes and then works with others to master anything she has missed. She uses the computer to do most of her work and then prints out her assignments to turn in. On Mondays and Fridays she works from home with the help of her mother who checks her work to make sure that it is finished.

Ian gets up early and goes to work each day. He comes home around noon and starts his schoolwork. He prefers to work at home because he likes to work in the afternoon and late into the evening. When he has questions, he texts his Keys teacher and soon gets a reply. If he is doing his schoolwork in the evenings, he sends his Keys teacher an email with any questions, knowing that she will answer them the next school day. Once a week, he goes to the Study Zone and meets with the aide and his teacher to complete the self-check, take mastery quizzes, calculate his percentage of work turned in, and complete his attendance. He gives his organized work to his Keys teacher with the checklist on top, and he and his Keys teacher discuss his past work and go over his future assignments. They also discuss his job, as he is getting credit in work experience class. He wants to own his own business one day, and he knows that working now will help him be able to realize his dream in the future. He knows that he needs to be extremely organized to be able to work at a business and get his studying done and his assignments completed. He is very proud of the fact that he turns 100% of his work in each week.

Sophie is a dancer and is studying to be in a national ballet company. Because of her talent and her desires, she knows that she cannot attend a traditional school. Every day, she goes to her ballet classes and practices several hours. Between practice and classes, she works on her school assignments. She knows that she has to do well academically so that she can get into a specific four-year university that she has always wanted to attend. She also works on her school assignments in the evenings when she has a dance program during the day. She schedules time between her practices to meet with her Keys teacher and the aide once a week to self check her work, do attendance, and take mastery quizzes. She meets with her Keys teacher to discuss plans for her future, and concerns that she has about assignments; she also likes to talk about reading and her love of books. Her Keys teacher encourages her in her goals, and they spend some time planning how she can get everything accomplished for the week. She leaves with her assignment checklist and confidence that she can discipline herself to get it all done.

Mei enrolled in the Keys program hoping to recover units from previously failed courses. She has set an academic goal to graduate from high school within four years. During her advisement meeting, the counselor explained to Mei that she will need to schedule additional time for her school work daily and stay current with all of her course work. During the meeting an academic plan was developed. Each week she meets with her Keys teacher and turns in her completed work. The Keys teacher and Mei create a list of assignments that will accelerate the timeline for her to complete each of her courses. Once she has completed all the lessons and passed all mastery quizzes and exams, she will be awarded her final grade and units. She will then be allowed to enroll in the second semester of the course. Mei works long hours, weekends, and during holiday breaks. Over time, she sees that her hard work is beginning to close the gap, and her goal of graduating in four years will be accomplished.

Caleb has been very ill with severe anxiety and depression and has a hard time being in a traditional school. He works with his Keys teacher and aide one hour a week at the Study Zone. Together with his parent, he creates an academic plan to be able to get his work accomplished in spite of his illness. Since he does most of his work at home, his parent monitors his daily schoolwork, and she emails his Keys teacher with questions and clarification. He has the same access to all his curriculum and the Single Subject Specialists as every other student, and he is progressing slowly in getting his classes completed.

IV. Mosaic Program (Non-Classroom Based) Opening 2018-19

Students enrolled in the Mosaic Academy program will receive three days of classroom instruction combined with two fully supported home-study days. This program uses mastery-based methods and independent learning strategies to ensure that students meet the requirements of the Common Core State Standards. Teachers and parents collaborate to provide personalized learning, hold rigorous expectations, and challenge all students to achieve their personal best. With today's changing career marketplace, schools must be designed to prepare students for a different world; one where they are skilled at learning new content by using multiple resources. Personal responsibility and collaboration, globalization, technology, and a career involving lifelong learning are what our graduates need.

Mosaic Academy focuses on the following defining elements:

A. **The Resource Center Teacher**

In the Mosaic program, the resource center teacher accommodates and leads the students' different ways of learning. This demands a different mindset because the teacher is not only giving direct instruction and feedback, but she or he is first and foremost the students' partner and coach in learning.

A teacher's role in the Mosaic program consists of four parts: being a personal coach, a general coach, a subject expert, and a team member.

- **Personal Coach:** Each teacher is a personal coach for the students belonging to the teacher's advisory group. Personal coaching includes instructing and counseling the students on their academic knowledge, personal development, and social development.
- **General Coach:** The teacher serves as a support resource for all students in the school, teaching the students how to learn, mediate, and explain general strategies. The teacher also serves as a role model for students.
- **Subject Teacher:** As a subject expert, the teacher, in collaboration with his or her colleagues is responsible for planning and conducting workshops, seminars, lectures and other activities in steps and thematic courses. The collaboration between

teachers is done locally at the school as well as with teachers from other schools. The teachers also participate in the joint work to develop and modify the step and thematic courses on the Learning Portal.

- **Team Member:** The teachers in a school are organized into teams. The teachers in these teams work together to plan, review, develop, and evaluate their work.

B. Time

Time is a key resource for the student's learning. In a world where there is a good argument for attaining every bit of knowledge and skill you can learn, time is the most scarce and limited of resources in school. While one student may need five hours per week to master a subject, another student may need twice that time. However, most schools are arranged with the same amount of time for every subject and every student.

Our Mosaic Academy will provide each student with a weekly personalized learning plan with some scheduled instruction, and time for a student to work independently through a variety of learning tools, based on the student's individual goals and strategies. The academy has a timetable for activities led by the teachers. From this timetable, students in consultation with their coaches, select activities that are relevant to their studies and enter those activities in their logbooks. According to age and ability, students also enter activities they have planned: development discussion, progress tracking reviews, group work, individual work tasks, etc.

C. The Logbook

Every student has a personal and tailored schedule, depending on his or her knowledge, goals and strategies — and best way of learning. This week's goals, schedule and action list are written down in the logbook.

The students are therefore responsible for the way they spend their time and have much influence over it. However, the personal responsibility is never greater than what the individual student can manage. The personal coach is responsible for ensuring this. Students will be provided with a wide variety of learning options, including seminars, interactive direct instruction, small group discussion, hands-on labs, online options, and more.

D. Curriculum

The curriculum in the Mosaic Program is based on the Common Core State Standards, developed into parent and student-friendly "I CAN!" statements. These I CANs are tracked by student and teacher through a variety of tools. Students shall make a minimum of a year's growth in a year, but they also have the opportunity to reach much further.

All subjects in our Mosaic program will be taught as step courses or thematic courses.

The steps are designed to give the student an opportunity to learn those courses that require incremental skill development (mathematics, foreign language, grammar, spelling and reading fluency) at his or her own level and pace. After an introductory assessment, students start on the

step that matches their current level of knowledge. Step courses provide academic depth, perspective and opportunities to advance to each student's potential at the right time based on their Zone of Proximal Development. (See appendix K for a sample personalized learning path.) Students work through the steps at their own pace, with the focused support of their teacher. Students who are below grade level expectations will receive extra support, both small-group and one-on-one.

Thematic courses provide the context and breadth that helps spark student interest in subject areas including literature, science, art, music and history. Students begin each theme unit with an interest-grabbing kick-off event, and participate within grade-level groups in the themes that address the CCSS for their grade levels.

In addition to Springs' curricula, a variety of commercial online curricular tools will be used to augment core instruction, including ST Math, i-Ready, and Reading Plus.

E. The Springs Portal

The Springs Portal, a Canvas-based course management system, is Mosaic's collective and web-based source of wisdom. Students can find most of the learning materials on the portal: the courses, the content, objectives, and criteria for every step, assignments, texts, pictures, links, and tests. The Springs Portal is an important tool in personalized learning because the content of the Springs Portal provides a wide variety of choices and is accessible to students anywhere and anytime.

Our Mosaic Academy program will not divide tasks into schoolwork or homework. Students will have work to do, and can get it done at the resource center, at home, or anywhere there is an internet connection. Workstations will be provided all around the school where students can access the Springs Portal to receive instruction practice and turn in assignments. Thus, learning is not an activity limited to the premises of a traditional classroom.

F. The Springs Portal for Teachers

For teachers the portal is also a common-knowledge management system. Each subject has its own community and pages. Here teachers collaborate and contribute, with their best hands-on projects and lessons and with best practices. The forum is moderated by some of our most experienced subject experts. This is a way of sharing and enabling the learning process for teachers. Every minute saved for a teacher who doesn't have to prepare a lesson that has already been developed by colleagues is a minute that could be spent on personal coaching instead of preparation. That is one of the reasons why it is possible for our schools to provide more personal coaching time with the same staff resources as a conventional school. The Learning Portal gives teachers a realistic opportunity to "meet" each student where they happen to be in terms of their current knowledge development.

The content of the one-on-one tutorials varies, as in all coaching, depending on the student's level of maturity and needs. In the beginning, the students receive mainly help and support with procedures — to accomplish their personal planning and understand the working methods. The focus gradually shifts to reflections on the student's own learning process, where the students reflect on their goals, work, strategies, and results. As students deepen their studies, they assume greater responsibility and receive additional coaching towards new challenging goals.

G. One-to-One Coaching Session

In Mosaic Academy, coaching is a structured session that occurs weekly and if needed daily. To ensure a structured and successful tutoring process, we have developed a number of tools for the teacher/coach, the student and the parents:

- 1) **Personal Tutorials/Coaching Sessions:** Students have a scheduled discussion with their coach/teacher on a weekly basis. This prepared review assesses each student's performance according to the set goals by reflecting on their schoolwork, results, and strategies. Reviewing and reflecting on their own learning process is a central part of the student's discussion with the coach. As an outcome of the discussion, the goals, strategies, and schedule for the next week are established.
- 2) **Logbook:** Each student has a logbook, containing his or her learning goals, activities/tasks, and timetable for the coming week. The logbook is the main tool for the student's planning and reflection process. It is important for monitoring and guiding the student's learning process and is therefore a central tool for personalized learning. An assessment of the past week is also entered into the logbook.
- 3) **Progress Tracking Review/Development Discussion:** Once each semester, students lead a progress tracking review with their teacher and parent. Guidelines for student-led progress reviews are different according to grade level and ability. During the review, the goals and strategies for the student's course of study are discussed, assessed, and revised as necessary.
- 4) **Personalized Learning Plan:** At the first progress tracking review/development discussion, the student, parents and the coach develop the student's curriculum with personal goals and strategies. These are the medium- and long-term goals that should be attained within six months. Ultimate goals are those that the student aims to achieve for his or her entire education, the courses the student wants to take, and the quality of the knowledge as expressed in marks or exam scores. Based on these goals, objectives are set for the next six months. The individual study plan is documented and stored in each student's Virtual Portfolio (VP). The Personalized Learning Plan is a living document that is reviewed and revised on a continuous basis.
- 5) **Virtual Portfolio:** With the Virtual Portfolio (VP), the coach, student, and parents can follow the student's learning process. The VP contains the student's personal curriculum, ultimate goals, and goals and strategies for the school term. The student's mastery learning results as well as their own personal reflections of their performance during the term are also documented in the VP.

H. Personalized Goals and Strategies

Mosaic Academy puts the individual student at the center. The teacher is the student's personal coach, guiding him or her in the learning process and in the effort to reach his or her goals. Resources in the form of time, facilities, curriculum, and learning material are organized to support that process.

Upon entering Mosaic Academy, the first meeting is a discussion with the student and his or her family. Together they identify the student's long-term educational goals. What does she or he want to achieve in school? What does she or he need to learn? What will it take - from him or her, his or her family and the school - to succeed? The long-term goal is then decided and documented in writing.

I. Strategies for Learning

The student is then assessed to determine what level she or he will start on and accordingly what strategies she or he will need to reach his or her long-term goals. The strategies are not only a list of hours that need to be spent or pages that have to be read. It is also a choice of lectures, lessons, assignments, and everything else that can support learning. Each student has a working plan, which will be divided into medium-term goals for the semester and short-term goals for the week to come. Each step is reviewed in the student's weekly coaching sessions. In progress reviews and development discussions (occurring at least every six months or as needed) progress is tracked and the goals and their strategies are reviewed. Is she or he making progress according to the plan? Does the strategy need to change, the efforts, or should the goals be revised?

Every goal should be both challenging and reachable. Every strategy should provide a reasonable roadmap for the learning journey. In the beginning is a process of setting goals, choosing strategies, and assessing improvements often strongly geared and guided by the teacher. Step-by-step, our students learn their capabilities and how to stretch them. Setting goals, choosing strategies, completing assignments, assessing the result, and drawing the conclusions for next step. It all becomes part of the learning, just as natural as all the facts and knowledge achieved.

From kindergarten up, students are explicitly taught 15 powerful independent learning strategies, the Springs' Power Tools (Appendix L). Not only do teachers use these strategies with students during lessons, but students are taught to analyze the needs of any new learning and apply the correct Power Tool to help them learn the content. This process, done repetitively over multiple years, helps to ensure that our students have learned *how* to learn, which is vital in our 21st century world.

J. Creating Meaning

Unlike conventional schools, outcomes (grades, exams and achievements) are not passively viewed by the student after the fact. These outcomes are something the student can identify and influence along the way. Neither are outcomes a surprise for the family, since every step is assessed and documented. Through the Virtual Portfolio (VP) on the Springs Portal, teachers, parents, and students get real time insight into how learning is progressing.

Setting up individual goals and strategies to reach them creates meaning and motivation in school. It is much more interesting going somewhere if you know where you are going, as well as how and why you will get there. Being able to see the result and your own progress step by step is satisfying and provides motivation for learning more. The ability to set up goals and strategies, to break them down into smaller steps, and to revise plans as needed has life-long value. Not to mention the feeling you have, when you reach and surpass your goals and see the new horizon and opportunities ahead

K. Independent Study

For non-classroom based programs, VSCS shall adopt and implement written policies relating to Independent Study as required by Education Code 51747 et seq. and make such available upon request.

Parents who enroll their children in VSCS shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children's education. VSCS supports its students and parents with appropriate educational materials and with a team of homeschool specialists and coaches. The VSCS homeschool specialists and coaches advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Each minor student and at least one parent (or each adult student), with the assistance of VSCS homeschool specialists and coaches, shall design, consistent with the VSCS student standards and policies, appropriate curricula based upon the student's educational needs and objectives and shall sign one or more contract(s) with VSCS that clearly describes the student's individual educational goals and curriculum for each year the student is enrolled with VSCS. This contract (Student Agreement) shall further describe the manner for submitting assignments and reporting progress and frequency of meetings. All curricula shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study and, if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study.

Plan for Students who are Academically High Achieving

Students who are academically high achieving are those who are working independently a minimum of one grade level above grade-level standards.

A. Identification

High achieving students will be identified through the following criteria: Two or more years of scoring standards exceeded on the standardized test instrument, and/or through classroom report cards indicating excellent work, and/or through placement test results including assessments from previous school(s), and/or through teacher recommendations.

B. Parent Notification and Involvement

VSCS assists parents through academic screening, counseling, and curriculum choices to support high achieving students. The school shall provide regular written notifications of the results of assessments to all parents/guardians of pupils assessed. Personalized learning plans are created in collaboration with parents and students based on the assessment results so that strengths can be built upon and difficulties addressed.

The personalized learning plans of high achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Because the staff of VSCS understand that bright students often have academic gain “sprints,” students who have mastered their grade level standards will be encouraged to study the next grade level designation, with parent involvement and notification. Great care will be taken before deciding to accelerate students, either academically or through a grade level change. This process is completed through the Guidance Department where a counselor assesses the situation and works with the general education teacher, parent, and student to determine advancement.

Personalized learning allows students who are high achieving to accelerate their learning if desired or spend additional time deeply engaged in core subject areas.

C. Supports

VSCS believes that differentiation is the key to success with high achieving students. VSCS teachers will differentiate content, process, or product according to students’ academic level and learning profile. High achieving students will be provided with opportunities such as the next grade-level’s coursework, high-interest independent study enrichment projects, access to advanced online classes, and access to concurrent or dual enrollment classes offered at the community college.

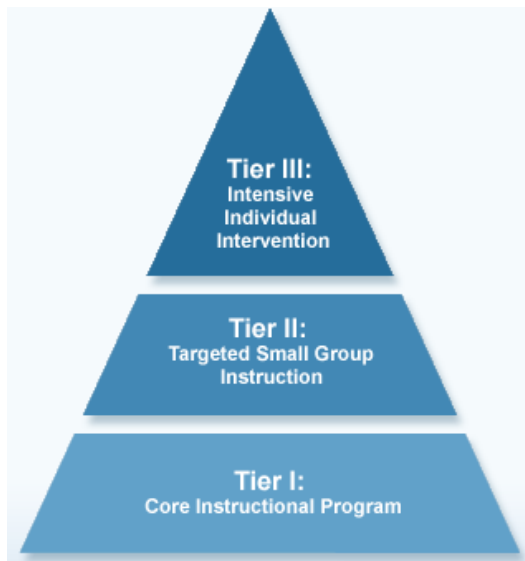
Plan for Students who are Academically Low Achieving

VSCS believes that both the confidence and the motivation to learn are fostered by providing the student with curriculum appropriate for his or her current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage his or her full potential. In order to directly support low achieving students, the credentialed teacher, parent(s), and student will collaborate to design the optimal personalized learning plan. Vista Springs Charter School is designed to provide a rigorous and personalized school experience within each student's familial culture and support. Vista Springs' community of leaders, teachers, students, families, and public will collaborate to ensure that all students are growing and achieving.

A. Identification

Students will be assessed within the first month of enrollment through i-Ready to identify their strongest learning modalities as well as grade levels of proficiency in reading, language usage, and key areas of mathematics. With the information from these formal assessments, in addition to information from both the parent and the student about the student's history, attitudes, and interests, a learning plan will be established to optimize the student's chance for success.

Universal screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the school, classroom, and student. A universal screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or not "at risk." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into our multi-tiered systems of support (Tier I, Tier II and Tier III).



Universal screening measures for all VSCS students:

1. I-Ready for grades kindergarten through 10
2. State Test, including CAASPP
3. Curriculum-based assessments that are part of the student's instructional program
4. Teacher and parent observation, student work samples
5. Discipline Report

B. Parent Notification and Involvement

Both the administration and teachers will contact parents of low-achieving students in a responsive and timely manner, as laid out in our RTI and MTSS Handbook for Teachers (Appendix U). The credentialed teacher will be the main point of contact between family and school. The credentialed teacher will communicate with parents both formally and informally, in person and by telephone. Teachers examine students' grades formally each month with the student at the regular homeschool meeting or at an academy advisory meeting. Low-achieving students with <74% in any academic class are identified.

The credentialed teacher will remain in close contact with the family and will propose any alterations to the plan that may appear necessary as the student moves forward. If a student is not making sufficient progress via the individualized Learning Plan analysis, the credentialed teacher will meet with the parent(s) and student to discuss the situation and collaborate with them on how to better achieve and support learning.

C. Supports

Vista Springs' philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their students' academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or teacher observation, interventions to the curriculum and/or instructional delivery will be discussed.

Here are some strategies to begin discussions in personalization of the individual needs of each student:

1) Increase Time and Intensity

Time spent daily in ELA and math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First-through-third grade students should spend two-and-a-half to three hours per day in ELA and 45 minutes to one hour of math each day. Fourth-through-eighth grade students should spend two hours per day in ELA and one hour in math per day. High school students should spend one hour per academic day in each enrolled course.

Consider the following strategies to increase time and intensity when there is a concern in academic progress:

- Time extension (e.g. double the amount of time)
- Time of day: schedule assignments at optimal time for the student's maximum performance (e.g. math assignments after PE, in the morning, or after medication)
- Breaks: specify the number and length of breaks for students, during the performance of assignments
- Multiple days: provide an assignment in sections over two-or-more days (e.g. one section or question of the task per day)
- Multiple time segments: provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon).
- Timelines provided to students to assist them in pacing their work

2) Supplemental Resources

We include supplemental resources in every discussion of the personalized learning plan. VSCS has supplemental resources available for all students - academy, homeschool, and hybrid:

- Aleks math is an online resource that personalizes each lesson and provides student choice in assignments for the learning session.
- Reading A-Z offers ELA materials in reading, vocabulary, comprehension, assessment, spelling and phonics. Resources can be accessed by parents with internet access, or they can be printed by the homeschool specialist and provided to the student.
- Essentials is an intensive resource and can count for a high school special interest course, as it prepares students for the necessary skills in Mathematics 1. This free resource is available to our high school students through Moodle or Canvas. It can also be delivered by a tutor or a parent with concepts delivered in packets. These packets have necessary teaching resources that are accessible through Moodle/Canvas and are a required component to teach essential foundational skills needed in mathematics.
- Study Island is a supplemental resource available as an online workshop.

D. Core Workshops at the student centers are a great way to increase direct instruction time.

- I CAN!s are concept-based resources that provide a pre-test, resources to master the concept, and a post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress-monitoring tool.

- i-Ready Intervention Tool systematically teaches foundational skills using a computer adaptive diagnostic assessment with frequent progress monitoring to ensure concepts are remembered.
- Ten Marks provides access to grade-level content to personalize mastery of math skills while providing immediate feedback for students and progress-monitoring reports for teachers. When students work on Ten Marks, they have access to hints and video lessons on every problem, so if they cannot recall something, or did not understand the topic when it was covered in class, they can review the topic and move forward. Immediate feedback is a research-proven, highly effective strategy to improve motivation and build confidence.¹⁷

E. Ongoing Evaluation

Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready and OARS are the tools VSCS will use for Tier I progress monitoring. For Tiers II and III, the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN! statements will also be used as a progress monitoring tool.

We believe it is imperative to monitor a student's progress on a frequent and consistent basis in order to ensure the following:

- Continuous feedback via conferences, written, and oral communication on the effectiveness of a specific instructional intervention
- A system for accountability for student achievement
- Data on student progress, which can assist teachers in making data based decisions regarding the need
- Current instructional strategies, which include well-developed evaluation techniques
- Graphic displays of a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

¹⁷ Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 297.

Special Education

VSCS shall serve the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education be provided to, children with disabilities. For the complete Special Education Procedural Manual, see Appendix V.

A. Overview

Vista Springs Charter School is committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. Policies, procedures, and guidelines are in place to ensure that students being referred for and/or enrolled in special education program services receive a free appropriate public education, in the least restrictive environment. Vista Springs Charter School follows the guidelines and procedures set forth in accordance with all State and Federal laws.

VSCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”). VSCS shall participate as a local educational agency (“LEA”) in a special education local plan area approved by the State Board of Education in accordance with Education Code Section 47641(a) and will receive state and federal revenues directly, in accordance with the SELPA’s allocation plan. VSCS is in the process of seeking membership in the El Dorado County Charter Special Education Local Plan Area (“SELPA”) and shall make written verifiable assurances of its LEA membership in the SELPA prior to commencement of operations or as otherwise agreed to with its authorizer. See Appendix DD for El Dorado SELPA letter of support. Until such time as VSCS is accepted as an LEA member of a SELPA, the manner in which VSCS special education services shall be funded and delivered shall be governed by a mutually agreed upon Memorandum of Understanding between VSCS and the State Board of Education (“SBE”).

VSCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

VSCS may request related services (e.g. speech, occupational therapy, adapted P.E., nursing, and transportation) from the SELPA, subject to SELPA approval and availability. VSCS may also provide related services by hiring credentialed or licensed providers through Non-Public Agencies.

VSCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by VSCS shall be accessible for all students with disabilities.

B. Services for Students under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the SBE. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Charter School. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of VSCS and the SELPA. A copy of the MOU will be presented to the SBE upon execution.

VSCS shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

VSCS will provide services for special education students enrolled in VSCS. VSCS will follow SELPA policies and procedures and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services, for responding to record requests and parent complaints, and for maintaining the confidentiality of pupil records. VSCS will be exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Program ("IEP") development, modification, and implementation).

All students with disabilities will be fully integrated into the programs of VSCS with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending VSCS is properly identified, assessed, and provided with necessary services and supports.

C. Staffing

All special education services at VSCS will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. VSCS staff shall participate in in-service training relating to special education by the SELPA or VSCS.

Operating within all legally mandated timelines, VSCS will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and related service providers including, without limitation, speech therapists, occupational therapists, behavioral therapists, psychologists. VSCS shall ensure that all special education staff hired by VSCS are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection.

D. Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law.

Assessments shall be conducted to address all suspected areas of disability including, but not limited to: academic achievement, social/adaptive/behavioral/emotional, processing, perceptual/motor development, communication development, cognitive development, health, and post-secondary transition. Assessment measures will include formal and informal assessments including interviews and observations.

Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment. Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel, and in accordance with any instructions provided by the producer of the assessments. Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory. Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent’s written consent for assessment.

E. Identification and Referral

VSCS provides for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program (EC 56302). Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents will be contacted whenever there is a concern about their child’s academic or behavioral performance. Parents may also contact their child’s teacher or school site administrator with concerns about their child’s academic or behavioral performance.

Concerns may be addressed in a Response to Intervention (RTI) meeting. This meeting may be initiated by school staff or parents/guardians/student. During the RTI meeting, the team can

document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.

A parent request for assessment starts the assessment process and VSCS must respond in writing within 15 days. Director of Special Education or designee will notify RTI Team of the parent's request. VSCS will hold a meeting within 10 days to address the parent's concerns and determine if an assessment is required. If so, parent will receive a written Assessment Plan within 15 days. Assessment Plan and Prior Written Notice (PWN) will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. The parent will be given at least 15 days to provide written consent. A pupil shall be referred for special education instruction and services only after the resources of the regular education program through the Multi-Tiered System of Supports have been considered and, where appropriate, utilized (Education Code Section 56303) (See Appendix U for RTI & MTSS Handbook). The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment. If assessment is not required, parent will be provided with a Prior Written Notice (PWN) indicating denial of request within 15 days of the request.

If a student enrolls, and has an existing IEP, the Charter will send notification within 5 days and hold an IEP meeting within 30 days.

F. IEP Meetings

VSCS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. VSCS shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the VSCS designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the parent/guardian; and other VSCS representatives who are knowledgeable about the regular education program at VSCS and/or about the student. VSCS shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, special education teacher, and behavior specialist, and shall document the IEP meeting and provide the notice of parental rights.

G. IEP Development

VSCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible VSCS students in the least restrictive environment in accordance with the policies and procedures of the Charter

School and requirements of State and Federal law. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals shall be developed.

IEP meetings will be held according to the following schedule:

- Yearly to review the student’s progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student’s progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent’s request)
- When an Individual Transition Plan is required at the appropriate age
- When VSCS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student’s misconduct was a manifestation of his/her disability

H. IEP Review

The IEP team will formally review the student’s IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress. If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, VSCS will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

I. IEP Implementation

VSCS shall ensure that all progress reporting complies with state and local guidelines. VSCS shall be responsible for implementation of IEPs and supervision of services. VSCS shall provide the parents with timely reports on the student’s progress as provided in the student’s IEP, as frequently as progress reports are provided for VSCS’s non-special education students, which is at least once during each academic term. VSCS shall also provide all homeschool coordination and information to the parent/guardian each semester. VSCS shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations. All special

education services and supports shall be developed to ensure student receives a free, appropriate education in the least restrictive environment.

J. Interim and Initial Placements of New Charter School Students

For students who enroll during the school year in VSCS from another school district with a current IEP, VSCS shall implement comparable services in accordance with the most recent agreed-upon and implemented IEP from previous school district to the extent practicable or as otherwise agreed between VSCS and the parent/guardian. VSCS will conduct an Interim IEP meeting within 30 calendar days. Prior to such meeting and pending agreement on a new IEP, VSCS shall implement the existing IEP at VSCS, to the extent practicable or as otherwise agreed between VSCS and the parent/guardian.

K. Non-Public School Placements/Non-Public Agencies

VSCS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. VSCS shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement in accordance with applicable law.

L. Non-Discrimination

It is understood and agreed that all children will have access to VSCS, and no student shall be denied admission nor counseled out of VSCS due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

M. Procedural Safeguards and Parent/Guardian Complaints

VSCS shall adopt policies and procedures for responding to parental concerns or complaints related to special education services in accordance with applicable law. Parents or guardians of students with IEPs must provide written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. VSCS will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions at least once per year. VSCS will utilize the Notice of Procedural Safeguards used by the El Dorado County Charter SELPA.

VSCS shall receive any concerns raised by parents/guardians regarding related services and rights. VSCS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. An IEP meeting will be scheduled if necessary to address the parent complaint. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. VSCS shall respond to any complaint to or

investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights, or any other agency.

N. Dispute Resolution

VSCS may initiate a due process hearing or request for mediation with respect to a student enrolled in VSCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, VSCS shall defend the case. In the event that VSCS determines that legal representation is needed, it shall select appropriate legal counsel.

O. SELPA Representation

VSCS understands that it shall represent itself at all SELPA meetings.

P. Funding

VSCS understands that it will be subject to the allocation plan of the SELPA.

Q. Section 504 of the Rehabilitation Act

VSCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of VSCS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by VSCS.

A 504 team will be assembled by VSCS's 504 Coordinator or other designated staff and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not qualify to receive services is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have accommodation needs under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by VSCS's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that she or he review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

English Learners

VSCS will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

VSCS complies with all applicable federal and state laws concerning services and the education of EL students. VSCS shall adopt policies and procedures ensuring the:

- Identification of EL students
- Development of a program designed to provide assistance to EL students
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

Under the management of the superintendent, VSCS takes an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire CLAD and BCLAD teachers. Teachers not currently authorized but who are serving EL students shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The superintendent, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

A. Home Language Survey

VSCS will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

B. CELDT or ELPAC Testing

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) or English Language Proficiency Assessments for California (“ELPAC”) tested within thirty days of initial enrollment¹⁸ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

VSCS will notify all parents of its responsibility for CELDT or ELPAC testing and of CELDT or ELPAC results within thirty days of receiving results from publisher. The CELDT or ELPAC shall be used to

¹⁸ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

C. Reclassification Procedures

The Every Student Succeeds Act (ESSA), Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The coordinator of EL services and the assistant superintendent overseeing EL will supervise the process of monitoring reclassified students. School staff will use the CAASPP, multiple measure scores, teacher assessments, and observations to semi-annually monitor the progress of R-FEP students for a period no less than 24 months after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including but not limited to the following:

- a) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT or ELPAC
- b) Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- c) Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- d) Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English
- e) The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage

D. Parent Notification and Involvement

The school shall send a notification of the results of English proficiency assessments within 30 days to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and in the pupil's primary language. In addition, the notice shall be given orally when staff has reason to

believe that a written notice would not be understood. Parents/guardians also shall be notified of the results of any reassessments. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian.

E. Strategies for English Learner Instruction and Intervention

VSCS will create an environment in which non-English speaking families feel supported and welcomed. VSCS will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language. All meetings that involve parents or other members of the community will offer the appropriate translation services as needed, by request.

Teachers will engage in best practices to support ELs, with the specific strategy modified according to the need of the student and the program in which the student is enrolled. In the classrooms, ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, and peer support. In independent study/homeschool, students will be supported daily with a variety of online tools including i-Ready, Rosetta Stone, Canvas, and Adobe Connect, which allows students to connect with their credentialed teacher via a virtual platform. In addition, face-to-face instruction with a credentialed CLAD or BCLAD instructor will occur each week.

VSCS staff will continue to receive professional development in Specially Designed Academic Instruction in English (SDAIE), ELD instructional strategies, and reading instruction per the Multi-Tiered System of Supports pyramid as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

These practices include, but are not limited to project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental pullout instruction with a focus on academic language acquisition, after-school support, and tutoring.

In addition, the VSCS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs. Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

During these meetings, all students classified as EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- **EL – Core:** students who are recent English learners or immigrants and will benefit most from strategies specifically directed at transitioning them to English
- **EL – Reclassify:** higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- **EL – With Learning Differences:** students who are likely to have tested as EL due to learning differences that may be better supported through an IEP
- **EL – Low-Skilled:** students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support all ELs. In addition, those EL students not ready for reclassification will be enrolled in an EL-specific after-school study program with additional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that SSR is used to raise their reading fluency.

F. Monitoring and Ongoing Evaluation of Program Effectiveness

EL Students will be assessed on English language proficiency level in the fall and the spring annually. The EL Coordinator administers and reports CELDT or ELPAC results to staff and monitors and supports reclassification of ELs on a continuous basis. ELA lead staff coordinates/conducts EL professional development, administers non-CELDT or ELPAC assessments, coordinates additional EL interventions, and supports all content areas with EL strategies. Finally, administration will monitor teacher qualifications for legal compliance and the availability of adequate resources.

VSCS’s evaluation for the program effectiveness for ELs includes:

- 1) Adhering to VSCS-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress
- 2) Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design
- 3) Monitoring of student identification and placement
- 4) Monitoring of parental program choice options
- 5) Monitoring of availability of adequate resources

G. English Learner Advisory Committee (ELAC)

When there are 21 or more English learners at VSCS, parent/guardian ELAC shall be maintained to serve the advisory functions specified in law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of

the total number of pupils in the school. The ELAC will have four legal responsibilities. They must advise the school and staff on the following:

- Development or revision of a master plan for English learner education for the individual school
- Development of the school's needs assessment
- Administration of the school's annual language census
- Ways to make parents aware of the importance of regular school attendance

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control and Accountability Plan (“LCAP”)

The Charter School will produce a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “sub-priorities.”

Element B: Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

VSCS will measure student achievement in the following three (3) ways:

1. VSCS will meet state calculated growth target annually in all significant subgroups and school-wide in two (2) of the last three (3) years.
2. VSCS will meet state calculated state-mandated assessment participation rate school-wide in two (2) of the last three (3) years.
3. Students who are identified as Multi-Tiered Systems of Support (MTSS) Tier II will show improvement in proficiency as measured by the VSCS systematic online standards-based assessment tool in two (2) of the last three (3) years.

VSCS has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

Accomplishments in each of the goals and outcomes directly support the mission to foster the innate curiosity of students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student.

As the state finalizes new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress (“CAASPP”) assessment system) and new school performance measures (e.g., API), VSCS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element A of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Assistant Superintendent or Designee will annually review credential status.

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	Instructional materials purchased will be aligned to Common Core State Standards per the charter petition.

SUBPRIORITY C – FACILITIES

GOAL TO ACHIEVE SUBPRIORITY	Maintain clean and safe school facilities.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Regular facility inspections will screen for safety hazards.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A – CCSS IMPLEMENTATION

GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.
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ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	90% of EL students will gain academic content knowledge through the implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	90% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Per the charter, “parents who enroll their children in the Charter School shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children’s education.” Parents will also be involved through activities including, but not limited to, volunteering, workshops, summer conference, parent education events, surveys, accreditation, LCAP stakeholder feedback, learning plan meetings, and various other on-site activities.
ACTIONS TO ACHIEVE GOAL	Parents will be involved through either learning plan meetings or parent/teacher conferences.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain the School Site Council.
ACTIONS TO ACHIEVE GOAL	School administration will work with the Board/Parent Participation Group to recruit parents to the SSC via flyers.
SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for

	improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Growth of students overall and at every applicable subgroup, per the State Dashboard, on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a program for assisting at-risk students; use of instructional technology in the area of mathematics; use of Multi-Tiered System of Supports.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Schoolwide and all student subgroups will show growth per the CDE dashboard as calculated by the State Board of Education.
ACTIONS TO ACHIEVE GOAL	Instruction will incorporate testing strategies in preparation for the CAASPP.
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will show growth per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive additional instructional support which includes small group work, usage of Specially Designed Academic Instruction in English (“SDAIE”) and ELD instructional strategies, and reading instruction per Multi-Tiered System of Supports pyramid.

SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Qualifying EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction per Multi-Tiered System of Supports pyramid.
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. School attendance rates	
B. Chronic absenteeism rates	
C. Middle school dropout rates (EC §52052.1(a)(3))	
D. High school dropout rates	
E. High school graduation rates	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 95% ADA rate.
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate adequate progress, as defined by our Master Agreement and VSCS Board policy, at every learning period.
ACTIONS TO ACHIEVE GOAL	Collaboration with parents and implementation of interventions as specified in our Adequate Progress and SARB board policies
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will promote 98% of 7 th and 8 th grade students.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups.
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
A. Pupil suspension rates	
B. Pupil expulsion rates	
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
SUBPRIORITY A – PUPIL SUSPENSION RATES	

GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate less than county averages.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained on Social Emotional Wellbeing component of our school policy which outlines the discipline processes. Assistant Superintendent and the Director will work with teachers and families to manage student behavior issues and concerns.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate less than county averages.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow our Handbook which outlines our expulsion policy and behavior approach. Assistant Superintendent and the Director will work with teachers and families to manage student behavior issues and concerns.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safe Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students who attend resource centers will participate in regular fire, earthquake, and safety drills.
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School staff and parents will host various community building events and activities throughout the year.
ACTIONS TO ACHIEVE GOAL	Charter School will host at least three community events through collaboration with parents, students, and community members.
<p>STATE PRIORITY #7— COURSE ACCESS</p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter.

ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
STATE PRIORITY #8— OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency, or growth toward grade level proficiency, in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All students participate in Charter School’s ELA program on each school attendance day. Instructional strategies implemented throughout include: small group work, one-to-one tutoring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation and collaboration with colleagues to support student-learning goals.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students participate in Charter School’s math program. Instructional strategies implemented in math may include: direct instruction, spiraling math curriculum, small group work, one-to-one tutoring, peer tutorial support, small group after-school tutorial, collaboration with colleagues to support student goals and learning.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
SUBPRIORITY D – SCIENCE	

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies may include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including direction instruction and hands on learning experiences students will study content using the Visual and Performing Arts standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Physical Education.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the Physical Education Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to maintain a physically active, healthy lifestyle.
SUBPRIORITY G – HEALTH (GRADES TK-12)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Health.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the Health Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to relate to health education.

SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in foreign language.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the World Language Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area.
SUBPRIORITY I – CTE (GRADES 7-12 ONLY – SEE APPENDIX W)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in CTE.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the CA CTE Standards grade seven through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area.

Element C: Methods of Measuring Student Progress

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a School Accountability Report Card. Education Code Section 47605(b)(5)(C).

VSCS expects all students will achieve the state content standards by graduation but not all will progress at the same rate. Homeschool specialists shall consider each student's individual abilities, interests, and talents in utilizing these measurements. VSCS administers the mandated state assessments as an independent entity and also meets any required state performance standards developed. VSCS conducts tri-annual evaluations of student academic performance in ELA and mathematics to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools both within San Diego County and across the State of California.

Please refer to the table in the previous section for a description of the assessments VSCS shall utilize in its educational program, which are aligned to the eight State Priorities and demonstrate multiple measures for each subject area. VSCS affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a School Accountability Report Card (SARC) as required by Education Code Section 47605(b)(5)(C).

Additionally, student progress is assessed through the current state mandated assessment tool(s) per Education Code Sections 60605 and 60851 and a variety of the following:

1. Monthly review of work
2. Annual portfolios
3. Parent, student, and homeschool specialist observation
4. Norm and criterion referenced tests
5. In-house formative student assessment,
6. Assessments given through Professional Learning Communities
7. Continuous, personalized assessments through independent study courses
8. Student demonstrations
9. Student projects
10. Student grades
11. Student work samples
12. Student self-evaluations

The staff of VSCS believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. All students will have a personalized learning plan developed that matches their current academic achievement level, learning style, and interests while developing skills to meet or exceed the challenges of grade level work. Students performing substantially below grade level expectations will be referred to a team of teachers and administrators to discuss the parents' and teacher's concerns. This team will develop a plan for meeting the student's needs, including evaluating curriculum used by the student and the delivery method(s).

Teachers will meet monthly in Professional Learning Communities (PLCs) to evaluate student assessment data, identify targeted areas of improvement, and collaborate to plan instruction for students in those areas. Student data will include standardized benchmark assessments, mastery quizzes by standard, authentic work products, and writing samples.

Each VSCS program will collaborate on analysis of their students' progress, including student demographics, attendance, behavior, achievement in all areas, retention, budget, extracurricular activities, parent involvement, etc.

Regular meetings are held with the parent and the student to review the progress of the student. It is a primary goal of VSCS to ensure that parents and students are empowered with information about their progress and support to help them reach their goals. These meetings occur regularly and include a focus on data-driven instruction.

When students enter the ninth grade as VSCS, staff will ensure that they are informed of their course options, testing options, and deadlines for test registration. The staff will provide students with information on college selection, financial aid, and scholarships as well as the opportunity to assess their own interests, values, and proclivities as related to education and career planning. The VSCS guidance team will advertise opportunities for students to apply for scholarships for which they may qualify.

A. Assessment

All students will be assessed using multiple measures including diagnostic, summative, and formative progress monitoring.

VSCS students will achieve competency in the skills outlined in the Common Core State Standards at each grade and authentically prepare for postsecondary success while in high school. All of the benchmark exams given at VSCS will be aligned to the Common Core State Standards and staff will both conduct in-house professional development and attend external professional development focused on reaching the goals set out in each of the standards. At VSCS, competency will be measured through a variety of assessments aimed at capturing a complete picture of student knowledge and recognizing a variety of intelligences. Competency will also be measured through a growth model recognizing where students are and setting achievable goals for individual students.

Diagnostic testing is offered three times per year across subject areas in order to gain deeper insight into a student's strengths and areas of growth early in the academic year. VSCS students also complete three benchmark exams designed to assess mastery of the grade-level I CAN!s (Springs' Power Standards). Diagnostic and benchmark test results are used to develop learning plans. The learning plans incorporate VSCS I CAN!s. Based on frequent student assessment outcomes, the curricula are modified and personalized as needed to ensure students are best prepared to meet rigorous performance goals.

VSCS uses i-Ready diagnostic assessments which are online adaptive ELA and math assessments built for the Common Core State Standards. i-Ready assessment items are intended to match the rigor of the Common Core and cover the main domains of ELA (phonics, phonological awareness, high-frequency words, vocabulary, comprehension of literature, and comprehension of informational text), and math (number and operations, algebra and algebraic thinking, measurement and data, and geometry).

Benchmark exams are developed in OARS (Online Assessment Reporting System) using INSPECT and NWEA item banks. Both item banks offer extensive libraries of standards-based items. These items match the rigor and academic language of items found in the Common Core State Standards and offer a broad variety of ways to assess each standard. Benchmark assessments will determine student progress and prescribe targeted interventions for each student if needed.

We are committed to using the best assessment tools that are aligned to California state standards (Common Core State Standards). We value tools that not only include appropriate assessment items, but that also provide powerful reporting features that help administrators, teachers, and parents make meaning from complex assessment data. OARS and i-Ready both meet these requirements and we are committed to continuing the use of these tools; however, we realize that there may be a future need to change assessment tools as we continue the implementation of Common Core State Standards. Our data analyst correlates our diagnostic and benchmark data to state test data. Teachers use diagnostic and benchmark data to ensure that their students are on grade-level and achieving expected growth. They also use this data to predict success on our high-stakes state achievement test. If we find that our assessment tools do not correlate with state achievement data, we will evaluate the tools and consider another option to replace i-Ready and OARS.

Students in the RTI process will complete additional diagnostic and benchmark testing using a variety of assessments such as Dibels NEXT. There are three additional assessments required for students involved in Tier 2 of the RTI process. These assessments are each used to provide a different aspect of student achievement. Their purpose is to establish baselines in which to measure growth gains, and along with universal screening measures, are used to establish goals for the purpose of gaining and achieving grade-level equivalency. They are: Dibels NEXT, Oral Reading Fluency and Retell Fluency (ORF and RTF), Dibels Math, and San Diego Quick.

B. Use and Reporting of Data

VSCS will use Key Data System's INSPECT/OARS as a data warehousing platform to manage student progress. Key Data's INSPECT has been aligned to the Common Core State Standards and CAASPP questions and will be used to assess formatively and summatively. By using VSCS's INSPECT mastery quizzes, students will have the opportunity to follow their own progress and determine when they are ready to take larger benchmark assessments.

Additionally, VSCS will use the i-Ready platform to produce timely reports on a variety of measures for diagnostic assessments to determine how students perform overall, by standard, by numerically significant subgroup, and in comparison to other charter schools in California. I-Ready reports are nationally normed and provide a wealth of information in a parent-friendly format.

VSCS will also annually create and post the School Accountability Report Card (SARC) with overall school conditions, demographics, and performance. The SARC report will also allow for further disaggregation of student performance data by numerically significant subgroup.

VSCS teachers will use an online learning management/gradebook system, Canvas, and will enter a minimum of three grades per week across categories such as "homework," "citizenship," or "performance assessments" in order to create a rich picture of student performance in each class.

VSCS students will also be required to regularly check their grades using Canvas's online student interface. Students will learn how to analyze this data, use it to advocate for themselves, and comprehend it deeply in order to make improvements. Teachers will use an individual student's grade data from Canvas to make decisions about necessary Student Support Plan meetings and will use this data during those meetings. VSCS parents will be educated at the beginning of the year about how to monitor their own student's data via the Canvas online interface.

C. Improvement Plan

VSCS is committed to understanding the data in order to improve student outcomes. This philosophy also reflects VSCS' commitment to repeated assessment using a variety of measures to generate data about student learning and understanding. The VSCS staff participates in bi-monthly Professional Learning Communities to engage in two levels of inquiry using data. VSCS staff uses a cycle of inquiry to move students toward improvement.

D. Cycle of Inquiry Stages

1. Identify an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with questions
3. Set goals and measures for success
4. Build a plan to meet said goals
5. Implement the plan
6. Analyze the data and reflect to inform ongoing practice

E. Grade Level Teams

Teachers across disciplines meet as a grade level team and use discipline report data, classroom observations, and grade reports to discuss progress on both social and leadership skills and core academic skills. Teachers are involved in a cycle of inquiry to raise the outcomes of the students in that grade level. Results are relayed to the teachers of individual students so that pertinent information can be used in personalized learning plan meetings with parents and the student.

F. Department Teams

Teachers in the same department meet as a team and use formative assessment data and classroom observations to discuss progress primarily on the core academic skills. Teachers are involved in a cycle of inquiry to identify ways to improve student achievement in that discipline. These focused data meetings take place monthly.

G. Reporting of Data to the VSCS Board and Community

The VSCS director compiles an annual school performance report for each program to be presented to the Board of Directors. This report includes, at a minimum, the following information:

- Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed.
- An analysis of whether or not student performance is meeting the goals specified in the charter.
- Data on the level of parent involvement in program activities.
- Data regarding the number of staff working at the program and their qualifications.
- An overview of the program's demographics, including numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Information demonstrating whether or not the program implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

The report is presented to the VSCS Board at the end of the school year at a public meeting. Data from the performance report is translated into the SARC that is published on VSCS' website.

H. Reporting of Data to Families and Students

Students and families will be informed of the results of their student's assessments at regular parent meetings along with discussion of the implication of the results and goals for future

assessments. Individual student results will be relayed to parents during personalized learning plan meetings, and via grade reports and progress reports. Teachers will relay class-wide and grade-wide data to students after assessments. Teachers will help students review and analyze their own data on a regular basis and help students understand their own strengths and areas for growth.

I. SARC & LCAP

VSCS will comply with state mandated requirements applicable to charter schools regarding the SARC and Local Control and Accountability Plan (LCAP). The SARC will be accessible to all parents via the VSCS website. Progress toward LCAP goals will be tracked through a variety of instruments, such as OASIS, our student database system; OARS, our assessment reporting system; and our budget. This data will be analyzed quarterly by administrative leadership to help us meet our LCAP goals.

Element D: School Governance Structure and Parental Involvement

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

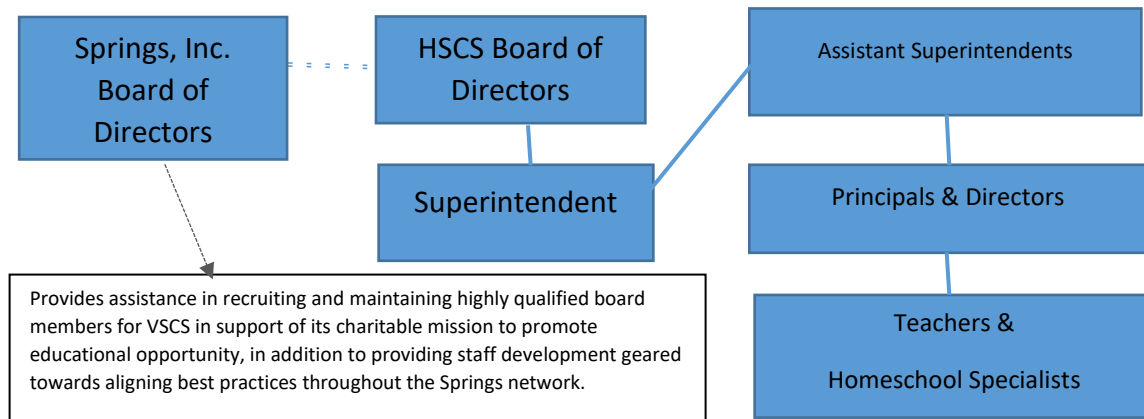
A. Legal Status

Vista Springs Charter School will be a directly funded independent charter school and will be operated by Harbor Springs Charter School, Inc., a California nonprofit public benefit corporation, upon approval of this charter. HSCS, Inc. is not a subsidiary of the SBE, and shall exist entirely separate from the SBE. HSCS, Inc. operates the existing Harbor Springs Charter School, and will also operate Vista Springs Charter School. The Board will hold open, public meetings for each individual school where all business will be conducted separately, providing a clear demarcation of the governance for each school to better allow for parent involvement and operational transparency. Board meetings for Vista Springs will be scheduled at a time and place to meet the needs of VSCS stakeholders, and to support stakeholder involvement in governance.

VSCS will operate autonomously from the SBE, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the SBE and VSCS. As outlined in Education Code Section 47604(c), the SBE shall not be liable for the debts and obligations of VSCS (operated by the HSCS nonprofit public benefit corporation) or for claims arising from the performance of acts, errors, or omissions by VSCS as long as the SBE has complied with all oversight responsibilities required by law. VSCS shall maintain a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the SBE. The SBE will be named as an additional insured under VSCS' insurance coverage. Details of this policy will be outlined in a Memorandum of Understanding (MOU) between VSCS and the SBE, and a copy of this policy will be available to the SBE before opening. VSCS will act as its own fiscal agent to the fullest extent of the law.

HSCS, Inc. Articles of Incorporation, Bylaws, and Conflict of Interest Code can be found in Appendices X, Y, and Z, respectively. These documents outline the structure of the nonprofit school, but for ease of reference, HSCS has developed the below chart reflecting the structure outlined in the organizational documents:

Organizational Chart



B. Sole Statutory Member

The success of the charter school depends on high quality leadership on the governing board and key staff members. It is often difficult to find knowledgeable, qualified board members to serve on charter school boards, considering the Board’s responsibility to ensure the success of the school. In order to address this issue, Springs Charter Schools Inc. acts as the “sole statutory member” of HSCS, Inc., which means it is responsible for the recruitment and appointment of the individuals who serve on the HSCS Board of Directors. Springs Charter Schools, Inc., is a California nonprofit public benefit corporation with tax exempt 501(c)(3) status, whose charitable purpose is to promote the definition of student achievement and support and promote professional development for public school teachers (reference the board bylaws in Appendix Y). This structure allows the HSCS governing board to focus on their important responsibilities to oversee the operations of Vista Springs Charter School, including approving curriculum and instruction, budget and finances, and policy and procedures; as opposed to focusing efforts on Board member recruitment.

All governance of Vista Springs Charter School is provided at the local level by the HSCS Board of Directors; Springs Charter Schools, Inc. has **no purview** over school policies, the daily operations of the charter schools (e.g., personnel, procedures, curriculum, or budget, etc.). As noted above, Springs Charter Schools, Inc. has very limited duties and responsibilities as specified in the HSCS bylaws (Article VI, Section 3), specifically:

- 1) filling vacancies on the HSCS, Inc. Board of Directors;
- 2) removal of the HSCS, Inc. Directors in the instance such is necessary;
- 3) in case of closure of all charter schools operated by HSCS, including Vista Springs Charter School, voting on the disposition of the HSCS corporation’s assets;
- 4) approving the terms of merger of HSCS with any other nonprofit, should such merger be necessary or appropriate; and
- 5) elect to dissolve the HSCS corporation, in the instance HSCS must wind-down operations.

Springs Charter Schools, Inc. was designed to support charter schools in the Springs’ network, and is

governed by a highly-qualified three- to five-member board. In order to ensure transparency in the operations of Springs Charter Schools, Inc., Springs Charter Schools, Inc. voluntarily agrees to comply with the legal requirements of the Brown Act, Government Code Section 1090, Public Records Act, and the Political Reform Act prospectively beginning on July 1, 2017. Board members shall file form 700s, and the Springs Charter Schools, Inc. Board contains no employees or interested parties of any of the charter schools that it supports.

Benefits of the sole-statutory structure for our school network:

- Ensures that all board positions are filled quickly and with highly qualified applicants;
- Provides a “checks and balances” system to ensure that each network 501(c)(3) board is professional, balanced and mission-driven. Without this structure, the board would be self-appointing and could devolve into cronyism and/or stray from the mission of Springs Charter Schools to provide high-quality educational options for students;
- Preserves and promotes a unified mission for all Springs Charter Schools’ network schools;
- Operates with the transparency of a public school, following the Brown Act, and all applicable conflict of interest laws;
- Provides additional leadership if the HSCS nonprofit ever needs to wind-down and close;
- Provides mission-driven staff development training activities to ensure alignment between all Springs Charter Schools.

C. Conflict of Interest

The HSCS, Inc. Board of Directors has adopted a Conflict of Interest Code that complies with the Political Reform Act. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors and/or Fair Political Practices Commission, whichever has jurisdiction, for approval. Annual Form 700 financial interest disclosure statements shall be required of all HSCS Board members. For the full the Conflict of Interest Code, see Appendix Z.

Again, to ensure there is no confusion, and as reflected in this charter and the bylaws, HSCS, Inc./VSCS will abide by Government Code Section 1090.

D. Board of Directors

As stated above, VSCS will be governed by the HSCS, Inc. Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

To make Board meetings easily accessible to Vista Springs’ parents, students, employees and to the community, all Board meetings will be bi-located via live teleconference at both our administrative offices, located at 43448 Business Park Drive, Temecula, CA, 92590, as well as at our Vista campus, 700 E. Bobier Drive, Vista, CA 92084. Anyone wishing to attend a meeting may do so at the location of their choice. In accordance with the Brown Act, meeting notices will be posted at both locations as well as on our school website, 72 hours in advance of a regular meeting.

The Board of Directors of HSCS, Inc. will include no fewer than three (3) and no more than seven (7) board members. Applicants for vacant positions may be nominated by the Board, with nominations submitted to the Sole Statutory Member, and if confirmed to be high-quality applicants who align with the mission of the school, they will be appointed through the written approval of the Sole Statutory Member. In accordance with Education Code Section 47604(b), the SBE may appoint a single representative to sit on the HSCS, Inc. Board of Directors. The chartering authority's representative need not be approved by the Statutory Member. If the SBE appoints a representative, the HSCS, Inc. Board shall have the right to seek an additional director to maintain an odd number of directors.

E. Board Member Qualifications

When a vacancy arises on the HSCS, Inc. Board, interested applicants may submit applications (a letter of interest and resume) to the HSCS Board, who would send the applications to the Springs Charter Schools, Inc., Board for review. Alternatively, applicants may submit applications directly to Springs Charter Schools, Inc., for vacant positions. Once applications are received by the Springs Charter Schools nonprofit Board, the Board would begin the formal application review and interview process. Once confirmed to be high-quality candidates who will further the charitable mission of the school, the applicant will be voted on for appointment to the HSCS, Inc. Board. Applicants for the position of HSCS, Inc., Board member must:

- 1) Reside in San Diego County or in a contiguous county where Vista Springs Charter School students are served;
- 2) Not be an interested person (i.e., the person must not have received compensation from VSCS for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director and must not be the brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.);
- 3) Be able to attend at least 80% of regularly scheduled board meetings and workshops each year;
- 4) Display a willingness to actively support and promote the vision and mission of Vista Springs Charter School; and
- 5) Be dedicated to Vista Springs Charter School's educational philosophy and mission.

All Board terms shall be for three (3) years. Directors may serve no more than two (2) consecutive terms.

F. Board Member Responsibilities

As a 501(c)(3) tax exempt nonprofit public benefit corporation, the HSCS, Inc. Board serves as the corporate board of directors and is governed in its operations and actions by its corporate bylaws,

which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. The Board has final authority for all aspects of the Charter School's operation and educational programs. The Board's primary mission is to ensure that students are achieving success and that the Charter School's mission guides all decision-making. Additional roles and responsibilities of the Board include but are not limited to:

- **Finance**
Monitor fiscal solvency and management
Approve budgets/spending and fiscal policies
- **Educational Program**
Monitor student performance
Ensure curriculum aligns with the school's mission
- **Student Enrollment Hearings**
Determine enrollment of students who have previous suspensions/expulsions
- **Personnel**
Hire/evaluate superintendent
Approve personnel policies
- **Facilities**
Enter into financing and building contracts
Approve construction and remodeling of facilities

G. The HSCS Board of Directors initially consists of the following individuals:

- 1) Louis Fetherholf, Chair
 - Bachelors of Science in Chemistry and Mathematics, Southern Utah University
 - Master's in Public Administration with emphasis in Police Leadership and Ethics
 - FBI National Academy graduate

- 2) Kristyn Johnston, Vice Chair
 - Bachelors of Science, California State University at San Bernardino
 - Previous Board of Directors experience
 - Homeschool expert and parent/student advocate

- 3) Pam Rivas, Secretary
 - Bachelors of Science in Business Administration, National University
 - Quality Assurance Supervisor at the Van Can Company
 - Community volunteer

- 4) Cheryl LaCount, Treasurer
 - Bachelors of Science in Business Management, Franklin Pierce College
 - Certified Manager, James Madison University
 - Gold Award committee member (GSSGC)

- 5) Rachel Couch, Director
 - Bachelor of Science, Cal Poly San Luis Obispo
 - Credential – Clear Single Subject Social Science with CLAD
 - Teacher with counseling experience

- 6) Steaven Chan, Director
 - Bachelor of Science, De La Salle University (Philippines)
 - Multi-lingual business owner
 - Robotics coach, Homeschool parent, community volunteer

- 7) Pamela Ellard, Director
 - Special Education expert and advocate
 - Homeschool parent and tutor
 - Small business owner and community volunteer

H. Superintendent

The superintendent will have the authority and responsibility of managing the day-to-day operations of VSCS including the selection of administrative, certificated, and classified personnel. Additionally, the superintendent will direct, administer, and coordinate activities in support of organizational policies, goals, and objectives by performing the following duties personally or through subordinate managers:

- Serve as liaison between management and Board of Directors;
- Supervise members of the Senior Management Cabinet made up of management employees who direct department activities that implement the organization's policies and procedures;
- Guide and direct management in the development, production, promotion, and financial aspects of the organization's products and services;
- Direct the preparation of short-term and long-range plans and budgets based on broad corporate goals and growth objectives;
- Implement programs that meet corporate goals and objectives;
- Create the structure and processes necessary to manage the organization's current

activities and its projected growth;

- Maintain a sound plan of corporate organization, establishing policies to ensure adequate management development and to provide for capable management succession;
- Direct the development and installation of procedures and controls to promote communication and adequate information flow within the organization;
- Establish operating policies consistent with the broad policies and objectives of the corporation and ensure their execution;
- Evaluate the results of overall operations regularly and systematically;
- Ensure that the responsibilities, authorities, and accountability of all direct subordinates are defined and understood;
- Ensure that all organization activities and operations are carried out in compliance with local, state, and federal regulations and laws governing business operations;
- Ensure professional quality relationships with contracted agencies; and
- Assist charter school directors in school accreditation process.

I. Board Meetings

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 commencing with Section 54950 of Division 2 of Title 5 of the Government Code) and the bylaws. Board meetings will occur no less than four times per fiscal year at a mutually agreed upon location, but may occur more regularly as called or scheduled by the Board.

J. Memorandum of Understanding

The details of the working relationship between the SBE and VSCS will be delineated in a memorandum of understanding (MOU).

K. Parent Involvement

Parents will be encouraged to participate in the School Site Council and be encouraged to be involved in school activities, fundraising, and advising the HSCS, Inc. Board of Directors on any and all matters related to the strengthening of the VSCS community. Parent participation will play a vital role in the effectiveness of our program. Parents are also encouraged to attend the Brown Act Compliant Board meetings, and, if qualified, are welcome to apply for vacant Board positions.

In addition to encouraging parents to serve on the HSCS, Inc. Board of Directors, and parent participation on the Parent Advisory Council, parents will be encouraged to volunteer at VSCS. The VSCS administration shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from VSCS or school activities due to the failure of his or her

parent or legal guardian to volunteer at the school.

L. Board Member Professional Development

Each board member will be required to attend multiple professional development trainings that will cover the following topics:

1. Brown Act
2. Family Educational Rights and Privacy Act (FERPA)
3. Expulsion process
4. Student achievement
5. Finance/budget
6. Local Control and Accountability Plan (LCAP)
7. One external conference per year

Element E:

Qualifications of Individuals Employed by the Charter School

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

VSCS, Inc. will employ professional staff members who are certificated in their teaching field and other qualified staff personnel who subscribe to the mission and educational philosophy of the school. In accordance with Education Code 47605(d)(1), VSCS is nonsectarian in their employment practices and all other operations. VSCS does not discriminate against any employee or potential employee on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation or disability. All certificated staff are issued licensure by the California Commission on Teacher Credentialing. All VSCS employees are “at-will” employees. All at-will employees may be terminated with or without cause.

The charter school is a school of choice and no person is forced to work for the organization. The charter will comply with all federal and state laws regarding employee records. VSCS will meet all federal/state guidelines under the ESSA.

A. Recruitment of Vista Springs Staff

VSCS strives to recruit and hire the best-qualified candidate for each position within the organization. To that end, vacancies are advertised in various locations and formats. Applications are screened for competency and suitability for the particular position. Qualified candidates are tested and interviewed, and ultimately the best-suited candidate receives an offer of employment.

B. General Qualifications for Key Positions

1) Superintendent

As outlined in Board Policy, the superintendent is responsible for overseeing all aspects of the school operations and staff. The HSCS, Inc. Board delegates authority for the overall administration of the Charter School’s day-to-day affairs to the superintendent. The superintendent provides leadership and oversight for the instructional, operational and financial aspects of each school, including VSCS. The superintendent also provides leadership and supervision to ensure agency compliance with all federal, state, and county regulations governing the education of students.

The superintendent will be responsible for:

- Providing leadership and supervision for the development and implementation of effective instructional programs for all students

- Ensuring that all such programs comply with Education Code, IDEA and all regulations
- Ensuring adequate staffing in all departments and overseeing personnel practices
- Providing visionary instructional leadership and sound fiscal management for all schools
- Attending all regular Board of Directors' meetings
- Providing leadership and supervision of professional development on an ongoing basis for all staff
- Ensuring departmental and academic goals are addressed and met on an annual basis

Person holding this position must possess, at minimum:

- A master's degree, with a minimum of 10 years of experience working with youth/adolescents
- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Excellent financial, business and quantitative skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with youth/adolescents and their families

Preferred skills:

- Doctorate or other higher education degree

2) Principal/ Director

The principal or resource center director supervises both instructional and non-instructional staff, and is responsible for implementing the mission and vision of the charter school, its philosophies and practices. The principal/resource center director is responsible for engaging the community and ensuring that program staff stress the importance of the community as the extended classroom. The principal/resource center director is responsible for ensuring that personalized instruction takes place for each student, each day, throughout the school year. Other responsibilities include:

- Providing leadership for the development of school programs and curricula on a daily basis
- Serving as the liaison between parents, teachers, and students when appropriate
- Serving as the “voice” for her/his resource center and reporting to the superintendent as required
- Conducting research and implementing best instructional practices to meet the needs of each student on a personalized level
- Ensuring safest and most productive measures resulting in a productive school environment
- Fostering and nurturing a positive and supportive school culture for all students, staff and parents
- Collaborating with teachers, staff, parents, and students as stakeholders in key decisions that affect the school
- Providing professional development opportunities for all staff to grow professionally
- Ensuring that vacancies are filled with the best staff possible and working closely with the Human Resources department
- Evaluating staff and ensuring supervision of volunteers
- Collaborating with community agencies

Person holding this position possess, at minimum:

- A master’s degree, with a minimum of 5 years of experience working with youth/adolescents
- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with young/adolescents and their families

Preferred skills:

- Bilingual proficiency in English and Spanish

3) Teachers, including Homeschool Specialists (all whom are credentialed teachers)

Credentialed teachers are responsible for implementing the educational programs for all students while personalizing instruction to meet the needs of each individual student, and creating challenging activities consistent with the subject matter under study. Teachers will assess students throughout the year and vary the modes of instruction to the learning style of each student. Teachers will also be responsible for collaborating with other staff members, both within and outside their discipline/department. In addition to their classroom instructional role, the duties of the teacher include, but are not limited to:

- Understanding the mission and vision and practices of charter schools
- Overseeing student academic progress, including assessment and recommendation(s)
- Promoting a school culture/environment that maximizes student learning and critical thinking
- Engaging in ongoing professional development activities
- Collaborating with colleagues and administration
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents
- Utilizing the community as an extension of the classroom

All VSCS teachers (TK-12) will hold appropriate California teaching credentials (including CLAD and BCLAD if necessary), permits, and/or other documents issued by the Commission on Teacher Credentialing from the State of California, and to the extent required of charter schools. Core subject teachers providing instruction in mathematics, language arts, science, and history/social science will meet the requirements outlined in Education Code Section 47605(l).

In VSCS all Transitional Kindergarten (TK) teachers will be held to the standards as set forth in SB 876 pursuant to EC 48000 (g). At minimum teachers will have completed 24 units of early childhood education or child development; professional experience in classroom setting with preschool age children or a child development permit issued by the CTC.

When appropriate, VSCS also employs or retains non-certificated staff to teach non-core classes, where a prospective staff member has an appropriate blend of subject matter expertise, professional experience and has demonstrated capacity to work successfully as a teacher with school age children.

All VSCS teachers are expected to demonstrate the following abilities, experiences, and attitudes:

- Professionalism and commitment to personalized learning
- Understanding and appreciation for diversity and the contribution of each to the learning environment
- Belief that all students should be prepared for college and or career upon high school graduation
- Ability to communicate clearly and collaborate with other colleagues
- Capable of managing a well-disciplined and productive classroom or home-study environment conducive to the needs of each student
- Understanding of how to modify lessons and differentiate instruction for different learning styles
- Ability to work with parents in a friendly manner, demonstrating problem solving skills
- Ability to multitask
- Ability to empathize with students while still holding students responsible to a high level of social and academic standards
- Commitment to the development of students as young adults
- Desire to advocate on behalf of students and parents/families
- Commitment to academic rigor and utilizing data to drive instruction

4) Subject Specialists

Subject specialists are responsible for developing, coordinating and evaluating the assignments within their subject area. They are responsible for supporting the instructional department, teachers and homeschool specialists, as well as developing curriculum, mentoring teachers, and supporting the use of our online learning management tools. Subject Specialists must hold a valid California single subject teaching credential, possess a valid CA driving license and be able to travel each week. Employee may be assigned additional related duties as required by VSCS.

Essential Duties and Responsibilities:

- Support the vision and work of Vista Springs Charter School
- Coach and support of all single subject teachers in the department, including mentoring new teachers in the induction program
- Develop curriculum and pacing guides for all high school classes within the department
- Attend monthly face-to-face meetings with assistant superintendent of education as required to develop department-meeting agendas and discuss departmental issues

- Develop the agenda and chair monthly departmental meetings to share best practices and effective instructional techniques within the department
- Perform monthly teacher support and informal observation in the classroom with the goal of developing the teachers' skills in personalizing education within the classroom setting
- Collaborate with members of the department regarding needs of students and parents and find solutions to meet needs, including attending Response to Intervention meetings as they are scheduled
- Establish basic competencies for each course offered by the department, as well as at each level (general education and CP/a-g)
- Support teachers in our online learning management system, including setting up course syllabi, assignments, grade book usage, and resources
- Support teachers in online synchronous course environments, such as Adobe Connect
- Provide support for TK-8 teachers in areas of curriculum and content delivery methods
- Assist in planning of academic staff development days
- Plan and implement quarterly parent/student workshops at Resource Center locations
- Maintain the department web content under the direction of the assistant superintendent of education
- Develop and maintain the annual department budget with input from department personnel
- Collaborate with grant writer, providing answers to questions for grant submissions
- Inform site directors through VSCS email of the content of each PLC meeting, including attendance, content of discussions, and decisions made as a collaborative team
- Coordinate with each site director to supervise and support department teachers, sharing insights and strategies
- Develop additional curriculum for students during the summer months as assigned by the assistant superintendent of education

5) Homeschool Specialists

Vista Springs homeschool specialists are primarily responsible for ensuring that the school's educational program is implemented in the students' homes or the communities.

Homeschool specialists act as instructional leaders for the homeschool families, serving an ambassador role between the family and the school. Homeschool specialists must be able

to support and disseminate curriculum in their subject area, as well as those areas created by other qualified teachers. Homeschool specialists will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. Homeschool specialists are also responsible for collaborating with parents and other staff—both in their department and outside their department - to ensure the delivery of rigorous content and instruction in a way that maintains consistency and works toward VSCS' mission of personalized learning.

In addition to their academic/instructional leader role, the duties of homeschool specialists include, but are not limited to:

- Understanding the Charter and its mission and practices
- Overseeing the students' academic progress
- Administering student assessment
- Promoting a school culture that maximizes student learning and critical thinking
- Participating in the governance of the school
- Engaging in ongoing professional development activities
- Collaborating with fellow faculty and administrators
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents

All VSCS homeschool specialists will hold appropriate California teaching credentials (including CLAD and BCLAD), permits, and/or other documents issued by the Commission on Teacher Credentialing from the State of California, and to the extent required of charter schools. Core subject teachers providing instruction in mathematics, language arts, science, and history/social science will meet the requirements outlined in Education Code Section 47605(l).

All homeschool specialists are expected to demonstrate the following abilities, experiences, and attitudes:

- Belief that all of our students can and should set and reach personalized academic goals
- Understanding and appreciation of the backgrounds of our students
- Resiliency and perseverance
- Professionalism and a commitment to the seriousness of our work
- Ability to communicate promptly and clearly

- Willingness to do “whatever it takes” to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to all students mastering VSCS’ I CAN!s
- Promotion of academic rigor
- Desire to collaborate with other disciplines
- Capable of running a well-managed and productive classroom
- Ability to work with English Language Learners
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multi-task
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Dedicated to being an advisor in addition to a content-area teacher
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

6) **Non-Instructional Staff**

At VSCS, all non-instructional staff will possess experience and expertise appropriate for their position as outlined in their job description and consistent with personnel practices and policies. With the assistance of the department of Human Resources, job descriptions, job qualifications, selection processes and evaluation tools appropriate for non-instructional staff members have been developed.

Minimum requirements for office administrative staff include but are not limited to:

- Computer skills (including working knowledge of word processing, spreadsheets, and internet communication management)
- Written and verbal communication in English
- Filing skills, including organizational management
- Phone etiquette and an interest/desire to promote best human resources practices

- Punctuality
- Ability to fulfill the physical requirements of the job as prescribed by the job description
- Strong work ethic
- Ability to communicate and interact with youth and adults in a positive manner

C. Training and Professional Development

All Vista Springs staff members will receive regular, ongoing professional development throughout the year, consistent with their location or area of concentration. Annually, all staff members participate in a concentrated, back-to-school professional training where speakers, breakout sessions, and particular areas of focus are provided for all staff members. Parents also invited to participate, and specific topics are provided for them.

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Element F: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, VSCS will adopt and implement full health and safety procedures and risk management policies at our school facility in consultation with its insurance carriers and risk management experts. A full draft will be provided to the chartering authority for review at least 30 days prior to operation.

VSCS shall occupy facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

A. Procedures for Background Checks

VSCS will comply with all applicable federal and state laws regarding criminal background checks and fingerprinting. VSCS will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees and contractors prior to employment and/or any more than limited contact with VSCS pupils. Employees, and contractors as applicable, must submit two sets of fingerprints to the California Department of Justice. The Assistant Superintendent of Personnel shall monitor compliance with this policy as well as prepare quarterly board reports. The Superintendent shall monitor the fingerprinting and background clearance of the Assistant Superintendent. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

B. Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws and the policies and procedures adopted by the HSCS, Inc. Board of Directors. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

C. TB Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

D. Immunizations

VSCS will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075 and will include the requirements for pertussis vaccination. Students will be required to submit verification of required immunizations before enrolling.

E. Medication in School

VSCS will adhere to Education Code Section 49423 regarding administration of medication in school. Medication policies will be included in the parent handbook and will be explained to parents during a parent-student-school meeting prior to enrollment at VSCS.

F. Vision/Hearing/Scoliosis

VSCS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by VSCS.

G. Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- 1) A description of type 2 diabetes.
- 2) A description of the risk factors and warning signs associated with type 2 diabetes.
- 3) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- 4) A description of treatments and prevention methods of type 2 diabetes.
- 5) A description of the different types of diabetes screening tests available.

H. Emergency Preparedness

VSCS will adhere to an Emergency Preparedness Handbook developed specifically for the needs of the school site. This handbook will include, but not be limited to the following responses: fire, bomb threat, flood, earthquake, crash, intrusion, pandemics, hostage situations, or any other disaster. The purpose of the Handbook is to be prepared to handle any emergency with the safety of students and staff as our top priority. The Handbook will be reviewed and updated annually.

I. Blood Borne Pathogens

VSCS will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

J. Drug Free/Smoke Free Environment

VSCS will maintain a drug and alcohol and smoke-free environment.

K. Trainings

VSCS staff will receive training on CPR, sexual harassment, and other safety related issues annually as required by position.

L. Facility

In accordance with EC Section 47610, VSCS' school facility will be certified by the City of Vista to be in compliance with all regulations for schools, including ADA. VSCS will assess potential and current school buildings for structural safety, using the existing state, county and city standards. VSCS, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. VSCS will obtain a Certificate of Occupancy prior to the start of school.

VSCS shall conduct monthly fire drills for staff and students. Additionally, VSCS will test sprinkler systems, fire extinguishers, and fire alarms as required by law to ensure they are maintained.

M. Comprehensive Sexual Harassment Policies and Procedures

VSCS will provide a school that is free from sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. VSCS will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the VSCS sexual harassment policy.

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Element G: Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district [authorizer] to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

VSCS shall actively seek to match the racial and ethnic backgrounds of the general population residing within the territorial jurisdiction of the District. VSCS will implement an open enrollment policy and active recruitment strategies to target the under-represented student populations generally reflective of the District's population. Recruitment efforts of VSCS will include but not be limited to the following:

- 1) Development of promotional and information materials that appeal to the racial and ethnic groups represented in the District and San Diego County.
- 2) Distribution of promotional and informational materials to a broad variety of community groups and agencies.
- 3) Outreach meetings for prospective students and parents.

Recruitment

In effort to recruit a student population that is reflective of the local Vista community, VSCS may engage in the following specific actions:

- 1) Provide flyers to local libraries within San Diego County boundaries and follow up on these
- 2) Contact PTSO and PTSA parents at San Diego County schools with diverse populations near our Resource Center location(s).
- 3) Ask to send and/or drop off bilingual flyers to the local schools
- 4) Contact local private elementary, middle and high schools to share about VSCS
- 5) Place an advertisement in English and Spanish written San Diego newspapers
- 6) Request information about parent events at local schools
- 7) Contact local community education networks, churches, and youth centers to disseminate information about our program

VSCS will provide all materials in English and Spanish and in other languages as needed. VSCS will allocate a recruitment budget in our proposed budget that will cover at minimum the following items: production of recruitment materials, advertising, and personnel costs.

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Element H: Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

VSCS actively recruits a diverse student population from San Diego County and surrounding contiguous counties eligible for enrollment under state law. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.

VSCS shall admit all pupils who wish to attend the charter school. No test or assessment shall be administered to students prior to acceptance and enrollment into the charter school. VSCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3.

Students admitted to VSCS must understand and value the school's mission and be committed to the school's instructional and operational philosophy. Admission to any VSCS program shall be open to any resident of San Diego County or the contiguous counties. Prospective students and their parents will be briefed regarding VSCS's instructional and operational philosophy and will be informed of any student-related policies. VSCS has established an annual recruiting and admissions cycle which shall include: (1) outreach and marketing, (2) orientation sessions for parents and students, (3) an admissions application period, (4) an admissions lottery if necessary, and (5) enrollment.

VSCS may enroll students from a wide geographic area that includes San Diego, Riverside, Orange, and Imperial Counties. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that the number of students who wish to attend VSCS exceeds the charter school's capacity, a public random lottery will be used to determine those selected to attend, with the exception of existing students, who are guaranteed admission in the following school year. Admission preference in the case of a public random drawing shall be granted in the following order: 1) homeless and foster youth, 2) siblings of current students, 3) children of currently employed VCSC staff, and 4) residents of the District.

A. Lottery Procedures

The lottery will be led by the superintendent or designee. The lottery will be open to the public; however, families are not required to be present at the time of the drawing to be eligible for admission.

Numbers, each representing an application submitted to VSCS, will be placed on cards that are of equal size and shape, grouped by priority. The cards will indicate if the applying student has

any siblings that are applying for admission the same year. The name on each card will be read as it is placed into a container or lottery device that will randomly mix the cards. The person leading the lottery will draw the cards one at a time at random and read the name on the card. As each card is pulled it will be posted visibly on a display in the order it was chosen. Names will be given a numerical ranking based on the order they were chosen. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double-checked by the lottery official.

Separate lotteries shall be conducted for each grade and program in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. The first lottery will consist of foster and homeless youth, based on student application information. If additional spaces are available, a second lottery consisting of siblings of current students will occur. If additional spaces are still available then a third lottery will occur consisting of children of currently employed VSCS staff. If, after all three lotteries are complete, there are additional spaces available then a fourth lottery will be held consisting of students who are residents of the District.

Due to preference given to siblings of VSCS students, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade level.

If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for the same grade level, that sibling(s) will be offered the next available slot(s) or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waiting list. If maximum capacity has been reached in a particular grade level and the applicant drawn in the lottery has a twin, triplet, or other siblings of a multiple birth that has also submitted a timely application, enrollment shall be determined on a case-by-case basis as determined by the superintendent. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has already been assigned slots, that sibling(s) will be offered an open slot, if available, or placed in the first available slot(s) on the appropriate waiting list. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has not yet been assigned slots, that sibling(s) will be given sibling preference (as defined above) at the time of assignment of slots for their grade level. At no time will children of staff, board members, or founders exceed 10% of the total enrollment.

B. Waiting List

Once maximum enrollment is reached, the remaining names will be placed on a waiting list in the order received. If vacancies occur during the school year, the vacancies may be filled according to the waiting list, which will be prioritized in the same manner described in the previous section according to rank on the list of preferences.

Families will be immediately notified by phone call or email of their placement on the waiting list within two weeks of the lottery. Families may call the main office to track their status on the waiting list.

Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise requested in writing by the parent to be removed. Students who remain on the waiting list at the end of the academic year will be required to enter the lottery again for the next school year. In no circumstance will a waitlist carry over to the following school year. Application documents for those not enrolled in the charter will be entered into the student information system as never attended and retained per state guidelines.

VSCS and the SBE mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at VSCS's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by VSCS to the SBE.

Students with exceptional needs may not be denied admission to VSCS solely due to missing copies of IEP or 504 plans, or due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

Prior to enrollment, all parents must sign a parent/student contract regarding VSCS outcomes, philosophy, program, and any other applicable requirements.

Students who are enrolled in VSCS may not be concurrently enrolled in a private school.

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Element I: Independent Financial Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.

The HSCS, Inc. Board of Directors will contract with an independent auditor experienced in charter school finance to conduct an annual audit of VSCS's financial affairs. The auditor will have at a minimum, a CPA and educational institution audit experience, and be approved by the California Department of Education to conduct audits for LEAs. The audit will verify the accuracy of VSCS's financial statements and reporting practices. The audit will be conducted in accordance with generally accepted accounting principles applicable to public schools and in compliance with the audit provisions of the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Each annual budget will include an expenditure for this service.

The Board of Directors will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies, including costs. The Board will submit a report to the SBE describing how the exception and deficiencies have been or will be resolved to the satisfaction of the SBE along with an anticipated timeline for the same. Audit exceptions must be resolved to the satisfaction of the SBE.

Audit reports will be completed and available for review by the school members and the public and submitted to the County Superintendent of Schools, the California Department of Education, and the State Controller's Office by December 15 of each year. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified to meet the auditor's specifications and such modifications will be sent to the Board of Directors within three (3) months of the auditor's report. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

VSCS shall comply with the provisions of Education Code 47604.3 regarding financial reporting and accountability. In addition, as outlined in Education Code Section 47604.3, VSCS shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records, from its

chartering authority, the County or from the Superintendent of Public Instruction, and shall consult with the requesting entity regarding any inquiries.

Element J: Suspension, Expulsion, and Student Disciplinary Procedures

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605(b)(5)(J)

This Student Suspension and Expulsion Policy (hereafter “Policy”) has been established in order to promote learning and protect the safety and well-being of all students at Vista Springs Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as VSCS’s policy and procedures for student suspension and expulsion, and it may be amended from time to time to mirror changes to the suspension and expulsion offenses applicable to school districts in Education Code Section 48900 without the need to amend the charter so long as the amendments conform to legal requirements. For VSCS’s full Suspension and Expulsion Policy, please see Appendix AA.

VSCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

VSCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Administration Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of the intent to remove the pupil no less than five school days before the effective date of the action, as required by EC Section 47605(b)(5)(J)(iii).

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

I. Enumerable Offenses

A. Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force of violence upon the person of another, except self-defense.
- 3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Caused or attempted to cause damage to school property or private property.
- 7) Stole or attempted to steal school property or private property.
- 8) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 9) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- 11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 12) Knowingly received stolen school property or private property.
- 13) Possessed an imitation firearm.
- 14) Committed or attempted to commit a sexual assault or committed a sexual battery.

- 15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 17) Engaged in, or attempted to engage in hazing.
- 18) Made terrorist threats against school officials and/or school property.
- 19) Committed sexual harassment, as defined in Education Code Section 212.5.
- 20) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 21) Intentionally harassed, threatened or intimidated a student or group of students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 22) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - b) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone,

wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- c) An act of cyber sexual bullying.
- i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- d) Notwithstanding subparagraphs (b) and (c) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

B. Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

C. Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force or violence upon the person of another, except self-defense.
- 3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Caused or attempted to cause damage to school property or private property.
- 7) Stole or attempted to steal school property or private property.
- 8) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 9) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- 11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- 12) Knowingly received stolen school property or private property.
- 13) Possessed an imitation firearm.
- 14) Committed or attempted to commit a sexual assault or committed a sexual battery.
- 15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 17) Engaged in, or attempted to engage in hazing.
- 18) Made terroristic threats against school officials and/or school property.
- 19) Committed sexual harassment, as defined in Education Code Section 212.5.
- 20) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 21) Intentionally harassed, threatened or intimidated a student or group of students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 22) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- iv. Notwithstanding subparagraphs (ii) and (iii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

D. Non-Discretionary Expellable Offenses

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- 1) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object
Unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- 2) If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

II. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

A. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency

situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

B. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

C. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

III. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Administrative Panel may be comprised of educators within the Springs community, in local charter schools, or in local school districts. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

IV. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
 - i. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

A. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom

during that testimony.

- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

B. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

C. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the

expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

D. Written Notice to Expel

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

As indicated in the Affirmation and Assurances section, above, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves VSCS without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

E. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

F. Right to Appeal

The student or the parent/guardian is entitled to file an appeal of the decision of the Administrative Panel for an expulsion or a suspended expulsion to the Governing Board of Vista Springs Charter School . The appeal must be filed within 30 calendar days following the decision of the Administrative Panel to expel the student.

G. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school

district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

H. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

I. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

J. Students with Disabilities

1) Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2) Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications,

that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3) Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4) Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5) Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6) Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7) Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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Element K: Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Certificated employees of VSCS shall participate in the State Teacher's Retirement System (STRS). Non-certificated employees of VSCS shall participate in the Public Employees' Retirement System (PERS), and Social Security. The HSCS, Inc. Board of Directors reserves the right to offer its employees additional retirement options such as a 403(b) or 401(k) program. Eligibility of new employees in a particular retirement program will be determined by the Human Resources Department as part of the new hire process. The Human Resources Department shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made. A complete list of the positions covered under each system resides in the VSCS Human Resources Department and are available for inspection by the SBE.

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Element L: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

Attendance at VSCS is entirely voluntary on the part of the students who enroll and no student may be required to attend VSCS. If a student chooses not to attend VSCS, they have the option of attending a public school in their district of residence or to pursue other educational alternatives. Parents and guardians of each student enrolled in VSCS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in VSCS, except to the extent that such a right is extended by the local education agency.

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Element M: Return Rights of District Employees

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at VSCS. Persons employed at VSCS are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from employment to work at VSCS and who later wish to return to the District shall be treated the same as any other former the District employee seeking reemployment and will have no automatic rights of return to the District after employment by VSCS unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

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Element N: Dispute Resolutions Related to Charter Provisions

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

VSCS recognizes that it cannot bind the chartering authority to a dispute resolution procedure to which the chartering authority does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. VSCS is willing to consider changes to this process outlined below as suggested by the chartering authority. SBE cannot be contractually bound to pay mediation/arbitration costs.

Any dispute between VSCS and the SBE (collectively "the Parties") shall be resolved in accordance with the following procedure. The term dispute means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or the MOU between the Parties which does not constitute a severe and imminent threat to the health and safety of pupils.

In the event of a dispute between VSCS and the SBE, VSCS staff, employees, and Board Directors and the SBE agree to first frame the issue in written format ("dispute statement") and to refer the issue to the State Superintendent of Public Instruction and Superintendent of the Charter School. In the event that the SBE believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, VSCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the SBE to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the SBE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Charter School Superintendent and the State Superintendent of Public Instruction shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the State Superintendent of Public Instruction and the Superintendent of the Charter School and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If the Parties are unable to reach agreement, the dispute may be referred to nonbinding mediation before a single neutral mediator. A request for mediation shall be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or MOU. The mediator shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30)

calendar days from the date of receipt of the request for mediation unless extended by mutual agreement for the convenience of the parties and/or mediator. The costs of mediation shall be shared equally by all of the Parties. The cost to VSCS for the dispute resolution process will be paid for through unrestricted dollars. No party shall commence any action in connection with a dispute under this Charter or an MOU without exhausting this dispute resolution procedure.

If the mediation result is not mutually agreeable, both Parties will have been deemed to have "exhausted their administrative remedies" and may pursue other legal options for resolution. All timelines and procedures in this section may be revised upon mutual written agreement of the SBE and the Charter School.

VSCS is aware that the SBE's discretion to revoke the Charter is not proscribed by the requirement to participate in the dispute resolution process. Additionally, VSCS will ensure that parties involved will sign a privacy disclosure form agreeing that no comments will be made publicly during the dispute resolution process, adhering to state and federal laws governing mediation and conflict resolution.

Internal Disputes

VSCS shall maintain a Uniform Complaint Policy and Procedure, as required by law, as well as a General Complaint policy, to be used for all internal disputes related to VSCS's operations. Parents, students, Board members, volunteers, and staff at VSCS will be provided with a copy of VSCS's policies and internal dispute resolution process. The SBE will promptly refer all disputes not related to a possible violation of the Charter or law to VSCS.

Element P: Closure Procedures

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

In the event that VSCS decides to cease operations, the following procedures will ensue:

- 1) The HSCS, Inc. Board of Directors shall adopt a resolution electing to close the charter school. The resolution shall identify the reason for closure. The Superintendent, or another individual selected by the Board, will be responsible for closure-related activities.
- 2) The Board of Directors will promptly notify parents and students of VSCS, the District, the County, the Charter School's SELPA, the retirement systems in which VSCS's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and Federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
- 3) The Board will ensure that the notification to the parents and students of VSCS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close VSCS.
- 4) The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, which they will provide to the entity responsible for closure-related activities.
- 5) As applicable, VSCS will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.S. §1232g. VSCS will ask the District to store original records of VSCS students. All VSCS student records will be transferred to the District upon closure. If the District will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.

- 6) All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
- 7) As soon as reasonably practical, VSCS will prepare final financial records. VSCS will also have an independent audit completed within six months after closure. VSCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant and selected by HSCS, Inc. and will be provided to the SBE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to VSCS.
- 8) VSCS will complete and file annual reports required pursuant to Education Code section 47604.33.
- 9) On closure of VSCS, all assets of VSCS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending VSCS, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the SBE or the SBE property will be promptly returned upon VSCS closure to the SBE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- 10) On closure, VSCS shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- 11) As VSCS is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The sole statutory member has the right to vote on any election to dissolve the nonprofit public benefit

corporation and to vote on the disposition of all or substantially all of the nonprofit public benefit corporation's assets.

- 12) As specified in the VSCS budget, VSCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The HSCS, Inc. Board of Directors will designate a school employee(s) to remain on the payroll of the charter school beyond the charter school's closing for the purpose of overseeing the transfer of student records and distribution of assets, as well as matters directly related to the closure procedures.

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Additional Provisions

A. Revision/Amendments of the Charter

This Charter may be amended by the written mutual agreement of the HSCS, Inc. Board of Directors and the SBE. Material revisions to the charter may be made only with the SBE's approval and shall be governed by Education Code Section 47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605.

Any material revision to the charter must be presented to the SBE for approval.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this charter that are inconsistent with the terms of this charter, the parties agree to amend this charter and any applicable MOU provisions to accord with any such changes.

B. Term of the Charter

The term of this charter shall be five years commencing July 1, 2017 through and including June 30, 2022 and may be renewed for subsequent five-year terms by the State Board of Education.

C. Revoking the Charter

The State Board of Education may pursue revocation of the charter pursuant to Education Code Section 47607 and its implementing regulations if any of the following apply:

- 1) VSCS committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.
- 2) VSCS failed to meet or pursue any of the pupil outcomes identified in the charter.
- 3) VSCS failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- 4) VSCS violated any provision of law.

D. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Details of any business or administrative services, special education services, costs, and funding between the SBE and VSCS shall be detailed in a separate MOU.

VSCS will contract with River Springs, Empire Springs, and Citrus Springs Charter Schools for back office services per the draft MOU found in Appendix BB. The draft MOU outlines the respective roles and responsibilities of VSCS, its Board of Directors, and the Charter Schools. A copy of the MOU shall be provided to the SBE promptly following its execution. The HSCS, Inc. Board of Directors reserves the right to contract with a different back-office provider at any time pursuant to the needs of VSCS and budget considerations as determined by the Board.

Pursuant to California law, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the SBE may charge for the actual costs of supervisory oversight of VSCS not to exceed one (1) percent of the revenue of the charter school. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

VSCS agrees to and submits to the right of the SBE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

E. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

VSCS shall have a location at 700 East Bobier Avenue, Vista.

VSCS shall operate its primary Administrative Offices at 43466 Business Park Drive, Temecula, CA 92590. VSCS also rents occasional temporary space for events and activities.

As our population grows, VSCS will consider operating resource centers to meet the needs of our families in San Diego County and adjacent counties pursuant to all applicable laws and regulations including, but not limited to, Education Code Section 47605.1(c).

VSCS will request (in writing) approval for new resource centers which will be subject to the approval of the SBE. Before the opening of a resource center, the SBE will receive a copy of the lease agreement and operating permit.

Should VSCS propose to establish operations at one or more additional site(s), it shall a request a material revision to the charter and notify the SBE of the additional location(s).

F. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The following documents are included in Appendix I:

- A projected first year budget including startup costs
- Budget assumptions
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

VSCS shall provide reports to the SBE as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the SBE:

- 1) By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- 2) By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- 3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and County Superintendent of Schools.

- 4) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 5) By September 15, a final unaudited report for the full prior year. The report submitted to the SBE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

G. Insurance

VSCS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the SBE and VSCS's insurer. The State Board of Education shall be named as an additional insured on all policies of VSCS. Prior to opening, VSCS will provide evidence of the above insurance coverage to the SBE.

H. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the SBE. Education Code Section 47605(g).

VSCS shall be operated by HSCS, Inc. as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. VSCS shall work diligently to assist the SBE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other SBE-requested protocol to ensure the SBE shall not be liable for the operation of VSCS.

The corporate bylaws of HSCS, Inc. shall provide for indemnification of the HSCS, Inc. Board, officers, agents, and employees, and VSCS will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the SBE and VSCS's insurance company for schools of similar size, location, and student population. The SBE shall be named an additional insured on the general liability insurance of VSCS.

The HSCS, Inc. Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Memorandum of Understanding and Indemnification

VSCS anticipates that it shall enter into a memorandum of understanding (“MOU”) with the SBE to outline the agreement of VSCS and the SBE governing the parties’ respective fiscal and administrative responsibilities, legal relationship, and operation of VSCS.

The MOU shall include an indemnification provision to cover the actions of VSCS under this Charter. As VSCS recognizes that it cannot bind the SBE to an indemnification clause to which the SBE does not agree, the following language is intended as a starting point and may be amended per the MOU between the parties:

VSCS shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the SBE, its officers, directors, and employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter SBE and CDE Personnel) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney’s fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against SBE and/or CDE Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, VSCS’s performance under this Agreement, the Charter or any acts or errors or omissions by VSCS or its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns; provided, however, that VSCS shall not have any obligation to indemnify, hold harmless or defend the SBE and/or CDE Personnel against and from any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney’s fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against SBE and/or CDE Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, VSCS’s performance under this Agreement, resulting from or arising out of the negligence or intentional acts, errors or omissions of the SBE and/or CDE Personnel of SBE and/or CDE Personnel.

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Vista Springs Charter School

Appendix

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Kathleen Hermsmeyer Ed.D.

1920 Alderwood Circle
 Vista, California 92081
 (951) 252-8800 (W)
 (760) 716-7112 (C)

Career Experience**Harbor Springs & Empire Springs Charter Schools****July 2013 to Present**

Business Park Drive, Temecula, CA

Superintendent

- *Received and developed two additional non-classroom based charter schools, one in San Bernardino County and one in San Diego County, to serve as "sister schools" to River Springs Charter (below)
- *Enrolled and served over 1200 students between the two schools
- *Managed a budget in excess of 8 million dollars.
- *Developed and opened 4 student classroom locations throughout Southern California

River Springs Charter School**July 2006 to Present**

Business Park Drive, Temecula, CA

Executive Director/ Superintendent

- *Received and developed a non-classroom charter school program sponsored through Riverside County Office of Education.
- *Built program of 5200 K-12th grade students which provides independent study, classroom-based learning and community-based learning activities.
- *Managed a budget in excess of 39 million dollars.
- *Created mission-driven programs that provide students with voice and choice and the skills to learn independently
- *Created interactive, choice-driven online curriculum for independent study students
- *Developed and opened 12 student classroom locations throughout Southern California

Eagles Peak Charter School**July 2000 to January 2007**

Vale Terrace Drive, Vista, CA

Executive Director

- *Built and developed Southern California's largest non-classroom based charter school (approximately 4,000 students).
- *Oversaw a budget in excess of 23 million dollars.
- *Managed all departments throughout the school.
- *Developed a wide variety of "site-based" support programs.

Horizon Instructional Systems**July 1998 to 2000**

3rd Street, Lincoln, CA

Education Specialist

*Mentored parents who homeschooled their children, and worked with high school students who chose to obtain their diplomas via independent study. Duties included assigning and grading work, ordering curriculum materials, setting and recording goals and objectives and assessing student progress.

Sacramento City College**March 1997 to 2000**

Freeport Blvd, Sacramento, CA

Adjunct Faculty, Communication Information Systems

*Taught a variety of computer classes including Beginning and Intermediate Microsoft Access, Microsoft Word, Beginning and Intermediate Microsoft Excel and Windows 95.

Chapman University**October 1997 to 2000**

Sacramento, CA

Adjunct Faculty

*Taught graduate courses on multiculturalism, Ed 570, entitled "Voice, Diversity, Equity and Social Justice."

*Taught graduate courses in computers, Ed 551, entitled, "Microcomputers for educators."

University of the Pacific**September 1995 to 1998**

Stockton, CA

Adjunct Faculty, School of Education

*Taught Pre-K to 12th grade fieldwork course *CURR 87) Summer '97, '98, '99 and 2000

Graduate Assistant for the School of Education

*Provided inservice computer training and technical support for faculty and staff (Fall, 1997)

*Supported and scheduled fieldwork students in their public school assignments (1995-1997)

*Assisted two professors with research on fieldwork students (1995-1997)

National University**January 1997**

Sacramento, CA

Adjunct Faculty

*Taught one month graduate course required for all multiple subject credential candidates, "Teaching Math and Science in the CLAD Elementary Classroom"

St. Mary's College

Moraga, CA

Lecturer/Supervisor for CLAD Student Teachers

January 1996 to August 1996

- *Taught two summer school sessions of "Microcomputers for Elementary School Teachers"
- *Scripted, evaluated and supported CLAD student teachers during their full-time student teaching

Monroe Elementary School

701 N. Madison St., Stockton, CA

Language Arts Resource Specialist

September 1993 to August 1995

- *Assisted teachers in planning and implementing their reading/language arts programs
- *Provided oral language support for ESL students
- *Led support groups for children in crisis using the "Rainbows" curriculum
- *Began a community involvement project focused on building a love of reading

Southbank International School

36-38 Kensington Park Rd., London

Grade K/1 teacher and computer resource teacher K-6 (9/92-6/93)

September 1991 to June 1993

- *Taught children from all over the world using many ESL techniques
- *Presented workshops on various topics for the International School Association
- *Wrote computer curriculum for grades K-6
- *Produced creative arts programs for parents and guests which included song, dance and drama
- *Taught computing to all classes K-6; Coordinated K-6 computers and network

Computer Teacher grades 4-12, Science Teacher grade 7 (9/91-6/92)

- *Taught all aspects of computing, including IGCSE level
- *Taught general science using all lab apparatus and equipment
- *Founded and supervised a school newspaper, produced on the computer
- *Cooperated with teachers from other subject areas to provide an integrated program

Stockton Unified School District

701 N. Madison St., Stockton, CA

September 1988 to August 1991

Monroe Elementary School

First Grade Teacher

(9/89-6/91)

- *Used a "whole-language" literature-based approach to teach all subjects
- *Piloted a semantic-based phonics program with great success
- *Aided in the installation of the new computer system and in-service of teachers on the computer

Roosevelt Elementary School

Fourth Grade Teacher

(9/88-6/89)

- *Used cooperative learning to enhance student involvement
- *Implemented Fred Jones' Positive Classroom Discipline after receiving training by Fred Jones

Professional Honors & Education-Related Experience

- *Research consultant for Lodi Unified School District (see attached)
- *Book review published in Educational Studies, Summer 1996 edition
- *Traveled to Japan as Stockton's Exchange Teacher to Shimizu, Japan in June, 1994
- *California Teacher's Society
- *Alpha Chi Omega Society
(Public Relations Chairman, Song and Spirit Leader)

Education

University of the Pacific

Stockton, CA

Received Ed.D. in June, 2000

Doctorate in Curriculum and Instruction, minor in Educational Administration

Dissertation: Training Low-Income Parents of First Grade Students in Paired Reading: The Effects on Reading Fluency and Attitudes Toward Reading School.

California Polytechnic State University, San Luis Obispo

San Luis Obispo, CA

Master of Arts in Computer-Based Education

Received June, 1991. GPA 3.83 Bachelor of Arts in Liberal Studies

Received June, 1987. GPA 3.65 – Cum Laude

California Multiple Subject Credential

Clear status attained June, 1991

Language Development Specialist Certificate

Received June, 1994



CHARTER SCHOOL TEACHER
APPROVAL SIGN-OFF

Vista Springs Charter School
(name of school)

START-UP SCHOOL: Total number of teachers estimated to be employed at school during first year of operation: 7

We agree to the contents of the attached charter proposal dated 10/26/17 and will work toward its implementation.
Our signatures indicate that we are meaningfully interested in teaching at the charter school.

Teacher Name (Please Print)	Signature	Address	Phone Number	Type of Credential Credential # (list multiple if applicable)	Credential Expiration Date	College Degree Held
Amy Heard		1722 Med. north 92069 San Marcos CA	951-319- 1737	Multiple Subject Admin (20552073) BCLAD	9/2017	BA-Econ MA-Bilingual Education
Ticqueline Sanchez		2163 Via Esmarca #4 Oceanside, CA 92054	619-665- 3358	Multiple Subject Clear 15017773 BCLAD	1/1/2021	BA. Liberal Arts + Spanish
Ashley Cowden		330 Hayward St Oceanside, CA, 92058	727-254- 1067	Multiple Subject Clear 170127967	7/1/2022	BA-E, Ed MA-E, Ed
Kelly Taylor		32748 Stonfield lane Temecula, CA 92592	919- 753-8586	Multiple Subject Clear 120558466 CLAD	8/1/22	BA Child Dev.
Krissa Jeddy		330 Eldorado Dr Escondido, CA 92025	(760) 855-6999	Clear single-subj (English) #160085520	7/1/21	BA B.S. Business Admin. MA M. Ed.



CHARTER SCHOOL TEACHER
APPROVAL SIGN-OFF

Vista Springs Charter School
(name of school)

START-UP SCHOOL: Total number of teachers estimated to be employed at school during first year of operation: 7

We agree to the contents of the attached charter proposal dated 6/26/17 and will work toward its implementation.
Our signatures indicate that we are meaningfully interested in teaching at the charter school.

Teacher Name (Please Print)	Signature	Address	Phone Number	Type of Credential Credential # (list multiple if applicable)	Credential Expiration Date	College Degree Held
Darla Crawford	<i>Darla Crawford</i>	40350 Camino Campos Verdes, Temecula, CA 92591	(909) 800-9700	Multiple Subject Clear #140097921 BCLAD	7/1/19	BA - liberal studies - bilingual crosscultural emphasis

2016-17 Springs Charter Schools Master Course List

Springs Charter Master Course List serves as a guide for high school advisement. Courses are developed and listed in compliance with No Child Left Behind (NCLB), California Department of Education Diploma Requirements and “best practices” in advisement for students whose graduation goals are to achieve a high school diploma, prepare to enter the workforce, enlist in the military, attend community college or apply for freshman admissions to a four year college.

Students who plan to attend a UC, CSU, or other university or college are recommended to follow the A-G course sequence. All A-G course descriptions are submitted to the University of California Regents for approval of course content, key assignments, significant reading and writing, critical and analytical assignments.

Algebra – 10 Units (1 Year Course)

<i>Course Title</i>	<i>Pre-Requisite/Placement</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
Algebra 1 A/B (P)	None	8-9	UC/CSU
Math 2 A/B (P)	Math 1 (with “C” or higher)	9-12	UC/CSU
Algebra 2 A/B (P)	Algebra 1 (with “C” or higher)	9-12	UC/CSU
<p><i>Completion of the one year Algebra 1 requirement may be met through successful completion of a two-year Math 1 and 2 sequence</i></p> <p><i>Completion of the first year of Math 1, without completion of the two-year sequence may be counted toward 10 units of Mathematics but does not meet the Algebra 1 requirement.</i></p>			

Mathematics – 20 Units

<i>Course Title</i>	<i>Pre-Requisite/Placement</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
Geometry A/B (P)	Algebra 1 or instructor approval	9-11	UC/CSU
Math 1 A/B (P)	None	8-9	UC/CSU
Math 3 A/B (P)	Math 2 or instructor approval	9-12	UC/CSU
Pre-Calculus A/B (P)	Algebra 2 (with “C” or higher)	10-12	UC/CSU
Calculus A/B (P)	Pre-Calculus (with “C” or higher)	11-12	UC/CSU
Statistics & Probability A/B (P)	Algebra 2 (with “C” or higher)	10-12	UC/CSU
College Math - Elementary Algebra (P)	Algebra 2 (with “C” or higher)	12	UC/CSU
College Math - Intermediate Algebra (P)	Algebra 2 (with “C” or higher)	12	UC/CSU

English – 40 Units

Courses listed meet SCS English requirements

<i>Course Title</i>	<i>Pre-Requisite/Placement</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
English I A/B (P)	None	9	UC/CSU
English II A/B (P)	A-G English I (recommended)	10	UC/CSU
English II A/B (H)	A-G English I	10	UC/CSU
English III A/B (P)	A-G English II (recommended)	11	UC/CSU
AP English Literature and Composition A/B	A-G English II (recommended)	11-12	UC/CSU
English IV A/B (P)	A-G English III (recommended)	12	UC/CSU
AP English Language and Composition A/B	A-G English III (recommended)	12	UC/CSU
Expository Reading & Writing A/B (P)	A-G English III (recommended)	12	UC/CSU

United States History – 10 Units (1 Year Course)

Courses listed meet SCS United States History requirements

<i>Course Title</i>	<i>Pre-Requisite / Placement</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
AP U. S. History w/ Geography A/B	World History (recommended)	11	UC/CSU
U. S. History w/ Geography A/B (P)	World History (recommended)	11	UC/CSU

World History – 10 Units (1 Year Course)

Courses listed meet SCS World History requirements

<i>Course Title</i>	<i>Pre-Requisite / Placement</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
World History w/ Geography A/B (P)	None	10	UC/CSU
World History A/B (H)	None	10	UC/CSU
World History By Design (P)	None	10	UC/CSU

Economics – 5 Units

Courses listed meet SCS Economics requirements

<i>Course Title</i>	<i>Pre-Requisite / Placement</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
Economics (P)	Government Recommended	12	UC/CSU

Government – 5 Units

Courses listed meet SCS Government requirements

<i>Course Title</i>	<i>Pre-Requisite / Placement</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
AP American Gov. & Politics A/B	U.S History Recommended	12	UC/CSU
American Government (P)	U.S History Recommended	12	UC/CSU

Physical Science – 10 Units (1 Year Course)

Courses listed meet SCS physical science requirements

<i>Course Title</i>	<i>Pre-Requisite</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
Chemistry w/ Lab A/B (P)	Algebra I with "C" or higher	10-12	UC/CSU
Physics w/Lab A/B (P)	Algebra I with "C" or higher	11-12	UC/CSU

Life Science – 10 Units (1 Year Course)

Courses listed meet SCS biological science requirements

<i>Course Title</i>	<i>Pre-Requisite</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
AP Biology w/ Lab A/B	Algebra I with "C" or higher	10 recommended, 9-12 ok	UC/CSU
Biology w/ Lab A/B (P)	None	10 recommended, 9-12 ok	UC/CSU
Anatomy & Physiology w/lab A/B (P)	Algebra I with "C" or higher	11-12 recommended, 9-12 ok	UC/CSU
Environmental Science w/Lab A/B (P)	None	10 recommended, 9-12 ok	UC/CSU

Health – 5 Units

Courses listed meet SCS Health requirements

<i>Course Title</i>	<i>Pre-Requisite</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
Health	None	9-12	Diploma

Physical Education – 20 Units

Courses listed meet SCS Physical Education requirements

<i>Course Title</i>	<i>Pre-Requisite</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
PE 1 A/B	None	9-12	Diploma
PE 2 A/B	None	9-12	Diploma
PE 3 A/B	PE 1 & 2 Recommended	9-12	Diploma
PE 4 A/B	PE 1 & 2 Recommended	9-12	Diploma

VPA/Foreign Language – 10 Units

Courses listed meet SCS VPA/Foreign Language requirements. The Visual Performing art must be a one-year course (10 units of the same course) to fulfill the graduation requirement.

<i>Course Title</i>	<i>Pre-Requisite /Placement</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
Band I A/B (P)	None	9-12	UC/CSU
French 1A-2B (P)	None	9-12	UC/CSU
Spanish 1A-3B (P)	None	9-12	UC/CSU
Visual Arts 1A-2B (P)	None	9-12	UC/CSU
Intro to Photography I A/B (P)	None	9-12	UC/CSU
Instrumental Music (P)	None	9-12	UC/CSU

Special Interest –60 Units

Courses listed meet SCS Special Interest requirements

<i>Course Title</i>	<i>Pre-Requisite /Placement</i>	<i>Grade Level</i>	<i>Graduation Goal</i>
Speech A/B (P)	None	9-12	UC/CSU
American Sign Language 1A-2B	None	9-12	Diploma
Ancient Civilization A/B	None	9-12	Diploma
Animal Behavior A/B	None	9-12	Diploma
Animal Science w/ Lab 1 A/B	None	9-12	Diploma
Art 1A-3B	None	9-12	Diploma
Band 1 A/B	None	9-12	Diploma
Creative Game Design A/B	None	9-12	Diploma
Dance 1A-2B	None	9-12	Diploma
Digital Media 1 A/B	None	9-12	Diploma
Drama 1A-2B	None	9-12	Diploma
Drawing 1A-2B	None	9-12	Diploma
Earth Science (P)	None	9	UC/CSU (G)
Horsemanship 1A-2B	None	9-12	Diploma
Japanese 1A-2B	None	9-12	Diploma
Math Essential 1A-3B	Instructor/Counselor Placement	9-12	Diploma
Mixed Media 1 A/B	None	9-12	Diploma
Music Instrument 1A – 4B	None	9-12	Diploma
Music Instrument 1A-4B	None	9-12	Diploma
Music Theory 1A-2B	None	9-12	Diploma
Music Vocal 1A/B	None	9-12	Diploma
Musical Theater 1 A/B	None	9-12	Diploma
Mythology 1 A/B	None	9-12	Diploma
Psychology 1A/B	None	9-12	Diploma
Reader's Workshop A/B	None	9-12	Diploma
Spanish 1A-3B	None	9-12	Diploma
Visual Arts 1A-2B	None	9-12	Diploma
World Geography A/B	None	9-12	Diploma
Yearbook 1 A/B	None	9-12	Diploma

Life Skills – 25 Units

Courses listed below SCS Life Skills Electives requirements

<i>Course Title</i>	<i>Pre-Requisite</i>	<i>Grade</i>	<i>Graduation Goal</i>
Baking 1 A/B	None	9-12	Diploma
Career Exploration 1 A/B	None	9-12	Diploma & College Bound
Child Development 1 A/B	None	9-12	Diploma & Career Specific
Community Service 1 A-4B	None	9-12	Diploma & College Bound
Computer Skills 1 A/B	None	9-12	Diploma
Consumer Math 1 A/B	None	9-12	Diploma & Career Specific
CTE Applied Networking A/B			
CTE Aviation Seminar 1A – 2B	None	9-12	Diploma & Career Specific
CTE Careers in Education A/B			
CTE Child Development A/B	None	9-12	Diploma & Career Specific
CTE Cisco Networking Basic Routing A/B			
CTE Cisco Networking Fundamentals A/B			
CTE Dental Sciences and Occupations A/B			
CTE Digital Imaging 1A/B	None	9-12	Diploma & Career Specific
CTE Electrical & Computer Engineering A/B	None	9-12	Diploma & Career Specific
CTE Elementary Literacy Development A/B			
CTE Engineering Essentials A/B	None	9-12	Diploma & Career Specific
CTE Ground School	None	9-12	Diploma & Career Specific
CTE Health, Safety, and Nutrition A/B	None		
CTE Improv Dance and Theatre 1 A/B	None	9-12	Diploma & Career Specific
CTE Interactive Publishing	None	9-12	Diploma & Career Specific
CTE Internship 1A/B	None	9-12	Diploma & Career Specific
CTE Intro Business A/B	None	9-12	Diploma & Career Specific
CTE Marketing and Advertising 1 A/B (P)	None	9-12	UC/CSU
CTE Mechanical Engineering Design 1 A/B	None	9-12	Diploma & Career Specific
CTE Medical Front Office 1A/B	None	9-12	Diploma & Career Specific
CTE Medical Insurance Billing 1A/B	None	9-12	Diploma & Career Specific
CTE Medical Terminology 1 A/B	None	9-12	Diploma & Career Specific
CTE Networking Fundamentals A/B			
CTE PC Essentials A/B			
CTE Robotics 1A- 4B	None	9-12	Diploma & Career Specific
Culinary Arts 1A-2B	None	9-12	Diploma & Career Specific
Driver Education / Training	None	9-12	Diploma
Family Studies 1 A/B	None	9-12	Diploma & Career Specific
First Aid 1 A/B	None	9-12	Diploma
Home Economics 1A-2B	None	9-12	Diploma & Career Specific
Internship/ Career Technical Education (CTWEE)	Instructor Approval	9-12	Diploma & Career Specific
Internship (EWEE) 1A-3B	Instructor Approval	9-12	Diploma
Internship / Work Experience Education (GWEE) 1A-2B	Instructor Approval	9-12	Diploma
Intro to CTE A/B	None	9-12	Diploma
Intro to CTE and Internship 1 A/B	None	9-12	Diploma
Intro to Independent Study	None	9-12	Diploma
Karate 1A-2B	Instructor Approval	9-12	Diploma
Leadership 1A-4B	None	9-12	Diploma

<i>Course Title</i>	<i>Pre-Requisite</i>	<i>Grade</i>	<i>Graduation Goal</i>
Logic 1 A/B	None	9-12	Diploma
Personal Finance 1A/B	None	9-12	Diploma
SAT Prep	None	9-12	Diploma
Sewing 1A -2B	None	9-12	Diploma & Career Specific
Speech / Debate 1 A/B	None	9-12	Diploma
Study Skills	None	9-12	Diploma
Teacher Assistant 1A-2B	None	9-12	Diploma & Career Specific
Tutoring 1 A-2B	None	9-12	Diploma
Weight Training 1A/B	None	9-12	Diploma



2015–16 High School Handbook

Guidance & Counseling Department

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The mission of each Springs Charter School is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.



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For additional resources and information, reference the following documents:

- Getting to College from Springs Charter Schools
- The Academy Teacher’s Guide to Teaching the Springs Charter Way



Advisement Process

Springs Charter Schools Mission Statement

Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

WASC Accredited California Public K-12 School

Springs Charter Schools are California Public Charter Schools that serve grades K-12 in Riverside, San Bernardino, San Diego, Orange, and L.A. Counties. Each school was founded on the principle that parent involvement and a personalized educational program for each student will lead to optimal levels of student achievement.

We believe that the best learning occurs when:

- The parent is directly involved in the teaching and learning process
- Learning is tailored to each individual student's needs
- One-on-one teaching is the primary arrangement
- Real life "context-based" learning is emphasized
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology
- Schooling is viewed as one aspect of an education
- The entire community serves as the school campus

The current WASC Report can be found online at
www.springscharterschools.org > About Us > Accreditation

For more detailed information about program options, visit our website at
www.springscharterschools.org and click on "Our Programs."

Three Important Questions

All high school advisement conversations begin with three important questions:

1. How will the school prepare students for college and career readiness?
2. What are the student's post-graduation goals?

Question 1: How will the school prepare students for college and career readiness?

Springs Charter School's graduation requirements and course offerings are designed to provide students with a variety of options upon graduation. The schools place a high value on the importance of college and career readiness. School counselors will work with high school students to develop an academic plan that optimizes each student's options for achieving their post-graduation goals.

Important considerations include:

- ♦ Does the student plan to return to their district school to complete graduation requirements? If the answer is yes, course schedules should be aligned to match the district's graduation requirements. It is the parent and student's responsibility to provide information about their district's graduation requirements to Springs' staff.
- ♦ Does the student plan to complete their high school graduation requirements at Springs Charter Schools? If so, students should be scheduled into classes that lead towards receiving a diploma.
- ♦ Will the student attempt a sequence of courses that align with California State University freshman admissions requirements?

Question # 2: What are the student's post-graduation plans?

Academic planning for high school students involves early identification of post high school goals, as well as, educational and career options.

California State University & University of California Admissions

Springs Charter graduates who plan on attending a CSU or UC are advised to:

- ☆ Follow the CSU/UC “a-g” sequence of courses
- ☆ Enroll in Springs “a-g” courses. All “a-g” courses are certified by the University of California
- ☆ Maintain a C or higher in all courses
- ☆ Complete all SAT and other entrance exams prior to December of their senior year
- ☆ Apply during the month of November to both CSU and UC campuses (Application Deadlines for CSU/UC – November 1-30)

Private and Out of State Colleges and Universities

Students should research college admissions requirements for private and out of state colleges. In general, students are advised to follow UC Freshman Admissions criteria during the early years of high school.

Community College

High school students interested in attending community college after graduation may begin to prepare themselves for the rigors of college level work during the high school years. Students are encouraged to:

- ☆ Take as rigorous of courses in high school as possible. At Springs Charter, it is recommended that community college bound students take as many “a-g” level courses as possible.
- ☆ Juniors & seniors may be approved for up to 9 units per semester (no more than two classes) of community college courses, which will count towards high school and college degree general education requirements

Diploma

All high school students are expected to take a sequence of courses and examinations that lead to receiving a high school diploma. School staff is expected to ensure that each student is scheduled in classes that are designed to meet Springs’ high school graduation requirements. Students are expected to complete courses in a recommended sequence each year unless otherwise approved by the school counselor.

Once a student begins to develop an area of interest, staff may want to begin helping them to think creatively about whether this interest has potential for a future career. Students may explore their interests by taking any of the following course options:

CTE at Springs Charter Schools

Springs Charter offers CTE Pathway Programs. These programs are offered at academy sites and online and are designed to prepare students for either immediate employment in an industry following high school graduation or for continued education at a college or university. Refer to the CTE flyer in the appendix for information on specific courses and sites. Students can contact their ES/Teacher or counselor to find out about local course availability and how to sign up.

CTE Courses (formerly ROP)

Career Technology Education courses provide entry-level job skills and experience in a large variety of career fields. High school students 16 years or older may want to begin their vocational training and experience while still in high school. Many CTE courses provide students with certificates of competency upon completion. An online Google search will quickly lead to a CTE program in your area.

****Please note:** Any CTE or ROP program that is offered outside of Springs must be pre-approved by the student's counselor. Program descriptions and proof of enrollment must be submitted to the counselor prior to beginning CTE courses, and a meeting will be held to determine course credit. Upon completion of the course or sequence, students must provide SCS with a certificate of completion.

Work Experience:

Work Experience Education is the combining of an on-the-job training with related academic instruction designed to maximize the on-the-job experience. The emphasis being a career based learning opportunity for the student through part-time paid employment. WEE is part of a total educational process that helps student to choose a career path wisely, prepares them for full-time employment that is suitable for their abilities and interests and allows students the opportunity to learn to work collaboratively in a successful way. Students will develop professional skills, habits and attitudes conducive to job success and personal growth. The employment will serve the function of a practical laboratory activity for reinforcing the academic instruction. By linking academic core curriculum with an on-the-job work experience this course will promote the students' school-to-career transition.

Internships:

SCS internships are semester-long high school courses that students in grades 10 through 12 take in order to experience a career in their area of interest. Internships focus on development of success-driven work ethics, professional skills, computer applications, and interpersonal skills in the workplace.

Certificate & Associate of Arts Programs @ Community College

Similar to CTE, students may choose to begin instruction towards a Certificate Program or an Associate of Arts Degree (AA) at the community colleges. Certificate Programs consist of 6-8 classes in specific areas and are designed to be used for entry level job skills or can be applied to the Associate of Arts Degree offered through the community college system. Check your local community college course catalog for specific programs in your area.

Renaissance Real World Academy

The mission of the Renaissance Real World High School Academy is to offer a college and career readiness program that will for meaning careers. Students take an active role in their learning and are supported by staff as they gain skills and knowledge necessary to achieve future success and to become life-long learners. RRWA provides a small school setting that creates a sense of community and student well-being that supports academic achievement and student interests and passions.

Staff and parents play an important role in each student's success. Most important to student achievement for underperforming students is to help the student to identify his/her support systems and resources within and outside of the school setting. Springs' students must be able to stay motivated, read and comprehend instructions and materials, ask questions of adults, and have adequate organizational skills.

English enrollment

It is important that staff set high expectations in all courses, especially English. Springs's graduates must be able to read and write at or above grade level in order to access increasingly complex concepts and instruction. All Springs' students are expected to be enrolled in UC "a-g" English courses. Students are expected to enroll in English courses each year.

Mathematics

Springs Charter Schools has several enrollment policies in regards to high school students, including Math I enrollment for all high school students. Students are expected to enroll in a math course each year until they have completed the minimum three year mathematics graduation requirement.

Response to Intervention (RTI)

Students who have low test scores on state-wide and school adopted assessments are placed in the school's RTI process. Staff, parents and occasionally students work together to identify the student's areas of need and develop strategic plans to assist the student towards greater levels of success in all academic areas, particularly English and Mathematics.

Strategies for teachers working with under-performing independent study students (edited from <http://www.ncpublicschools.org>)

- Maintain and support high expectations
- Use pacing guides to plan the instruction and cover competencies
- Teach comprehension strategies and skills
- Relate the subject matter to everyday life situations
- Use various types of ongoing assessment periodically to monitor student learning
- Hold conferences with students regarding their work
- Teach to learning styles
- Use manipulative and other active learning strategies
- Incorporate test vocabulary into daily instruction
- Place emphasis on the application of the new learning
- Model and demonstrate strategies for students and serve as a coach for them
- Provide choices for students (e.g., choosing their own books, research projects, etc.)
- Provide opportunities for students to assume responsibility for their own learning by requiring them to set goals, keep records of their progress, share their learning, exhibit and evaluate their work
- Hold true to the mission of the school
- Develop and maintain positive home-school relations

Serving the Needs of Gifted Learners

Springs Charter has a variety of services, resources, and opportunities for high achieving students, resources and web links, and alternative options for students to receive credit for academically advanced coursework. High school students may earn credits as concurrent enrollment in community college and distance learning opportunities.

Advanced Placement (AP) Program:

Completing an AP course lets colleges and universities know that a student has what it takes to succeed in an undergraduate environment. When admissions officers see “AP” on a transcript, they know that what students experienced in a particular class has prepared them well for the challenges of college. Taking AP courses is a sign that students can be successful in the most rigorous classes a high school has to offer. Students should consult with their counselor or ES/TOR to discuss if AP is right for them and to discuss course offerings.

The Springs Guidance Department administers AP exams in the spring of each school year. Advanced Placement exams are administered to directly coincide with the completed courses. If a student passes the AP exam with a score of three or higher (on a scale of one to five), they could receive college credit for the course through College Board. For more information about AP testing, visit

<http://apcentral.collegeboard.com>

Dual Enrollment

Dual enrollment is a program that allows qualified high school students to earn college and high school credit while meeting graduation requirements. For some students it may be an additional option to achieve college credit in both the academic and vocational pathways.

Honors Courses

Select programs at Springs Charter Schools also offer honors courses, which offer advanced curriculum, more in-depth study, and/or changes in pace from an A-G course.

National Honors Society (NHS)

Membership in NHS is based on four criteria: scholarship, leadership, service, and character. Students are expected to pay membership dues, participate in community services projects and attend monthly chapter meetings. NHS members in good standing are eligible for state and national scholarships offered through the NHS organization.

California Scholastic Federation (CSF)

Membership in CSF is based on scholarship and citizenship only. CSF members are eligible for a variety of tuition scholarships at universities across California and in select colleges nationwide.

GPA - Overall, Overall Weighted, Academic Weighted

- Overall GPA: Average grade in all classes from 9-12th grade, based on a 4.0 scale.
- Weighted Academic GPA: Average grades in all classes from 9-12 with extra point for Honors/AP in which a C or better is earned in the course.
- Academic (weighted) GPA: Our academic GPA is aligned with the UC/ CSU Weighted GPA.

Overall GPA can be found on the student’s transcript. Contact your school counselor for official calculation of weighted

Concurrent Enrollment Policy

Springs Charter students may obtain both high school and college credit for specific courses taken at the community college level provided certain guidelines are followed.

- A student enrolled full time with Springs may take 2 community college courses (not to exceed 9 units) at the community college and receive dual credit for the courses. Full time enrollment is defined as a student who is attempting 20 units of Springs Charter School courses within any given term.
- The following factors will be reviewed by the school administrator prior to granting approval for Springs students to attend community college courses through the concurrent enrollment process:
 - GPA: Students requesting 2 community college general education courses must maintain A & B grades in Springs' core courses.
 - Career Technical Education (CTE) Courses: Students requesting 2 community college vocational courses must maintain A & B grades in all Springs courses and take a sequence of courses that meet the student's post-graduation goals.
 - Continued Community College Class Enrollment: Students will be considered for continued enrollment in community college courses based on successful completion of previous community college classes.
 - Academic History: Students requesting concurrent enrollment typically have a history of strong academic performance in both high school and community college level.

Unit Calculations for Community College courses

College courses that are listed on the CSU and/or UC Transferable Course Lists will be calculated for high school units at 3.33 high school units for each 1 community college course unit and not to exceed 10 SCS units per course. Lab requirements for specific science courses are not awarded additional units toward Springs graduation requirements. CSU and UC Transferable Course Lists may be found at www.assist.org.

Examples include:











	CC Units	x 3.33 =	SCS Units
English 100	3	x 3.33 =	10
PE	1	x 3.33 =	3.33
Spanish I	5	x 3.33 =	10

High school students may take any community college course, however those courses that are not on the CSU/UC Transferable course list will receive 3-5 SCS units for each 3 unit community college course. Students are responsible to submit the transcript to the SCS administration office, attention to the Transcript Technician

Non-publicly funded options

Students who are enrolled in private college sponsored programs in which the entire tuition is paid by the parent or the student and in which there is no known state apportionments payments for the course, are not restricted to concurrent enrollment guidelines.

Concurrent Enrollment Checklist

TASK	Student	SCS Staff
<p>Complete Matriculation Process at Desired College of Attendance Refer to individual college website for required steps</p>		
<p>Complete Required Concurrent Enrollment Paperwork & Submit to SCS for Approval</p> <ul style="list-style-type: none"> • Refer to individual college website for required form(s) and documents. • It is recommended you turn your forms in early; processing may take up to 7 business days. • Students who do not submit forms to the Guidance Department for approval prior to starting the course may not receive high school credit for completed courses. 		
<p>Request Transcripts from SCS if Required Not all colleges require official transcripts for concurrent enrollment. Request transcripts by emailing transcripts@springscs.org. Please include</p> <ul style="list-style-type: none"> • Student's Name • Student's date of birth • Reason for Request • Where you would like the transcript sent (address, attention/department, etc.) 		
<p>Submit Required Forms and Documents to College SCS will not submit documents on a student's behalf.</p>		
<p>Register for Approved College Courses Refer to college website for registration process, date, and time.</p>		
<p>Complete College Course with a C or Better</p>		
<p>Request College Send Official Transcripts to SCS It is the student's responsibility to submit official transcripts to SCS so that high school credit can be awarded. Refer to the college for transcript its request procedure. Transcripts should be sent or hand delivered directly to –</p> <p style="text-align: center;">Springs Charter Schools Attn: Transcript Technician 43466 Business Park Dr. Temecula, CA 92590</p> <p>Only a sealed official transcript will be accepted for high school credit. It is highly advised that students submit transcripts immediately following the semester in which a college course is completed to ensure accurate academic advisement and assessment of progress towards graduation requirements.</p>		
<p>Credits Awarded on High School Transcript</p>		

Community College Documentation and Transcripts

Courses taken at the community college may or may not need to be documented in the student's learning record. There are two options:

1. Homeschool only: Community College courses in which the school has paid for any portion of the college course materials must be showing as an active course in OASIS, documented in the Learning Plan, showing a portfolio sample and a grade recorded. The ES will enroll the student in one of the corresponding course titles below and select "N" to indicate that the courses should not show on the high school transcript.

College Course Algebra 2	College Course World History
College Course Pre-Calc	College Course US History
College Course Integrated Math 1	College Course Biology
College Course Integrated Math 2	College Course Chemistry
College Course Integrated Math 3	College Course Earth Science
College Course Other 1	College Course Physics
College Course Other 2	College Course Prob & Stat
College Course English 101	College Course College Algebra
College Course English 103	

2. All community college courses that are completed by the student will be posted on the Springs' transcripts after submission of an official transcript from the college to the guidance department and with written permission from the parent/guardian or adult age student. It is the student's responsibility to have the Official Transcript sent from the college. The ES/Teacher may use unofficial documentation for purposes of tracking academic progress towards graduation however, the High School diploma will not be complete until official documents have been received and posted to the student's transcript.

Note: It is the student's responsibility to provide enrollment and/or verification of completed course work to the ES/TOR at the beginning and completion of each semester. The ES/TOR is responsible for monitoring academic progress towards completion of Graduation Requirements.

What is Dual Enrollment?

Dual enrollment is a program that allows qualified high school students to earn college and high school credit while meeting graduation requirements. For some students it may be an additional option to achieve college credit in both the academic and vocational pathways.

Dual Enrollment Objectives

Dual Enrollment creates access for high school students participating in post-secondary education opportunities (academic & career).

- ☆ Reduces college costs for students and families
- ☆ Reduces the length of time for students to obtain their academic and/or career goals
- ☆ Increases college credits awarded to high school students

Who Can Participate?

Students must be **juniors or seniors** having the support of parents, ES, and a high school counselor who verifies appropriate college level capability based on assessment scores and/or program pathways.

Why Take Dual Enrolled Courses?

Begin college early. High school students can begin working on a vocational certificate, associate's degree and/or university transfer requirements while completing as much as one year of college.

Save money. Students and their families can save thousands of dollars of college costs.

Easier transition to college. Students will gain confidence in their ability to do college work and may have an easier transition into postsecondary education.

Which Courses are Offered?

Fall 2015-16 courses: English 101 – Freshman Composition, Math 105 – College Algebra, HIST 111 – U.S. History to 1877

Spring 2015-16 courses: English 103 – Critical Thinking and Composition, Math 110 – Pre-Calculus, HIST 112 – U.S. History Since 1865

Who Teaches These Courses?

Dual enrolled classes may be taught by approved MSJC Associate Faculty. Instructors use college curriculum and textbooks, and deliver a college level course, which will require students to work at a higher level.

Counselor Role in High School Advisement

The Springs Charter Schools' guidance staff consists of a team of specialists committed to providing quality services to students, parents, staff and the general public. Credentialed counselors, teachers, technicians and support staff work together in addressing the needs of all students to ensure the maximum benefit from the educational experience. The guidance department maintains that the education and development of student potential is vested in the individual, family, school and community and is therefore committed to a collaborative process that is inclusive of all stakeholders.

Departmental functions include:

- Professional counseling & support services
- High school advisement and course enrollments
- Grade level placement
- 504 Plans
- RTI Behavior Support

Guidance staff is committed to the following student related services:

- Student advocacy and assistance toward independence and responsibility in action
- Participate as an integral part of the school in addressing the complex issues that students are confronted with in today's society
- Early identification and advisement for college and career readiness
- Crisis intervention – Response, staff development, written school policies & processes
- Coordination of student services with all departments (Special Education, Student Records, Instruction and Curriculum, Discipline, etc)
- Develop systematic academic advisement policies and practices to insure that all high school students are placed in courses appropriate to meeting both SCS graduation requirements, enrollment policies and student post-graduation goals
- Develop increased understanding in the educational community of students' social, emotional and developmental needs and proven strategies for responding to all students
- Foster the belief that every individual is capable of learning and deserving of respect
- Support the belief that education must prepare students to live and work in a complex and ever-changing global society
- To foster reflection, re-evaluation, and openness to change as key elements toward program and individual improvement

Advisement Functions:

- Develop four year academic plans for all SCS programs
- Develop individualized four year academic plans for all high school students and select core courses.
- Provide staff development and training to all high school staff, teachers and directors
- Collaborate with all program directors on course advisement issues and scheduling
- Provide advisement for parents and students ongoing development of the student's four year academic plan
- High School course enrollment

All high school students are advised to meet with the school counselor for yearly transcript and academic reviews of their high school students' advisement plan. It is preferred that parents, students and teachers be present at the yearly review, however it is not required. Contact the Guidance Department to schedule an appointment with the counselor that serves your area.

Counselor/Student Assignments: All students are assigned a school counselor. Counselors are assigned based on the student's teacher of record.

High School Units for Middle School Students:

Springs Charter Schools provides 7th and 8th grade students the opportunity to earn high school credits in the areas of a-g approved mathematics courses and a-g approved foreign language courses. The policy is consistent with the UC/CSU policy to accept these units when taken in middle school.

Parents who would like their middle school student to receive high school units must send a written request to the transcript technician for the courses and units to be recorded on the transcript. It is also important to note that:

- Another school may not accept the units
- **Only** a-g mathematics and a-g foreign language courses can be considered for high school credit

Middle School Math Course Tracking:

All middle school math courses will be designated on the Student Agreement/Addendum to indicate the specific math course that each student is taking.

Listed below are the middle school math course titles/sequence:

For 7th Grade Only

Math 7
Math 7 Accelerated
Math I (P)

For 8th Grade Only

Math 8
Math I (P)
A-G Geometry A/B

Placement Criteria for Math Courses: The following multiple measures should be considered when placing students in the middle school math sequence.

- I-Ready Math Assessment results or Inspect Assessments
- Other recommended math assessments (as appropriate)
- Current math course performance on homework, quizzes, and test scores
- Teacher observations and recommendations

Student Agreement and Course Approval Process: The Student Agreement for middle school students will have a similar appearance and function as the high school Student Agreement currently in use for enrollment. The ES/TOR will follow the process below when enrolling middle school students:

1. Input generic menu of courses for K-8 students
2. Delete the generic math course title
3. Add the specific math course title that the student is enrolling in
4. Select "0" for the units attempted and "N" so the course does not appear on the transcript.
5. Student Record's CT staff will approve all initial courses based on advisement criteria
6. Addendums: Changes to middle school math courses must be done by using the addendum process w/counselor approval.

Math Course Sequence Advisement

The California State Standards math sequence began with incoming 9th grade students in the 2014-15 school year. The courses listed below will meet UC and CSU “a-g” freshmen admissions requirements and count toward completion of Springs’ graduation requirements in the math subject area.

Middle School Students:

In 2015-16, Middle school students may enroll in the following courses:

- * Math 7
- * Math 7 Accelerated
- * Math 8
- * Math 1 (P) A / B (high school level course)
- * Geometry (P) A / B (high school level course)

High School Students

California State Standards course sequence will be:

- * Math 1 (P) A / B (Algebra 1/Geometry) – available for Fall 2014-15 enrollment
- * Math 2 (P) A / B (Algebra 1/Geometry/Algebra II) – available for Fall 2015-16 enrollment
- * Math 3 (P) A / B (Algebra II, advanced math) – availability TBD

High School Shadow/Support Course

Students who are struggling or at risk of successful completion of the State Standards Math Sequence within four years of high school, will be enrolled in a shadow course. The shadow course will be designed to fill in the gaps in foundational math skills and will be personalized to each student’s individual needs. The courses listed below will count toward completion of Springs’ graduation requirements in the special interest area.

Shadow course titles will be:

- * Math Essentials 1 A / B – available for Fall 2014-15 enrollment
- * Math Essentials 2 A / B - available for Fall 2015-16 enrollment
- * Math Essentials 3 A / B – availability TBD

Sample Mathematics Sequences:

Typical Sequence

	7 th	8 th	9 th	10 th	11 th	12 th
Math 7	✓					
Math 8		✓				
Math 1 (P)			✓			
Math 2 (P)				✓		
Math 3 (P)					✓	
Pre-Calc (P)						✓
Prob & Stat (P)						✓

Sequence for students who struggle in mathematics

As defined by multiple measures, including assessments, academic performance, etc.

	7 th	8 th	9 th	10 th	11 th	12 th	Shadow Class
Math 7	✓						
Math 8		✓					
Math 1 (P)			✓				Math Essn 1
Math 2 (P)				✓			Math Essn 2
Math 3 (P)					✓		Math Essn 3
Pre-Calc (P)							
Prob & Stat (P)							

Sequence for Students who are “at risk” in mathematics

Criteria for “at risk” includes objective assessment of multiple measures, including assessment, academic performance, etc. These students will need additional support through the RTI II and/or IEP processes.

	7 th	8 th	9 th	10 th	11 th	12 th	Shadow Class
Math 7	✓						
Math 8		✓					
Math Essn 1			✓				
Math 1 (P)				✓			Math Essn 2
Math 2 (P)					✓		Math Essn 3
Math 3 (P)						✓	
Pre-Calc (P)							
Prob & Stat (P)							

Advanced Mathematic Sequence

Springs Charter Schools encourage advanced mathematics students to accelerate by beginning the high school (P) level math course sequence in 8th grade. Students who score a course letter grade of an A or B and earn a full year credit (ie: 10 units) may advance into the next course level.

The math teacher, parent, student and school counselor will determine math course placement based on multiple measures including assessment, student performance in math courses, and sample of student work and progress toward completion of graduation requirements with the expected four years.

UC and CSU school systems require three years of college-preparatory mathematics (four years recommended) that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

	7 th	8 th	9 th	10 th	11 th	12 th
Math 7	✓					
Math 7 Accelerated	✓					
Math 8		✓				
Math 1 (P)	✓	✓	✓			
Math 2 (P) / Geometry (P)		✓	✓	✓		
Math 3 (P) / Algebra II (P)			✓	✓	✓	
Pre-Calculus (P)				✓	✓	✓
Prob & Stat (P)				✓	✓	✓
Calculus (P)					✓	✓

High School Advisement Worksheet – Transcript Analysis

Student academic advisement will be calculated using the advisement sheet. Counselor developed advisement sheets should be reviewed yearly with the student for ongoing academic evaluation and planning; this will ensure progress towards meeting expected graduation requirements and post-graduation goals. The advisement sheet is designed for transcript analysis for students transferring from other high schools and well as for use in providing clear communication and expectations between staff, parents, and students.

Transcripts from Other Schools:

Many of Springs' high school students earn grades and units from other high schools during their high school academic career. Some important tips when working with transcripts from other schools include:

- ♦ Always work from the original transcript
- ♦ Understand course titles and equivalent course levels

SCS (P) designated courses are submitted and approved through the UC Regents office. These college-prep courses have equivalent rigor to standard CA public high school courses.

Most course titles may be researched through UC Doorways. Google search a-g course lists and select the school that the student attended (as listed on the student's transcript).

- ♦ Use the credit summary often included on transcripts—the credit summary indicates the graduation requirements met from the student's previous school.
- ♦ When unsure of whether a course title will meet Springs' graduation requirements, record the course title in the Special Interest section of the advisement sheet until verification of the course content is complete
- ♦ The ES or teacher of record should contact the student's previous school for additional information on questionable course titles and content.
- ♦ Parents and students may be expected to obtain course descriptions and/or course syllabi or other verifying documentation to verify questionable course titles or content.



Spirings Charter Schools - Guidance Advisement Sheet – Grades 9th -12th
 Course Schedule recommendations for 2015-16 school year

STUDENT NAME:		GRD:	
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Student Post Graduation Goals

- 4 Year College
 2+2 Community College/4 Year College
 Community College/Work

Career Interest: _____

Program:

- Real World Academy / FAPA
 Home School

- Keys High School
 Venture Online

GRADUATION REQUIREMENTS 230 Units total	a-g	Units	Fall / Spring Course Recommendations	Units needed
English I (P) - 10 units	y			
English II (P)- 10 units	y			
English III (P)- 10 units	y			
English IV (P)- 10 units	y			
Health - 5 units				
PE 1 - 10 units				
PE 2 - 10 units				
CTE / Life Skill - 10 Units				
CTE / Life Skill - 10 Units				
CTE / Life Skill - 5 Units				
Math 1 (P) - 10 units*	y			
Math 2 (P) – 10 units*				
Algebra 1 (P) – 10 units**	y			
Geometry (P) - 10 units	y			
Algebra II/Pre-Calc (P) - 10 units	y			
Chemistry/Physics (P) - 10 units	y			
Biology (P) – 10 units	y			
World History (P) - 10 units	y			
US History (P) - 10 units	y			
American Government (P) – 5 units	y			
Economics (P) – 5 units	y			
Foreign Language 1 (P) - 10 units	y			
Foreign Language 2 (P) - 10 units	y			
Visual/Perform Art (P) - 10 units	y			
Elective (P) - 10 units	y			
Special Interest - 10 units				
Special Interest - 10 units				

* For graduating classes of 2018 & 2019

** For graduating classes of 2016 & 2017



High School Policies & Procedures

Graduation Requirements

	Springs Charter Schools Diploma Requirements	CSU / UC Minimum Eligibility for Freshman Admissions*
Language Arts	40	40
World History	10	10
United States History	10	10
Economics	5	5
American Government	5	5
Mathematics***	30	30
Physical/Earth Science	10 w/lab	10-20 w/lab
Biological/Life Science	10 w/lab	10-20 w/lab
Foreign Language, CTE, or Visual/Performing Art**	10	n/a
Foreign Language**	n/a	20
Visual/Performing Art**	n/a	10
Special Interests	50	See counselor
Physical Education	20	n/a
Health	5	n/a
Life Skills Electives	25	n/a
Total Units	230	230 or higher
SAT or ACT exams		

*CSU/UC requirements listed reflect the minimum expectations. Students are encouraged to exceed unit expectations for entrance to more competitive colleges. See counselor.

**The Visual Performing Art and/or Foreign Language must be a one-year course (10 units of the same course).

***Math requirement includes at least one year of algebra content.

NOTE: Students will be expected to be continuously enrolled in the core courses required for graduation until they have met all the requirements listed.

High School Student Enrollment Policy – College and Career Readiness

Springs Charter School recognizes the importance of ensuring that all graduates reach their highest potential in the areas of college and career readiness. Springs' graduates will be prepared to access college level coursework depending on post-graduation, college, and career plans. Springs high school students will be encouraged to take a series of career exploration and pathway programs that include internships, work experience, career pathways, career certification, CTE (formerly ROP) classes, and other career and vocational exploration and training programs

College Readiness for Springs Charter schools can be defined through some of the following criteria:

- Completion of CSU/UC Freshmen Admissions Requirements
- Completion of college level transferable courses through concurrent or dual enrollment.
- College admissions exam scores that meet expected entrance criteria (Accuplacer, SAT, ACT, EAP, Advanced Placement, SAT Subject Exams, and others)
- Completion of advanced high school coursework in mathematics, English, foreign language, science, social studies, visual and performing arts, career technical education.
- Other similar factors

Enrollment in High School Courses

All high school students will be enrolled in courses that are approved through the UC Regents as meeting college preparatory levels of rigor. These course titles are designated on the transcript as (P). For more information, see the University of California's a-g Course List on the UC website.

All high school students will be enrolled in courses that follow the CSU/UC Freshmen Admissions a-g course sequence. These courses are aligned to the school's high school graduation requirements. For more information, see the University of California and California State University websites for freshmen admissions requirements.

Exceptions to enrollment policy:

Educational Specialists and teachers who are requesting that a student be exempt from completion of high school course work at the a-g level of rigor, may request an exemption to the school's course enrollment policy. All exemptions will be determined through either the RTI, 504, or IEP process and based on objective criteria that includes student academic performance in each course, test scores, adequate progress, teacher recommendations, and additional factors. The student's counselor must be in attendance as one member of the multi-disciplinary team. Determinations for exemption will be made within individual subject disciplines. If a determination is made that the student schedule should be modified to the general level of rigor, the RTI, 504, or IEP team will meet at regularly scheduled intervals to monitor student progress and ensure that interventions and supports are effective.

UC/CSU Freshmen Admission Subject Requirements

General requirements, by subject area

High school seniors who fulfill the following three requirements will be entitled to a comprehensive review of their applications at each UC campus to which they apply.

- Complete 15 A-G courses, with 11 of those done prior to the start of 12th grade
- Maintain a GPA of 3.0 or better
- Take the ACT with Writing or SAT Reasoning test

For more information regarding the comprehensive review process contact your guidance counselor.

The A-G requirements can be summarized as follows:

A History / Social Science - Two years required, including one year of world history, cultures, and geography **and** one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

B English - Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.

C Mathematics - Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry (students are required to take 1 year of Geometry).

D Laboratory Science - Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.

E Language Other Than English - Two years of the same language other than English.

F Visual & Performing Arts - One year, including dance, drama/theater, music, or visual art.

G College Preparatory Elective - In addition to those courses required in "a-f" above, one year (two semesters) of college preparatory electives are required, chosen from advanced visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

Exam Requirements

SAT I or ACT
CSU Entrance Exams

UC/CSU Application Deadlines

November 1-30 of the previous year

Financial Aid Applications

FASFA and Cal Grant (due January to March)

** See "Getting to College from Springs Charter School" in appendix or consult a guidance counselor for details about applying for financial aid.

Assessment and placement in support classes is most effective when done early as early as possible once a student has been identified to be in need of additional support.

9th Grade Math Options for 2015-16

1. All 9th grade students will be enrolled in Math 1 (P) if they have not yet already met the one-year algebra requirement.
2. During the first 4 weeks of fall semester, the ES or math teacher will assess the student's ability toward successful completion of the course. Teachers will use multiple measures to determine the student's level of mastery in pre-requisite concepts and identify specific gaps that need to be addressed. Teachers may use a variety of multiple measures including, but not limited to:
 - ~ i-Ready Diagnostic
 - ~ Inspect Online Assessment (Algebra Readiness Diagnostic)
 - ~ Pre-tests from curriculum and other sources (ALEKS, Saxon), Symphony, ST Math
 - ~ Student work samples
 - ~ Teacher observations
 - ~ UC Algebra I readiness exam result
3. 9th grade students who do not have the prerequisite knowledge to successfully pass Math I (P) with a C or better and full units (based on the Test for Units) may be recommended for an alternate course placement:

Option #1

- a) Student remains enrolled in Math I (P)
- b) Increase support and resources by enrolling the student in the Math Essentials I courses and provide additional resources including:
 - ~ ALEKS (supplemental)
 - ~ On-site instruction (RHSA)
 - ~ Tutoring
 - ~ Additional on-site instruction days (academies)

Option #2

- a) Conduct parent, student, teacher conference (RTI 2 meeting) to discuss assessment results, develop intervention and frequent monitoring plan, and to discuss implications towards meeting graduation requirements if student enrolls in Math Essentials I
- b) Enroll student in Math Essentials I (meets Special Interest)
- c) Add significant support and resources
 - ~ Frequent parent & student conferences and progress monitoring (RTI Tier 2)
 - ~ Supplemental curriculum and instruction
 - ~ Tutoring
 - ~ Additional on-site instruction days for academy students

Assigning Student Grade Level

Springs Charter School considers multiple criteria for grade level placement for High School Students. We believe that doing so offers students a more realistic view of their progress towards accomplishing the goal of attaining a high school diploma. The criterion that is considered for grade level placement includes the number of units a student has completed at the end of each school year, as well as completion of specific core classes that would be expected to contribute to the successful completion of courses at the next higher level.

- All high school grade level placements will be determined during the spring enrollment meeting or at the Intake enrollment meeting for new students.
- Grade level placement will be based on a transcript review and on a projected, academic plan for completion of units and benchmark courses as listed on the chart below.
- Students who need to repeat grade levels should be held back in grades nine and eleven grades.
- Students should not repeat 10th grade.
- No grade level changes will be considered during the school year unless circumstances dictate the need for exception and the counselor & program director approve.
- It is expected that staff will make every attempt to place all high school student in grade levels according to this guidelines set forth. Exceptions to this policy will be considered on a case-by-case basis with approval from the guidance counselor.

The goal for all high school students would be to complete all high school diploma requirements within a four-year time frame, including summer school. Typically, this would require that each student be enrolled in a minimum of 30 units each semester.

Grade Placement	Minimum Unit Completion	Grade level Benchmarks Courses attempted
Freshman	50	English course Math course Science – (Earth/Life)
Sophomore	100	English course Math course World History Biology
Junior	150	English course Math Course US History
Senior	230	All graduation requirements completed by the end of summer following the senior year

Course Sequence

Each semester high school transcripts are reviewed by the school counselor and appropriate adjustments made to the student's schedule. Student course selection should indicate a progression of advancing course levels and titles. Ex: The natural progression of Spanish classes is: Spanish I, II, III, etc.

Credit for Course in Religious Studies

Springs Charter School awards units for courses that teach about religion. Courses that are devotional in nature will not be awarded units. Contact the director of Guidance if any clarification is needed.

Standard of Measurement/Equivalent Unit

Springs awards five units for a semester's worth of assigned course work. This should not be confused with a semester's length of time. Students are expected to cover and master the educational material in each course in order to earn all attempted units. Partial completion of assigned work within a semester's time may result in partial units in the course. The course teacher determines the number of units to be awarded in each course.

Springs awards traditional Carnegie units to students; those units will transfer to a traditional high school if the student chooses that option.

The ES/Teacher is responsible for documenting and evaluating learning, which shows progress towards the student standards. Students confer with the ES/Teacher to decide the most appropriate course, or body of work, for them in each growth area. High school students must complete all core course requirements as defined by the curriculum/instruction department subject specialists. Core courses include essential standards/concepts, key assignments, seminar discussions with highly qualified instructors and a final exam.

The ES/Teacher considers the appropriateness of the body of work in terms of the age and ability of the student. When awarding units, the ES/Teacher also considers the following:

- If this body of work were to be studied in a traditional classroom setting, would it warrant the amount of units being awarded? As an example, traditional high schools consider the material covered from the Civil War to present, as that necessary to receive 10 units in U.S. History.
- Students are expected to cover that same amount of time regardless of curriculum and method of instruction. When the student learns the expected amount of information they will have earned 10 units, regardless of the time required to learn the material.
- Students also allowed the freedom to diverge from texts or develop their own course of study. It is possible for a student to learn the same amount of material without depending on a traditional text.
- It is important to keep standards high when working outside the parameters of a published course of study. If there is any question about a course, please speak to an advisor/director or curriculum specialist at the beginning of the course or immediately after a problem arises due to insufficient work. Reporting these concerns in a timely matter is essential.

High School Credit Alert

In order for a student to be enrolled with Springs Charter School, they must be attempting a minimum of 20 units each semester. Most students take between 30 and 35 units each semester. Students may not exceed 40 attempted units in a semester without prior approval from school counselor or program director.

Students who are concurrently enrolled in community college courses may count each course as five attempted units towards the maximum required units (40). (ex: student takes 25 units through Springs and 2 community college courses to equal attempted units of 35). See concurrent enrollment information in this handbook.

Units: Students typically receive five units of credit for each semester of course work completed with a passing grade.

Repeated Units: Any course repeated beyond the maximum units allowed will not receive additional credit. However, if a student repeats a course to improve his/her grade, units will be given for the course with the higher grade.

Course Prerequisites: A course prerequisite is a prior qualifying condition, education experience, or level of performance which is used to predict the probability of success in the course. It does not in itself determine the probability of success in the course or eligibility for enrollment in a course. Counselors also use standardized test scores, past academic performance, teacher recommendation, and assessed motivation to place students in classes commensurate with their abilities, interests, and needs. See 2015-16 Master Course List for details.

Grades to Date Policy

New students who enroll at a Springs Charter School during mid-semester are encouraged to request Grades to Date (also known as check-out or withdrawal grades) from the previous school during the check-out process. Springs will accept Grades to Date from the previous school under the following conditions:

- **Option 1:** Grades to date will be accepted when the student continues in the same course/courses at Springs Charter that they were taking at the time of withdrawal from their previous school. Final semester grades will be determined by averaging the courses grade to date from the previous school with the Springs grade. Final semester grades are determined by the ES or teacher.

Example: The student transfers to Springs Charter in the middle of the semester point with a letter grade of "C" in English 10A. The student enrolls in English 10A at Springs Charter and completes all semester coursework with a grade of "B". The ES/Teacher will average the C and B grades to determine a final course grade of C+ or B- with 5 semester units earned.

- **Option 2:** The parent or student may request that the student be awarded the previous school's grade from the grade to date report with variable units based on an average of the student's actual attendance divided by the total of expected semester attendance as indicted on the previous school's records.

Example: The student transfers to Springs Charter at the mid semester point with a letter grade of "B" in Ceramics A. Based on the student's actual attendance of 38 days out of the school's semester expected attendance of 90 days, this student would receive a grade of "B" and 2 units for Ceramics A on their Springs transcript.

Process for documentation:

- Parents and students may present Grades to Date information at either the Intake enrollment meeting or to their ES or academy advisement staff at any time within the first semester of enrollment with Springs Charter.
- School staff will fax the Grades to Date report with completed grades to the guidance department staff with written instructions about how the grades to date will be used for the individual student.

Other clarification for accepting grades to date:

- Grades to date will only be accepted if there has been no more than a two week gap in missed work or attendance between the drop date from the previous school and the start date with Springs Charter.
- The parent or student must provide the written grade to date report from their previous school within the student's first semester of enrollment with Springs Charter. It is the parent and student's responsibility to provide the Grade to Date form to intake staff, their ES or program advisement staff.

Withdrawal Grades for Springs Charter Students: When a student withdraws or is removed from a class after the first four weeks of a semester, partial units will be awarded with a grade for the work done up to the point of withdrawal. Under Independent Study guidelines, students are awarded grades and units based on work completed. Springs high school students who withdraw from school during the semester are expected to be awarded all grades and full or partial units that have been earned up to the point of withdrawal. The ES or teacher of record is expected to post grades and units on the student's report card within a reasonable time frame of the student's departure in order that the receiving school can assign courses accurately. A copy of the report card should be provided to the student at the time of withdrawal, regardless of the circumstances for the student drop. Withdrawal grades will appear on the high school transcript and be sent to the new school as part of the cumulative file.

Incomplete and Pass/Fail Grades: Under Independent Study guidelines, students are to be awarded letter grades and units based on work completed. Springs does not award Incomplete or Pass/Fail grades.

"No Mark" Grades: All attempted courses must remain on the student's transcript, regardless of final grade and units earned. Attempted courses are defined as courses in which the student 1) was enrolled, 2) met with a teacher, and 3) received lessons assignments and/or instructional materials. In addition, if school staff claimed any portion of ADA (attendance) for the class, then the course must remain on the student's transcript. Students who do not complete sufficient work to earn at least 1 full unit of credit may have a grade of NM and zero units posted on the transcript.

Students or parent/guardians who are enrolled in, but did not attempt a specific course (see definition above) may have a course removed from the transcript by requesting that the ES, TOR or credentialed administrator or counselor by submission of a completed addendum to the Guidance Department.

The High school transcript is the official, permanent record of each high school students' academic accomplishments. Credentialed teachers are responsible to follow all Springs Charter school enrollment policies and teacher responsibilities as determined by administrative staff including principals, program directors, school administrators, governing board policies, and other requirements as written in the charter.

Grades: (per *Education Code* sections 49066 and 49070b) Credentialed teachers are responsible to determine and submit the final course grades and units. The grade given to a pupil by the teacher of the course (in the absence of clerical or mechanical error, bad faith, incompetency, or fraud) shall be final. Neither the local governing board nor superintendent or other administrative staff shall order a grade changed without first giving the teacher who has assigned the grade the opportunity to state orally or in writing the reasons for which the grade in question was given.

Exceptions: On rare occasion, other credentialed staff may determine courses, grades and unit assignments under the following conditions 1) when the teacher assigned to oversee the student's work is not available or no longer employed at Springs Charter school, 2) when the parent or student contests the course, grade or units assigned and a credentialed administrator reviews the entire body of student work or documented completion of lessons, grading policies, etc. or 3) by written school policy and 4) when a parent or student requests consideration of grades/units for non-traditional course work, such as: Withdrawal Grades for another school, CTE and other course certificates, independent study work completed under non-credentialed staff, parent designed transcripts, international transcripts, and college work completed outside of guidelines as stated in SCS written concurrent enrollment policies.

High School Transcripts from Previous Schools: The transcript technician may post high school courses, grades and units based on documentation from another high school's Official Transcript. It is the student/parent's responsibility to contact the previous school and request the Official Transcript to be sent to the transcript technician for posting to the student's Springs' transcript. All high school courses, grades and units must be posted as they appear on the previous school's transcript. Course titles may be changed to reflect Springs' course title equivalents (example English 1A at Murrieta High School may be posted as English I (P) A on the Springs' transcript (if the course is listed under the UC Regents approved courses for Murrieta High).

College Transcript submission: Springs policy allows for college level courses to be posted on the high school transcript once the transcript technician has received the Official Transcript from the college. College courses are posted at the written request of the student/parent and it is not required that all college courses be posted on the student's high school transcript. It is the student's responsibility to request the Official Transcript to be sent to the Transcript technician as well as to communicate in writing which courses should be posted on the student's SCS transcript. Communication by be done through the ES or academy site staff, but must be requested through email or other written format.

How to request a transcript: Transcripts can be requested by contacting the transcript technician at transcripts@springscs.org or call 951-252-8836. In order to process the request, she will need the student's full name, date of birth, and reason the transcripts are needed (college application, scholarship, concurrent enrollment, etc.).

Springs Charter School offers high school students the option to earn units for Driver Education & Training taken through private licensed driving schools. Students should discuss this course option with their academy teacher of record or their Homeschool ES prior to the semester that the course is taken. Springs can only award high school units for driver education and training courses taken during the months when school is in session.

The California Department of Motor Vehicles requires that all students under the age of 18 must take an education and training course prior to obtaining a driver's license. The course consists of a minimum of thirty hours of classroom instruction and at least six hours of behind the wheel training taught by a professional, certified instructor.

Once the student has completed all requirements of the driver training and education program, the school will issue official documentation of course completion required by the California DMV prior to issuing the student a Professional Driver's License.

Students who plan to take Driver Education and Training for high school credits must make their own arrangements with a certified driver training school.

FAQ for Springs Charter Students:

Q: Does Springs Charter provide or pay for a Driver's Education and Training Course?

A: Springs Charter has a number of approved vendors who offer Driver Education & Training courses. Homeschool families must use one of the approved vendors when using the student's instructional funds to pay for the course. Academy students may enroll in the driving school of their choice, at their own expense. Students should be advised that not all Driver Education programs are certified to instruct students under the age of 18, and do not submit the needed course completion certification required by the California DMV.

Q: The DMV referred me to my school for a course completion certificate? Who issues these?

A: Many comprehensive high schools offer Driver Education and Training from certified instructors. Because SCS does not offer certified instruction, students must go to the private driving school for course completion certification.

Q: How does Springs Charter award units for the high school transcript?

A: Students must make prior arrangements with their Homeschool ES or academy teacher of record in order to receive units for Driver Education and Training. Students must complete all classroom and behind the wheel instruction and pass the Professional License exam in order to receive the full five units for the course.

Graduation Verification Process

The ES/TOR will...

1. Post final grades/units in oasis
2. Complete the Student Check-Out Form to let student records know if all materials were returned.
3. Complete the electronic Graduation Verification Form on the Staff Resources section of the website

The Guidance department will....

4. Review graduation forms and send written notification to student records for diploma's to be mailed home to students.

Participation in Graduation Ceremonies

Graduating seniors may participate in the Springs Charter Graduation Ceremonies if:

- The student has completed all graduation course & exam requirements.
- The student has completed all graduation course requirements.
- The student is within 5 units of completion of graduation course AND is enrolled in summer school.
- The student is in "good standing" in regards to citizenship and behavior. Participation in graduation ceremonies is a privilege. Students may be notified in writing as part of a disciplinary process that, although they will receive the diploma for completing all graduation courses & exam requirements, that the privilege to participate in graduation ceremonies has been withdrawn based on non-academic issues. In these cases, the parent may appeal the decision to the Program Director, Senior Director, and/or Director of Education.

Cap & Gown, Ceremony Participation and Diploma

Student Records will contact all potential graduates with information about how to order the Cap & Gown, graduation ceremony logistic information and request a small fee for the printing and framing of the student's diploma.

NCAA Eligibility – Handout for Parents and Students

9th and 10th grade:

- Download and read the NCAA guide for the College-Bound Student-Athlete. www.NCAA.org
- Contact your school counselor to discuss eligibility and obtain the list of RSCS eligibility courses.
- Plan to graduate on time (in eight academic semesters). If you fall behind, use summer school sessions prior to graduation to catch up.
- Work hard to get the best grades possible. You must earn a minimum required grade-point average in all of your core courses. You must also earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale. (Requirements differ for Division I and Division II.)
- Take classes that match Springs Charter Schools' NCAA list of approved core courses.
- You can find the list of NCAA approved core courses for Springs Charter School at www.eligibilitycenter.org.

11th grade: Register with the NCAA eligibility center

- Begin your amateurism questionnaire
- Make sure you are still on track to meet core-course requirements (verify you have the correct number of core courses and that the core courses are on file with the NCAA eligibility center)
- After your junior year, request that your school counselor send a copy of your official transcript to the eligibility center. If you have attended any other high schools, make sure a transcript is sent to the eligibility center from each high school.
- Prior to registration for classes for your senior year, meet with your school counselor to determine the amount of core courses that you need to complete your senior year for eligibility
- Begin taking the ACT or SAT (qualifying test scores are required for NCAA eligibility), request test scores to be sent to the eligibility center

12th grade:

- Continue to get high grades in all courses
- Complete amateurism questionnaire and request final amateurism certification on or after April 1 if you are expecting to enroll in college in the fall semester (October 1 for spring semester enrollment.)
- Continue taking the ACT or SAT, request test scores to be sent to the eligibility center. The eligibility center will use the best scores from each section of the ACT or SAT
- Have your high school guidance counselor send a final transcript with proof of graduation to the eligibility center

Requesting a Work Permit

Students requesting a work permit or an entertainment permit should contact the Guidance Department at 951-252-8833. A determination of eligibility will be made based on the policy requirements listed below. Students requesting to earn High School credit toward graduation must also be enrolled in a Work Experience Education (WEE) course through Springs Charter School. Once the completed work permit packet has been received by the appropriate office, please allow 7-10 working days to process your work permit.

Student Responsibility:

- Springs' Work/Entertainment Permit Policy requires that students:
 - Maintain a 2.0 GPA as determined by the prior semester grades
 - Have no truancy or excessive absences
 - Maintain good citizenship
 - Are making adequate progress toward graduation
- Parents and students are expected to become familiar with federal and state laws and restrictions that apply to working minors.
- It is the responsibility of the student/parent to work with the Work Permit Coordinator or WEE coordinator/teacher to insure that all forms and information are accurate and complete.
- Students must complete all portions of the Work Permit Application.
- The student must re-apply for a new work permit yearly and when changing employers.

Enrollment in Work Experience Education (WEE) for High School Graduation credit:

- The WEE teacher/coordinator approves students for enrollment in WEE (EC § 51760).
- At the time of enrollment, students must be at least 16 years of age (EC § 51760.3(a) or be enrolled in grade 11 or higher (EC § 51760.3(a)(i)).
- WEE may be identified on the Individualized Education Program (EC § 51760.3(a) (4)).
- The WEE teacher/coordinator will collaborate with the student's assigned teacher of record to manage student enrollment, grades and participation in WEE. The WEE teacher/coordinator will also collaborate with the students' assigned counselor any time a student falls out of compliance with the policy listed above.

Work Permits as a Motivating Tool for Academic achievement

California law allows schools to establish their own policies regarding work permits. Because all working students under the age of 18 in the state of California are required to obtain a work permit in order to hold a job, the Work Permit can be a motivating tool for improving student achievement for high school students. Education specialists and site directors may place a student under probation warning when students fall below the school's Work Permit Policy guidelines listed above. However, only the Director of Guidance or WEE coordinator-teacher may revoke a student's Work Permit. The law requires that students are given a warning period and adequate time to remediate the policy violations established by the school. In addition, there must be a provision in the revocation process for the student to appeal the decision of the Director of Guidance or WEE coordinator-teacher.

Hours of Work

Springs students are expected to comply with the General Summary of Minors' Work Regulations found on page 2 of the Statement of Intent to Employ a Minor and Request for Work Permit. For purposes of clarification, all students at Springs are considered "in session" Monday through Friday, including Home Schooled and Independent Study Students. Springs students are limited to the daily maximum hours of work for their specific age group as outlined by state labor laws. While it is at the discretion of the school to determine whether a minor may obtain a work permit in order to be employed, it is the parent who is responsible to set appropriate boundaries for academic and work activities. While Springs supports a student's desire to work, academic success is the primary goal for all students. It is recommended that students work no more 24 hours per week in order to allow for adequate focus on academic performance.

The California High School Proficiency Exam (CHSPE)

Many Springs students and parents ask for advisement on whether or not their student should take the CHSPE exam. According to the CHSPE website passing the exam is considered a “legal equivalent of a high school diploma.” The exam consists of English-Language Arts and Mathematics. Although passing the exam is not equivalent to completion of high school course work, under California law state “all persons and institutions subject to California law are required to accept the certificate as evidence that the student has satisfied the (California) high school diploma requirement.” For minor children, the certificate in combination with parent/guardian permission exempts a minor from attending school. Student with CHSPE certificates may exit and reenter the California public school system until the age of 18 with no adverse consequences.

Parents and students considering exiting high school by means of the CHSPE are encouraged to discuss the student’s plans and options with a counselor. While the CHSPE is a great option for high school students who are well prepared for college level work, there are some considerations that should be explored. Not all students possess the social and developmental maturity for the college setting. Students applying to colleges outside the state of California have found that the CHSPE is not recognized as a diploma equivalent in the same context as the GED. In addition, students who leave school and re-enroll after a period of absence may experience difficulties in meeting the school’s course and units requirements for obtaining the high school diploma by the student’s expected graduation date. Parents are advised to explore all options to insure that their student’s goals are realized.

California Compulsory Education: All persons under 18 years of age who have not graduated from high school or passed the California High School Proficiency Exam (CHSPE) are required by state law to attend school. Students are required to be enrolled full time and taking courses towards successful completion of graduation requirements, including all courses and exams. All students must have at least 20 units and not more than 40 units per semester.

High school students, who are under the age of 18 and have successfully passed the CHSPE, may elect to remain enrolled in high school without penalty.

Older high school students with significant credit deficiencies and students whose stated goal is to take the GED when they turn 18 years of age may be interested in this opportunity.

High School Course Checklist for GED Foundations: A transcript review should include the following courses. If there are gaps in these areas, it is recommended that students be enrolled in:

- English I (P) and English II (P) - Courses with focused instruction on sentence structure, organization, usage, mechanics, business, informational, and instructional publications
- English I (P) and English II (P) - Courses with focused instruction on essay writing that includes: well focused main points, clear organization, and specific development of ideas, and the demonstration of the writers control of sentence structure, punctuation, grammar, word choice, and spelling
- English II (P) and English III (P) – Courses with focused instruction on the student’s ability to read and understand text that is found in a traditional high school level classroom setting
- Earth Science (P) – Course with focused instruction on understanding, interpreting and applying science concepts to visual and written text. Includes recycling and pollution standards from National Science Education Content Standards
- Biology (P) – Course with focused instruction from National Science Education Content Standards including heredity, science’s application to everyday life, and the student’s ability to interpreted tables, graphs, charts, diagrams and written text
- World History w/Geography (P)
- US History w/Geography (P)
- Economics (P) – Course that includes practical documents such as tax forms, workplace and personal budgets
- American Government (P) – Course that includes passages from documents such as the Declaration of Independence and US Supreme Court decisions. Also includes voter registration forms, global warming and environmental law
- High school math sequence of courses – Some portions of the test do not allow students the use of a calculator – focused instruction is on number operations, algebra, geometry, and probability and statistics



Field Trip Date	Field Trip Name	Registration Opens	Registration Closes	Student Cost
<u>SEPTEMBER 2016</u>				
Thursday, 1st	DISCOVERY SCIENCE CENTER ~ Santa Ana	August 1st	August 23rd	\$17
Wednesday, 7th	L.A. COUNTY FAIR FAIRKIDS (separate registration for OUR BODY)	August 1st	August 23rd	\$0.01
Wednesday, 7th	OUR BODY: THE UNIVERSE WITHIN (must register for Fairkids) NEW	August 1st	August 23rd	\$0.01
Friday, 9th	Disney YES ~ Exploring the Golden State	August 1st	August 23rd	\$90/\$129
Friday, 9th	Disney YES ~ Marketing the Story of your Visual Brand NEW	August 1st	August 23rd	\$90/\$129
Monday, 12th	USS Midway	August 1st	September 1st	\$11
Friday, 16th	Meet Benjamin Franklin and The Constitution ~ I.P.M.	August 1st	September 1st	\$21
Tues. 20th & Weds. 21st.	Surfing and Stand Up Paddle (SUP) Boarding Lessons ~Surfari	August 1st	September 1st	\$60/\$27
Thursday, 29th	Pumpkin Picking & Veggie Farm ~ Tanaka Farm	August 1st	September 15th	\$19
Friday, 30th	Stuart Little ~ Lewis Family Playhouse NEW	August 1st	September 1st	\$13
<u>OCTOBER 2016</u>				
Mon-Wed.3rd-5th; Fri. 7th	San Diego Safari Park ~ Escondido	August 1st	September 15th	\$0.01
Thursday, 6th	Ontario Reign Education Day NEW	August 1st	September 1st	\$15
Monday, 10th	Californian Challenge NEW / The Adventure Tour~ Maritime Museum	August 1st	September 15th	\$55/\$35
Thursday, 13th	Walking the Tightrope ~ Segerstrom NEW	August 1st	September 15th	\$10
Wednesday, 19	La Brea Tar Pits ~ Meet the Mammoths NEW	Sept. 1st	October 1st	\$0.01
Friday, 21st	Beauty and the Beast ~ RCC Performance Riverside NEW	August 1st	October 1st	\$13
Tuesday, 25th	San Diego Symphony ~ Play Me a Story NEW	August 1st	October 1st	\$10
Weds. 26th & Fri. 28th	Sea Star Ocean Classroom	August 1st	October 1st	\$43
<u>NOVEMBER 2016</u>				
Thursday, 3rd	Goodnight Moon ~ Segerstrom NEW	Sept. 1st	October 1st	\$10
Friday,, 4th	Western Science Center and Discovery Lab NEW	Sept. 1st	October 15th	\$12
Tuesday, 8th	Chitty Chitty Bang Bang ~ San Diego Jr. Theater NEW	Sept. 1st	October 1st	\$12
Thursday, 10th	Kidseum + Art class ~ Bowers Museum NEW	Sept. 1st	October 15th	\$18
Thursday, 10th	California Bounty + Art Class ~ Bowers Museum NEW	Sept. 1st	October 15th	\$18
Wednesday, 16th	Old Joe Homestead ~ Riley's Farm	Sept. 1st	October 15th	\$16
Tuesday, 29th	Native American People of the Earth ~ Hidden Valley Nature Center	Sept. 1st	October 15th	\$10
Wednesday, 30th	Children's Discovery Museum of the Desert	Sept. 1st	October 15th	\$14



(OVER)

Field Trip Date	Field Trip Name		Registration Opens	Registration Closes	Student Cost
December 2016					
Monday, 5th	Marine Mammal Rescue, Rehabilitation and Release	NEW	October 1st	Nov. 4th	\$15
Wednesday, 7th	How the Grinch Stole Christmas ~ Tentative	NEW	October 1st	Nov. 4th	\$29
Thursday, 8th	The Nutcracker ~ Irvine		October 1st	Nov. 15th	\$15
Monday, 12th	Skiing and Snowboarding ~ Mtn. High		October 1st	Nov. 15th	TBD
Tuesday, 13th	Knott's Christmas Deluxe		October 1st	Nov. 15th	\$24

January 2017					
Thursday, 5th	Indoor Ice skating ~ Tentative		November 1st	Dec. 15th	\$18
Friday, 13th	La Brea Tar Pits ~ L.A.'s Carnivores		November 1st	Dec. 15th	\$10
Tuesday, 17th	Lyle the Crocodile ~S.D. Jr. Theater	NEW	November 1st	Dec. 15th	\$12
Thurs. 19th	Quality West Wing		November 1st	Dec. 15th	\$10
Tuesday, 23rd	Gold Rush Adventure ~ Riley's Farm		November 1st	Dec. 15th	\$21
Wednesday, 25th	The Secret Garden ~ LFP	NEW	November 1st	Dec. 15th	\$13
Thursday, 26th	Gold Mine ~ Eagle Mining Co. Julian ~ Tentative	NEW	November 1st	Dec. 15th	TBD
Monday, 30th	Museum of Tolerance		November 1st	Dec. 15th	\$27.50

Venues, Programs, Dates, and Pricing are all Subject to Change

- ◆ **NOTE:** Only the student designated to their IF account can use those funds to register for a field trip. Any duplicate orders for the same field trip on one student's account will not be allowed. Anyone other than the student using their IF account to register for a field trip must be registered using PayPal.

How To View Field Trip Flyers and News & Announcements:

Go to [Springscharterschools.org](http://springscharterschools.org)
 Select Our Programs; Homeschool—All Counties (K-12)
 Select Field Trips
 Click on the "2016-17 Field Trips" link.
 Click on the field trip you are wanting to view to see the informational flyer.
 At bottom of each flier there is a link to register that will take you to the BookMart registration page.
<http://springscharterschools.org/programs/homeschool/homeschool-k-12/field-trips/>

How To Register:

Go to [Springscharterschools.org](http://springscharterschools.org)
 Select Our Programs; Homeschool—All Counties (K-12_
 Select BookMart/Akados
 Click on the "Please click here to get to BookMart" link.
 Once on the BookMart page, select Field Trips in the upper right corner.
 View the video tutorial for assistance on how to register.
<http://bookmart.springscs.org/index.php/field-trips>

How To Cancel:

To cancel a field trip registration, you must forward your email registration confirmation that you received at the time you registered from SCS OPS and/or PAYPAL to field.trips@springscs.org along with a detailed message of what you want canceled.

ALL cancellation requests must be received prior to the deadline date and time indicated on the flier. **NO REFUNDS** will be processed after the deadline date and time. **NO EXCEPTIONS.**

Please contact Kathy Crudo, Field Trip Coordinator at field.trips@springscs.org with any field trip inquiries.



Field Trip Date	Field Trip Name	Registration Opens	Registration Closes	Student Cost
<u>FEBRUARY 2017</u>				
Wednesday, 1st	Art of Science ~ Natural History Museum of Los Angeles NEW	December 6th	January 15th	0.01
Thursday, 2nd	Zoo Zone ~ The Living Desert Zoo and Gardens	December 6th	January 15th	\$13
Thursday, 9th	Indoor Skydiving ~ Perris Indoor Skydiving	December 6th	January 15th	\$50
Wednesday, 15th	The Little Prince ~ Segerstrom NEW	December 6th	January 15th	\$11
Tuesday, 21st	America, America ~ San Diego Symphony NEW	December 6th	January 15th	\$10
Thursday, 23rd	Rock On! Geology ~Hidden Valley Nature Center	December 6th	January 15th	\$10
<u>MARCH 2017</u>				
Thursday, 2nd	Mission San Luis Rey NEW	January 6th	February 15th	\$9
Wednesday, 8th	A Wrinkle in Time~ San Diego Jr. Theatre NEW	January 6th	February 15th	\$12
Thursday, 9th	Willie Wonka and the Chocolate Factory ~ CAT	January 6th	February 15th	TBD
Tuesday, 14th	Bugs and Botany ~La Brea Tar Pit NEW	January 6th	February 15th	0.01
Mon./Tues., 20th or 21st	LEGOLAND	January 6th	February 15th	\$19
Thursday, 23rd	A Day at Balboa Park NEW	January 6th	February 15th	TBD
Friday, 31st	Thoroughly Modern Millie ~RCC NEW	January 6th	February 15th	\$13
<u>APRIL 2017</u>				
Monday, 3rd	Family Kayak NEW	February 1st	March 15th	TBD
Wednesday, 5th	Medieval Times	February 1st	March 15th	\$30.80
Friday, 7th	Palm Springs Aerial Tramway TENTATIVE	February 1st	March 15th	TBD
Thursday, 18th	Revolutionary War ~ Rileys	February 1st	March 15th	\$22.50
Wednesday, 19th	Sea World	February 1st	March 15th	\$12.50
Thursday, 20	Covered Wagon Tour ~ La Quinta NEW	February 1st	March 15th	\$20
Friday, 21st	Renaissance Faire School Day	February 1st	March 15th	\$17
Monday, 24	Goldilocks and the Three Bears ~ LFP NEW	February 1st	March 15th	\$13
<u>May 2017</u>				
Monday, 1st	The Living Desert Homeschool Day NEW	February 1st	March 15th	\$15
Wednesday 17th	Aquarium of the Pacific	February 1st	March 15th	\$14
Wed.-Fri. 24th-26th	San Diego Zoo	February 1st	March 15th	\$15

Venues, Programs, Dates, and Pricing are all Subject to Change ➡

- ◆ **NOTE:** Only the student designated to their IF account can use those funds to register for a field trip. Any duplicate orders for the same field trip on one student's account will not be allowed. Anyone other than the student using their IF account to register for a field trip must be registered using PayPal.

How To Cancel:

To cancel a field trip registration, you must forward your email registration confirmation that you received at the time you registered from SCS OPS and/or PAYPAL to field.trips@springscs.org along with a detailed message of what you want canceled.

ALL cancellation requests must be received prior to the deadline date and time indicated on the flier. **NO REFUNDS** will be processed after the deadline date and time. **NO EXCEPTIONS.**

How To Register:

Go to Springcharterschools.org

Select Our Programs; Homeschool—All Counties (K-12_

Select BookMart/Akademos

Click on the “Please click here to get to BookMart” link.

Once on the BookMart page, select Field Trips in the upper right corner.

View the video tutorial for assistance on how to register.

<http://bookmart.springscs.org/index.php/field-trips>

How To View Field Trip Flyers and News & Announcements:

Go to Springcharterschools.org

Select Our Programs; Homeschool—All Counties (K-12)

Select Field Trips

Click on the “2016-17 Field Trips” link.

Click on the field trip you are wanting to view to see the informational flyer.

At bottom of each flier there is a link to register that will take you to the BookMart registration page.

<http://springcharterschools.org/programs/homeschool/homeschool-k-12/field-trips/>





11th Grade Integrated Sequence

Courses Integrated:

English 3

US History

Environmental Science

Digital Communications

This integrated sequence is segmented into 5 sessions per semester. The first session lasts 4 weeks, while all other sessions last 3 weeks. Many sessions afford students choice in lens through which to view their study of the selected standards.

ENGLISH 3 | CAN/Standard Correlation

Springs CAN	State Standard
11-12.1 CAN demonstrate knowledge of eighteenth, nineteenth and early twentieth century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics.	11-12.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
11-12.2 CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
11-12.3 CAN determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
11-12.4 CAN write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence.
11-12.5 CAN gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
11-12.6 CAN integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
11-12.7 CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.	11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
11-12.8 CAN determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
11-12.9 CAN determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
11-12.10 CAN Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

ENGLISH 3 – Semester 1			
Session 1	<p>I CAN!s: 11-12.2 , 11-12.3</p> <p><u>The Crucible</u></p> <p>Key Assignment #1: Essay identifying 2 social influences of the time, citing textual examples.</p>		
Session 2	<table border="1"> <tr> <td> <p>Time Traveler</p> <p>Short Story: “Sound of Thunder” Ray Bradbury</p> </td> <td> <p>Terraforming Mars</p> <p>Short Story: “Dark They Were and Golden Eyed” Ray Bradbury</p> </td> </tr> </table>	<p>Time Traveler</p> <p>Short Story: “Sound of Thunder” Ray Bradbury</p>	<p>Terraforming Mars</p> <p>Short Story: “Dark They Were and Golden Eyed” Ray Bradbury</p>
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<p>I CAN!s: 11-12.2 , 11-12.3</p> <p>Key Assignment #2: Essay identifying main ideas citing strong textual support.</p>			
Session 3	<table border="1"> <tr> <td> <p>Vanished</p> </td> <td> <p>Into the Deep</p> </td> </tr> </table>	<p>Vanished</p>	<p>Into the Deep</p>
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<p>I CAN!s: 11-12.4 , 11-12.5, 11-12.6</p> <p>Research Paper</p>			
Session 4	<table border="1"> <tr> <td> <p>Original Gangster</p> <p>Al Capone case study</p> <p>Machine Gun Kelly case study</p> </td> <td> <p>Cinema</p> <p>Film Influence article</p> <p>Formative Role of Film article</p> </td> </tr> </table>	<p>Original Gangster</p> <p>Al Capone case study</p> <p>Machine Gun Kelly case study</p>	<p>Cinema</p> <p>Film Influence article</p> <p>Formative Role of Film article</p>
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<p>I CAN! 11-12.7</p> <p>Key Assignment #3: Explanatory Essay</p>			
Session 5	<table border="1"> <tr> <td> <p>RnB</p> <p>Poem features</p> <p>Ragtime article</p> <p>Blues as poetry article</p> <p>“Song of Myself” Walt Whitman</p> </td> <td> <p>Ball Game</p> <p>Poem features</p> <p>Poetry and Harlem Renaissance article</p> <p><u>The Natural</u> excerpt</p> <p>Blues as poetry article</p> <p>“Song of Myself” Walt Whitman</p> </td> </tr> </table>	<p>RnB</p> <p>Poem features</p> <p>Ragtime article</p> <p>Blues as poetry article</p> <p>“Song of Myself” Walt Whitman</p>	<p>Ball Game</p> <p>Poem features</p> <p>Poetry and Harlem Renaissance article</p> <p><u>The Natural</u> excerpt</p> <p>Blues as poetry article</p> <p>“Song of Myself” Walt Whitman</p>
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<p>I CAN! 11-12.8</p>			
ENGLISH 3 – Semester 2			
Session 1	<table border="1"> <tr> <td> <p>Technology of War</p> <p>Albert Einstein article</p> <p>Atomic Bomb memorandum</p> <p><u>Hiroshima Diary</u> excerpt</p> <p>Manhattan Project article</p> <p>Roosevelt’s Pearl Harbor Address</p> <p>Truman’s Hiroshima Speech</p> <p>Hiroshima <u>LA Times</u> article</p> <p>FDR’s Four Freedoms speech</p> </td> <td> <p>Angels of the Battlefield</p> <p>Army Nurse Corp article</p> <p>Reba White articles</p> <p>Truman’s Hiroshima Speech</p> <p>Persuasive Letter writing</p> <p>Aleda Lutz article</p> <p><u>Hiroshima Diary</u> excerpt</p> <p>Rosie the Riveter article</p> <p>Albert Einstein article</p> <p>Navajo Code article</p> </td> </tr> </table>	<p>Technology of War</p> <p>Albert Einstein article</p> <p>Atomic Bomb memorandum</p> <p><u>Hiroshima Diary</u> excerpt</p> <p>Manhattan Project article</p> <p>Roosevelt’s Pearl Harbor Address</p> <p>Truman’s Hiroshima Speech</p> <p>Hiroshima <u>LA Times</u> article</p> <p>FDR’s Four Freedoms speech</p>	<p>Angels of the Battlefield</p> <p>Army Nurse Corp article</p> <p>Reba White articles</p> <p>Truman’s Hiroshima Speech</p> <p>Persuasive Letter writing</p> <p>Aleda Lutz article</p> <p><u>Hiroshima Diary</u> excerpt</p> <p>Rosie the Riveter article</p> <p>Albert Einstein article</p> <p>Navajo Code article</p>
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<p>I CAN!s: 11-12.2, 11-12.4, 11-12.10</p> <p>Key Assignment #4: Take a Stand Essay</p>			
Session 3	<p>I CAN!s: 11-12.1, 11-12.9</p> <p><u>House on Mango Street</u></p> <p><u>Take the Tortillas out of your Poetry</u></p> <p>Key Assignment #5: Author’s Purpose Analysis</p>		
Session 4	<table border="1"> <tr> <td> <p>Together We Stand</p> <p><u>A Lesson Before Dying</u></p> </td> <td> <p>Herstory</p> <p><u>The Help</u></p> </td> </tr> </table>	<p>Together We Stand</p> <p><u>A Lesson Before Dying</u></p>	<p>Herstory</p> <p><u>The Help</u></p>
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<p>I CAN!s: 11-12.1, 11-12.5, 11-12.6, 11-12.7</p> <p>Key Assignment #6 Research Topic</p>			
Session 5	<table border="1"> <tr> <td> <p>Farming the Future</p> <p>The Pleasures of Eating article</p> <p>Cheddar Goldfish article</p> <p>Food Waste, Marketing articles</p> </td> <td> <p>Change the World</p> <p>Water Pollution articles</p> <p>Air Pollution articles</p> <p>Flint, MI Water article</p> </td> </tr> </table>	<p>Farming the Future</p> <p>The Pleasures of Eating article</p> <p>Cheddar Goldfish article</p> <p>Food Waste, Marketing articles</p>	<p>Change the World</p> <p>Water Pollution articles</p> <p>Air Pollution articles</p> <p>Flint, MI Water article</p>
	<p>Farming the Future</p> <p>The Pleasures of Eating article</p> <p>Cheddar Goldfish article</p> <p>Food Waste, Marketing articles</p>	<p>Change the World</p> <p>Water Pollution articles</p> <p>Air Pollution articles</p> <p>Flint, MI Water article</p>	
<p>I CAN!s: 11-12.2, 11-12.3, 11-12.4 , 11-12.9</p>			

US HISTORY I CAN/Standard Correlation

Springs I CAN	State Standard
11.1 I CAN analyze the rise of democratic ideals, as expressed in the Declaration of Independence, the significant events surrounding the founding of the nation through the end of Reconstruction and America’s attempts to realize those ideals	11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
11.2 I CAN analyze the relationship between the rise of industrialization, urbanization, and immigration and its impact on political, social, and economic development.	11.2 Students analyze the relationship among the rise of industrialization, largescale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
11.3 I CAN evaluate the rise of the United States as a world power in the twentieth century.	11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
11.4 I CAN analyze the major political, social, economic, technological, and cultural developments of the 1920’s.	11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
11.5 I CAN specify the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of government.	11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
11.6 I CAN evaluate the American participation in World War II.	11.7 Students analyze America’s participation in World War II.
11.7 I CAN examine the economic boom and social transformations of 1950s America.	11.8 Students analyze the economic boom and social transformation of post–World War II America.
11.8 I CAN analyze United States foreign policy since World War II.	11.9 Students analyze U.S. foreign policy since World War II.
11.9 I CAN research and determine the impact of the Civil Rights Movement of the 1950s and 1960s.	11.10 Students analyze the development of federal civil rights and voting rights.
11.10 I CAN describe the United States global foreign policy to include the end of the cold war and the Middle East.	11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

US HISTORY – Semester 1	
Session 1	I CAN!s: 11.1 Ideas of Plato, Aristotle, and Roman Law / Common Sense / Declaration of Independence Magna Carta / English Bill of Rights / American Civil War / Jim Crow Laws / Industrial Revolution / The Gilded Age
Session 2	I CAN!s: 11.1, 11.2 National Parks / Immigration / Progressive Era / Wounded Knee Massacre / Andrew Carnegie / Ellis Island / Migration & Urbanization Key Assignment #1: Jim Crow laws
Session 3	I CAN!s: 11.2, 11.3 Spanish American War / World War I / The League of Nations / Wilson’s 14 Points Key Assignment #2: Immigrant Narrative
Session 4	<div style="width: 45%; text-align: center;">Original Gangster Mafia and Prohibition Women’s Suffrage The Red Scare The Great Depression</div> <div style="width: 45%; text-align: center;">Cinema Mafia and Prohibition Automobile and Radio The Great Depression</div>
	I CAN! 11.4 Key Assignment #3: Mafia and Prohibition Project
Session 5	<div style="width: 45%; text-align: center;">RnB Social Change in the 20’s The Great Depression Music of the 30’s Blues/Folk Music New Deal</div> <div style="width: 45%; text-align: center;">Ball Game Social Change in the 20’s The Great Depression Baseball Origins New Deal</div>
	I CAN! 11.5
US HISTORY – Semester 2	
Session 1	<div style="width: 45%; text-align: center;">Technology of War WWII Dictators WWII Science and Technology Hitler Winston Churchill Weapons of WW II WW II Veterans</div> <div style="width: 45%; text-align: center;">Angels of the Battlefield Women’s Army Corps WWII Dictators Army Nurse Corps African American Nurses Winston Churchill USAAF Flight Nurses WWII Influence on Nursing</div>
	I CAN! 11.6 Key Assignment #4 – Atomic Bomb debate
Session 2	I CAN! 11.7 Post War America / Post War Presidential Power and Actions/ Taft-Hartley Act / WWII Immigration Effects / Eisenhower / Interstates / Suburbs / Consumerism
Session 3	I CAN! 11.8 Cold War / Cuban Missile Crisis / Fidel Castro / Spies, Missions, Satellites / Vietnam War
Session 4	<div style="width: 45%; text-align: center;">Together We Stand Slavery and Emancipation Color of Justice Martin Luther King Jr. Non-Violent Means Malcolm X Voting Rights Act 1965</div> <div style="width: 45%; text-align: center;">Herstory Women’s Movement Women Factory Workers Segregation of Women Women’s Suffrage WWII impact on women Reproductive Rights Selective Service Act</div>
	I CAN! 11.9
Session 5	I CAN!s: 11.10 Immigration / Watergate / EPA / Poverty / Migration

Environmental Science I CAN/Standard Correlation

Springs I CAN	State Standard
11.1 I CAN explain the importance of environmental policy and describe different methods for identifying	HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
11.2 I CAN describe the structure of an ecosystem (including the interrelationships between organisms) and determine possible causes	HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
11.3 I CAN describe the major biomes of Earth and analyze the impact of human involvement and disruption of these biomes.	HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
11.4 I CAN explain the importance of biodiversity and list the major causes of biodiversity loss, including human impact.	HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*
11.5 I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment.	HS-ETS1-2. Design a solution to a complex real world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
11.6 I CAN explain the effect of human influences on water supply and describe possible solutions for reducing water pollution.	HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
11.7 I CAN explain the effect of human influences on the atmosphere and explain possible causes of Climate Change.	HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
11.8 I CAN identify nonrenewable resources and describe the most common methods of mining and their environmental consequences.	HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
11.9 I CAN identify renewable resources and compare their advantages and disadvantages.	HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
11.10 I CAN identify the negative impacts of humans on the environment and explain how citizens can affect environmental policy at different levels of government (local, state, and national).	HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

ENVIRONMENTAL SCIENCE – Semester 1		
Session 1	I CAN!s: 11.1, 11.2 Statistics / Sample Size / Ecosphere / Water / Ecology / Co-evolution Key Assignment #1: Environmental Policy Performance Task	
Session 2	Time Traveler Ecosystems Environmental Disasters Ecosystem vs. Economy Environmental Dangers Environmental Cycles Extinction Future Consequences	Terraforming Mars Mars Environment Ecosystems Green houses Water Management Essentials for Life Resource Conservation
	I CAN!: 11.2	
Session 3	Vanished Biomes Biodiversity Deforestation Endangered Species	Into the Deep Biomes Biodiversity Deforestation Endangered Ocean Species
	I CAN! 11.3 Key Assignment #2: Biome Project	
Session 4	I CAN! 11.4 Ecosystems / Populations / Population Distribution / Biodiversity Advantages Key Assignment #3: Experimental Design Key Assignment #3: Experimental Design	
Session 5	I CAN! 11.5 Experimental Design	
ENVIRONMENTAL SCIENCE– Semester 2		
Session 1	I CAN!: 11.6 Water Supply / Water Pollution / Pollution and Wildlife / Polluted Rainfall /	
Session 2	Storm Chaser Human Influences on Atmosphere Climate Change Causes Hurricane Katrina Tsunami 2011 Global Warming	Climate Scene Investigation Human Influences on Atmosphere Climate Change Causes Evidence of Past Climates Climate/Landform Connections Global Warming
	I CAN!: 11.7	
Session 3	I CAN!: 11.8 Mining / Fossil Fuels / Petroleum / Waste Management / Reduce-Reuse-Recycle	
Session 4	I CAN!: 11.9 Nuclear Power / Home Efficiency / Hydro-Power	
Session 5	Farming the Future Food Waste GMO Urban Gardens Sustainability Energy Sources - Conservation	Change the World Human Environment Impact Ecological Footprint EPA Water Conservation – Cleanliness Energy Sources - Conservation
	I CAN!: 11.10	

Digital Communications I CAN/Standard Correlation

Springs I CAN	State Standard
11.1 I Can initiate and participate in collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11-12 topics, texts, and issues, building on others' ideas and expressing my own ideas clearly and persuasively.	CCSS.ELA-SL.11-12.1 I Can initiate and participate in collaborative discussions (one-on one, in groups, and teacher-led) on grades 11-12 topics, texts, and issues, building on others' ideas and expressing my own ideas clearly and persuasively.
11.2 I Can come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	CCSS.ELA-SL.11-12.1.A I Can come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
11.3 I Can work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	CCSS.ELA-SL.11-12.1.B I Can work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
11.4 I Can propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	CCSS.ELA-SL.11-12.1.C I Can propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
11.5 I Can respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	CCSS.ELA-SL.11-12.1.D I Can respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
11.6 I Can integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CCSS.ELA-SL.11-12.2 I Can integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
11.7 I Can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	CCSS.ELA-SL.11-12.3 I Can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
11.8 I Can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	CCSS.ELA-SL.11-12.4 I Can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
11.9 I Can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	CCSS.ELA-SL.11-12.5 I Can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
11.10 I Can adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	CCSS.ELA-SL.11-12.6 I Can adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

DIGITAL COMMUNICATIONS– Semester 1			
Session 1	I CAN!s: 11.1, 11.2, 11.3 Social Media Precautions / Storytelling Strengths and Power		
Session 2	<table border="1"> <tr> <td> Time Traveler I CAN! 7 A Sound of Thunder I CAN! 6 Culture Recreation Honey Bee Devastation Be Extraordinary Pebble in the Water </td> <td> Terraforming Mars I CAN! 7 The Martian Dark They were and Golden Eyed I CAN! 6 Mars Environment I CAN! 2 Rhetorical Analysis </td> </tr> </table>	Time Traveler I CAN! 7 A Sound of Thunder I CAN! 6 Culture Recreation Honey Bee Devastation Be Extraordinary Pebble in the Water	Terraforming Mars I CAN! 7 The Martian Dark They were and Golden Eyed I CAN! 6 Mars Environment I CAN! 2 Rhetorical Analysis
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I CAN!: 11.1, 11.2, 11.3, 11.9 Propaganda / Visual Language			
Session 3	<table border="1"> <tr> <td> Vanished I CAN! 5 Why Save Animals? Save Which Species? Opposing views I CAN! 9 Persuasive Video </td> <td> Into the Deep I CAN! 5 Why Save Animals? Save Which Species? Opposing views I CAN! 9 Persuasive Video </td> </tr> </table>	Vanished I CAN! 5 Why Save Animals? Save Which Species? Opposing views I CAN! 9 Persuasive Video	Into the Deep I CAN! 5 Why Save Animals? Save Which Species? Opposing views I CAN! 9 Persuasive Video
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I CAN!: 11.1, 11.2, 11.3, 11.9 Visual Metaphor / Cinematic Rules			
Session 4	<table border="1"> <tr> <td> Original Gangster I CAN! 6 Unruly 20's Automobile & Radio I CAN! 1 Prohibition I CAN! 5 Dark and Bright Side of 20's </td> <td> Cinema I CAN! 6 Sound for Silent Movies The Right Sound for Silent Movies Automobile and Radio Academy Award Controversy I CAN! 5 Movie Ratings I CAN! 4 The Talkies </td> </tr> </table>	Original Gangster I CAN! 6 Unruly 20's Automobile & Radio I CAN! 1 Prohibition I CAN! 5 Dark and Bright Side of 20's	Cinema I CAN! 6 Sound for Silent Movies The Right Sound for Silent Movies Automobile and Radio Academy Award Controversy I CAN! 5 Movie Ratings I CAN! 4 The Talkies
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I CAN!: 11.1, 11.2, 11.3, 11.9 Lighting / Interview Planning			
Session 5	<table border="1"> <tr> <td> RnB I CAN! 6 Note taking Music as Escape Communication Skills I CAN! 8 Jobs in Sports </td> <td> Ball Game I CAN! 6 Note taking Music as Escape Communication Skills I CAN! 8 Jobs in Sports </td> </tr> </table>	RnB I CAN! 6 Note taking Music as Escape Communication Skills I CAN! 8 Jobs in Sports	Ball Game I CAN! 6 Note taking Music as Escape Communication Skills I CAN! 8 Jobs in Sports
	RnB I CAN! 6 Note taking Music as Escape Communication Skills I CAN! 8 Jobs in Sports	Ball Game I CAN! 6 Note taking Music as Escape Communication Skills I CAN! 8 Jobs in Sports	
I CAN!: 11.1, 11.2, 11.3, 11.9 Light Sources / Interview Reflection			
DIGITAL COMMUNICATIONS – Semester 2			
Session 1	I CAN!: 11.1, 11.2, 11.3, 11.8, 11.9 Story Pieces / Camera Angles		
Session 2	<table border="1"> <tr> <td> Storm Chaser I CAN! 8 Hurricane Katrina Tsunami 2011 Global Warming </td> <td> Climate Scene Investigation I CAN! 8 Past Climates Landform Connections Global Warming </td> </tr> </table>	Storm Chaser I CAN! 8 Hurricane Katrina Tsunami 2011 Global Warming	Climate Scene Investigation I CAN! 8 Past Climates Landform Connections Global Warming
	Storm Chaser I CAN! 8 Hurricane Katrina Tsunami 2011 Global Warming	Climate Scene Investigation I CAN! 8 Past Climates Landform Connections Global Warming	
I CAN!: 11.1, 11.2, 11.3, 11.8, 11.9, 11.10 Story Boards / Visual Storytelling			
Session 3	I CAN!: 11.1, 11.2, 11.3, 11.8, 11.9, 11.10 Filming / Seize the Right Moment / Intro to Editing		
Session 4	<table border="1"> <tr> <td> Together We Stand I CAN! 8 Letter to the Editor Introducing Evidence I CAN! 9 Slide Design Civil Rights CD I CAN! 7 Opinion Polls </td> <td> Herstory I CAN! 6 Juliette Morgan PSA I CAN! 8 Letter to the Editor Introducing Evidence I CAN! 9 Slide Design Herstory CD </td> </tr> </table>	Together We Stand I CAN! 8 Letter to the Editor Introducing Evidence I CAN! 9 Slide Design Civil Rights CD I CAN! 7 Opinion Polls	Herstory I CAN! 6 Juliette Morgan PSA I CAN! 8 Letter to the Editor Introducing Evidence I CAN! 9 Slide Design Herstory CD
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I CAN!: 11.1, 11.2, 11.3, 11.8, 11.9, 11.10 Film Editing / Scene Splicing			

Session 5	Farming the Future I CAN! 9 Fakebook I CAN! 10 Energy Policy Video	Change the World I CAN! 9 Pollution Slide Presentation Renewable Resource Web Page I CAN! 8 Flint, MI Newspaper Article Renewable Energy Letter to Editor
	I CAN!: 11.1, 11.2, 11.3, 11.8, 11.9, 11.10 Video Introduction for Colleges	

11th Grade Course Schedule

COLOR KEY	
Light Blue =	Core Class (Integrated)
Dark Blue =	Course Not Integrated
Green =	Sci Elective
Yellow =	Hum Elective
Pink =	Intro/Portfolio Sample Due

Key Assignments	
US History	Environmental Science
English 3	Communications

Semester A																			
		Session 1		Session 2		Session 3		Session 4		Session 5		Session 5		17		18		units	
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
US History I Cans	Intro/Portfolio Sample Due																		
environmental sci.	US foundation																		
literature	policy & issues																		
	The Crucible																		
Key Assignments Due (3 per course, per term)	Env#1																		
	Com #1																		
US History	core																		
	core																		
Environmental Science	core																		
	Time Traveler or Terraforming Mars																		
ENGLISH 3	core																		
	Vanished! or Into the Deep																		
Communications	core																		
	core																		
Math	core																		
Foreign Lang	core																		
Physics	core																		
Course Titles		Review / Finals																	
		5																	

Semester B																			
		Session 1		Session 2		Session 3		Session 4		Session 5		Session 5		17		18		units	
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
US History I Cans	Intro/Portfolio Sample Due																		
environmental sci.	WWII																		
literature	water supply																		
	Primary Sources and First-Hand Accounts																		
Key Assignments Due (3 per course, per term)	ENV #4																		
	HST #4																		
US History	core																		
	core																		
Environmental Science	core																		
	Extreme Weather or CSI																		
ENGLISH 3	core																		
	core																		
Communications	core																		
	core																		
Math	core																		
Foreign Lang	core																		
Physics	core																		
Course Titles		Review / Finals																	
		5																	

11th Grade Integrated Elective Selections – 1st Semester

Course Descriptions

Select One	Course Title	Science A, Weeks 5-7	Books to Order
	Time Traveler	Step inside the Tardis to visit the past. How have ecosystems changed over the years? Why did the dinosaurs go extinct? Should they stay extinct? What if something you did during your temporal visit changed the future? Could something as small as bringing back a butterfly drastically change the future? What are we doing now that helps or hurts flora and fauna?	NA
	Terraforming Mars	You've been chosen to lead the first expedition to Mars and create a livable space station during your stay. Using what you know about Earthen ecosystems, which one would work best on Mars? How will you recreate an ecosystem in order to grow food and produce oxygen? What does finding water on Mars mean for the future of space travel? Will we ever live on Mars in an ecosystem that supports human life?	NA

Select One	Course Title	Science B, Weeks 8-10	Books to Order
	Vanished: Endangered Animals	In this course you will learn about some of Earth's most endangered species. What are these animals and why are they disappearing so quickly? Explore how the vast range of different plant and animal life known as Biodiversity contributes to human life, and in turn, how the use and misuse of these resources is affecting the earth's ecosystems. What is the responsibility of the individual to help conserve biodiversity, how are those responsibilities being fulfilled, and what more can we do?	NA
	Into the Deep	Snorkel your way through Earth's undiscovered country... the ocean. Come explore the Deep Blue Sea and all it's wonder. What discoveries are being made by deep sea divers? What is being done to save marine life? Learn about marine taxonomy, ecosystems, and ecological relationships between humans and life in the sea.	NA

Select One	Course Title	Humanities A, Weeks 11-13	Books to Order
	Original Gangster	Tommy guns. Pin stripe suits. The Italian Mafia. Prohibition. The year is 1929. The place, Chicago. You've been tasked to bring down Al Capone and his gang, but despite charging him with money-laundering, murder, extortion, and bootlegging, nothing sticks. Can you help the flatfoots bring him down? Warning: This course contains some graphic images of gangster killings.	NA
	Cinema	Come investigate the story of movie making and the silver screen. How were movies first made? How have they changed? Movies are a time-capsule from the past; they hold clues to the art, politics, fashion, technology, and culture of the times. Unlock the secrets of the early 20th century, and create your own movie through the magic of cinema.	<i>American Cinema of the 1920s: Themes & Variations</i>

Select One	Course Title	Humanities B, Weeks 14-16	Books to Order
	Ball Game	Baseball... the great <i>American</i> pastime. But, the game actually started hundreds of years earlier in England. Early games involved a ball that was thrown at a target (whatever was at hand) while an opponent defended the target by trying to hit the ball away. If he did, he could score points by running between bases while fielders would retrieve the ball to get the runner out. American Baseball became popular in the 1920s and 1930s. Why was it so popular? And, how has the game changed? Find out in <i>Ball Game</i> .	NA
	RnB	Where did rock music come from? What will it sound like in the future? How did we go from Beethoven to 21 Pilots? Learn about the progression from Classical and Jazz to Blues and Rock and Roll in the early 1900s. Then create your own music.	NA

11th Grade Integrated Elective Selections – 2nd Semester

Course Descriptions

Select One	Course Title	Humanities C, Weeks 2-4	Books to Order
	Technology of War	Numerous new inventions emerged during World War II. These include advances in rocketry, pioneered by Nazi Germany. Other advances included the use of penicillin, radar, small arms, jet fighters and eventually the atomic bomb. Warning: This course contains some graphic images of WWII.	NA
	Angels of the Battlefield	The Army Nurse Corp of WWII, or Angels of the Battlefield as they were commonly referred to, helped mold and create the future of medicine in the battlefield. They were young women, literally the girls next door who found themselves to be strong, courageous and smart in the face of adversity. They routinely saved lives and worked tirelessly, often in life threatening situations. Warning: This course contains some graphic images of WWII.	NA

Select One	Course Title	Science C, Weeks 5-7	Books to Order
	Storm Chaser	Be a Stormchaser! The Japanese Tsunami of 2011, record flooding in Texas, the devastating earthquake in Haiti. Are these disasters becoming more common? Do humans contribute to these events? Is there something we can do to help? Find out how storm chasers and other professionals track these events and how they use the information to try to predict the future.	NA
	CSI: Climate Scene Investigation	What is the benefit for the study of ice cores, volcanic ash or floods? Do they prove global warming and climate change is occurring? Is there sufficient evidence to claim a human role for these changes? Does uncovering Pompeii, analyzing soil layers, melting ice, and old mines allow us to determine past weather events and compare the changes? These are some of the few areas we will investigate in this course. You will also determine if there is anything we can do to positively contribute to what many believe is a growing problem.	NA

Select One	Course Title	Humanities D, Weeks 11-13	Books to Order
	Together We Stand	In this course we will examine the events leading up to and including the Civil Rights movement of the 1950s and 60s. Using the award-winning novel, <i>A Lesson Before Dying</i> , we will explore civil rights issues that we continue to grapple with today, such as: What is oppression and what are the root causes? Do we have choices concerning fairness or justice? When should an individual take a stand against what he/she believes to be an injustice, and what are the most effective ways to do this?	<i>A Lesson Before Dying</i>
	Herstory	For centuries women have been battling for the equal treatment promised in the Declaration of Independence. Nearly 50 years after the U.S. constitution freed slaves and gave them voting rights, women across the country were still waiting for this same privilege. This module is about those women! It tells "her story" and the roads these heroes paved to earn equality for ALL Americans. It shows the strength of women as daughters, wives, mothers, advocates, and leaders, and retraces their steps to show today's youth the power of women.	<i>The Help</i>

Select One	Course Title	Science D, Weeks 14-16	Books to Order
	Farming the Future	Responsibility! We hear this repeatedly throughout our lives. Save energy! Eat healthy! Can we make a significant difference in our world and help the next generation? In this course we will examine current trends in the manufacturing of food. You will see how easily you can make a difference by becoming aware and choosing to make minor changes. As you examine foods, we will also expand our knowledge on the renewable energy and the goals our country has to become more energy efficient.	NA
	Change the World	WWII, Chernobyl Ukraine Nuclear Plant Explosion, 3 Mile Island, Water Pollution in Flint Michigan, The Fukushima Daiichi nuclear disaster.....were these disasters preventable? How have our fears compromised our values? In this module you will learn about negative impacts of humans on the environment & explain how we can affect environmental policy. You will become familiar with the progression of government regulation regarding environmental issues and how governments and their environmental policies save lives.	NA

[I CAN] ENGLISH LANGUAGE ARTS

Scope and Sequence GRADES K - 8

Name: _____ Starting Year: _____

"I Can" statements are created to assist your student in feeling empowered about their own learning. Use this folder to track your student's progress towards Mastery. Revisit the "I Cans" a few times, even if your student has demonstrated mastery. Refreshing important skills is a beneficial part of the learning process.

POWER TOOLS



Taught ✓ Practiced ✓ Mastery Date

FIRST GRADE ELA "I CAN" STEPS

1

			STEPS
<input type="checkbox"/>	<input type="checkbox"/>		12.1a) CAN I recognize the distinguishing features of a sentence?
<input type="checkbox"/>	<input type="checkbox"/>		13.1a) CAN I distinguish long from short vowel sounds in spoken single-syllable words?
<input type="checkbox"/>	<input type="checkbox"/>		13.1b) CAN I read single-syllable words by blending sounds including consonant blends?
<input type="checkbox"/>	<input type="checkbox"/>		13.1c) CAN I isolate and pronounce the initial, medial vowel, and final sounds in spoken single-syllable words?
<input type="checkbox"/>	<input type="checkbox"/>		13.1d) CAN I segment spoken single-syllable words into their complete sequence of individual sounds?
<input type="checkbox"/>	<input type="checkbox"/>		14.1a) CAN I know the spelling-sound correspondences for common consonant digraphs?
<input type="checkbox"/>	<input type="checkbox"/>		14.1b) CAN I decode regularly spelled one-syllable words?
<input type="checkbox"/>	<input type="checkbox"/>		14.1c) CAN I know final -e and common vowel team conventions for representing long vowel sounds?
<input type="checkbox"/>	<input type="checkbox"/>		14.1d) CAN I use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word?
<input type="checkbox"/>	<input type="checkbox"/>		14.1e) CAN I decode two-syllable words following basic patterns by breaking the words into syllables?
<input type="checkbox"/>	<input type="checkbox"/>		14.1f) CAN I read words with inflectional endings?
<input type="checkbox"/>	<input type="checkbox"/>		14.1g) Can I recognize and read grade-appropriate irregularly spelled words?
<input type="checkbox"/>	<input type="checkbox"/>		15.1a) CAN I read 47 words per minute with 90 percent accuracy and appropriate expression?
<input type="checkbox"/>	<input type="checkbox"/>		15.1b) CAN I use context to confirm or self-correct understanding, re-reading as necessary?
<input type="checkbox"/>	<input type="checkbox"/>		16.1a) CAN I print ALL upper-and lowercase letters?
<input type="checkbox"/>	<input type="checkbox"/>		16.1b) CAN I use common, proper, and possessive nouns?
<input type="checkbox"/>	<input type="checkbox"/>		16.1c) CAN I use singular and plural nouns with matching verbs?
<input type="checkbox"/>	<input type="checkbox"/>		16.1d) CAN I use " I, me, my, they, them, their, anyone, everything" properly?
<input type="checkbox"/>	<input type="checkbox"/>		16.1e) CAN I use verbs to convey a sense of past, present and future?
<input type="checkbox"/>	<input type="checkbox"/>		16.1f) CAN I use simple and compound sentences to answer questions?
<input type="checkbox"/>	<input type="checkbox"/>		17.1a) CAN I capitalize months and names of people?
<input type="checkbox"/>	<input type="checkbox"/>		17.1b) CAN I use end punctuation for sentences?
<input type="checkbox"/>	<input type="checkbox"/>		17.1c) CAN I use commas in dates and to separate items in a series?
<input type="checkbox"/>	<input type="checkbox"/>		17.1d) CAN I spell words with common spelling patterns and common irregular words?
<input type="checkbox"/>	<input type="checkbox"/>		17.1e) CAN I spell untaught words phonetically?

Sight Words Mastery

1st Quarter ___/100

2nd Quarter ___/100

3rd Quarter ___/100

4th Quarter ___/100

Taught ✓	Practiced ✓	Mastery Date	SECOND GRADE ELA "I CAN" STEPS
			2
			STEPS
<input type="checkbox"/>	<input type="checkbox"/>		12.2a) CAN I distinguish between long and short vowels in regularly spelled one syllable words?
<input type="checkbox"/>	<input type="checkbox"/>		12.2b) CAN I read words with common vowel teams?
<input type="checkbox"/>	<input type="checkbox"/>		12.2c) CAN I decode regularly spelled two-syllable words with long vowels?
<input type="checkbox"/>	<input type="checkbox"/>		12.2d) CAN I decode words with common prefixes and suffixes?
<input type="checkbox"/>	<input type="checkbox"/>		12.2e) CAN I identify and use homophones?
<input type="checkbox"/>	<input type="checkbox"/>		12.2f) CAN I recognize and read second grade sight words?
<input type="checkbox"/>	<input type="checkbox"/>		13.2a) CAN I read with purpose and understanding?
<input type="checkbox"/>	<input type="checkbox"/>		13.2b) CAN I read 87 words per minute with 97 percent accuracy with appropriate expression?
<input type="checkbox"/>	<input type="checkbox"/>		13.2c) CAN I use context to understand my reading and to self-correct?
<input type="checkbox"/>	<input type="checkbox"/>		14.2a) CAN I use collective nouns (e.g. group)?
<input type="checkbox"/>	<input type="checkbox"/>		14.2b) CAN I form and use frequently occurring irregular plural nouns (e.g. feet, mice)?
<input type="checkbox"/>	<input type="checkbox"/>		14.2c) CAN I use reflexive pronouns (e.g. myself, ourselves)?
<input type="checkbox"/>	<input type="checkbox"/>		14.2d) CAN I form and use irregular past tense verbs (e.g. sat, hid, told)?
<input type="checkbox"/>	<input type="checkbox"/>		14.2e) CAN I use adjectives and adverbs, choosing between them depending on what is to be modified?
<input type="checkbox"/>	<input type="checkbox"/>		14.2f) CAN I produce, expand, and rearrange complete simple and compound sentences?
<input type="checkbox"/>	<input type="checkbox"/>		15.2a) CAN I capitalize holidays, product names, and geographic names?
<input type="checkbox"/>	<input type="checkbox"/>		15.2b) CAN I use commas in greetings and closings of letters?
<input type="checkbox"/>	<input type="checkbox"/>		15.2c) CAN I use an apostrophe to form contractions and common possessives?

Sight Words Mastery

1st Quarter ___/100

2nd Quarter ___/100

3rd Quarter ___/100

4th Quarter ___/100

Reading Fluency Mastery

1st Quarter ___/50-60 wpm

2nd Quarter ___/60-70 wpm

3rd Quarter ___/70-80 wpm

4th Quarter ___/80-90 wpm

Taught ✓	Practiced ✓	Mastered ✓	3-5 ELA "I CAN" THEMES
			3-5
			THEMES
3	4	5	1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.
3	4	5	2. CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.
3	4	5	3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information.
3	4	5	4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.
3	4	5	5. I CAN write for different tasks, purposes and audiences.
3	4	5	6. I CAN use the writing process to develop my writing.
3	4	5	7. I CAN work collaboratively with peers to use print and digital tools to answer a question.
3	4	5	8. I CAN participate in collaborative conversations about grade level topics and books.
3	4	5	9. I CAN communicate ideas and experiences through oral and visual presentations.
3	4	5	10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases.
3	4	5	11. I CAN understand figurative language, word relationships and nuances in word meanings.

			STEPS
<input type="checkbox"/>	<input type="checkbox"/>		12.3a) CAN I identify and know the meaning of the most common prefixes and derivational suffixes?
<input type="checkbox"/>	<input type="checkbox"/>		12.3b) CAN I decode words with common Latin suffixes?
<input type="checkbox"/>	<input type="checkbox"/>		12.3c) CAN I decode multi-syllable words?
<input type="checkbox"/>	<input type="checkbox"/>		12.3d) CAN I recognize and read third grade sight words?
<input type="checkbox"/>	<input type="checkbox"/>		13.3a) CAN I read third grade level books with purpose and understanding?
<input type="checkbox"/>	<input type="checkbox"/>		13.3b) CAN I read 100 words per minute with 97 percent accuracy with appropriate expression?
<input type="checkbox"/>	<input type="checkbox"/>		13.3c) CAN I use context to understand my reading and to self-correct?
<input type="checkbox"/>	<input type="checkbox"/>		14.3a) CAN I explain the function of nouns and pronouns?
<input type="checkbox"/>	<input type="checkbox"/>		14.3b) CAN I explain the function of verbs?
<input type="checkbox"/>	<input type="checkbox"/>		14.3c) CAN I explain the function of adverbs?
<input type="checkbox"/>	<input type="checkbox"/>		14.3d) CAN I explain the function of adjectives?
<input type="checkbox"/>	<input type="checkbox"/>		14.3e) CAN I form and use regular and irregular plural nouns?
<input type="checkbox"/>	<input type="checkbox"/>		14.3f) CAN I use abstract nouns (e.g. childhood)?
<input type="checkbox"/>	<input type="checkbox"/>		14.3g) CAN I form and use regular and irregular verbs?
<input type="checkbox"/>	<input type="checkbox"/>		14.3h) CAN I form and use simple verb tenses (e.g. I walked; I walk; I will walk)?
<input type="checkbox"/>	<input type="checkbox"/>		14.3i) CAN I ensure subject-verb and pronoun-antecedent agreement?
<input type="checkbox"/>	<input type="checkbox"/>		14.3j) CAN I form and use comparative and superlative adjectives and adverbs properly?
<input type="checkbox"/>	<input type="checkbox"/>		14.3k) CAN I use coordinating and subordinating conjunctions?
<input type="checkbox"/>	<input type="checkbox"/>		14.3l) CAN I produce simple, compound and complex sentences?
<input type="checkbox"/>	<input type="checkbox"/>		15.3a) CAN I capitalize appropriate words in titles?
<input type="checkbox"/>	<input type="checkbox"/>		15.3b) CAN I use commas in addresses?
<input type="checkbox"/>	<input type="checkbox"/>		15.3c) CAN I use commas and quotation marks in dialogue?
<input type="checkbox"/>	<input type="checkbox"/>		15.3d) CAN I form and use possessives?
<input type="checkbox"/>	<input type="checkbox"/>		15.3e) CAN I spell third grade sight words and words that add suffixes to base words?
<input type="checkbox"/>	<input type="checkbox"/>		15.3f) CAN I use spelling patterns and generalizations in writing words?
<input type="checkbox"/>	<input type="checkbox"/>		15.3g) CAN I use reference materials to check and correct spellings?

Sight Words Mastery

1st Quarter ___/100

2nd Quarter ___/100

3rd Quarter ___/100

4th Quarter ___/100

Reading Fluency Mastery

1st Quarter ___/80-90 wpm

2nd Quarter ___/90 wpm

3rd Quarter ___/95 wpm

4th Quarter ___/100 wpm

Taught ✓ Practiced ✓ Mastery Date

FOURTH GRADE ELA "I CAN" STEPS

4

			STEPS
<input type="checkbox"/>	<input type="checkbox"/>		12.4a) CAN read and understand words with common Greek and Latin prefixes and suffixes?
<input type="checkbox"/>	<input type="checkbox"/>		12.4b) CAN I read and understand words with common root words?
<input type="checkbox"/>	<input type="checkbox"/>		12.4c) CAN I read, understand and use synonyms and antonyms in my reading and writing?
<input type="checkbox"/>	<input type="checkbox"/>		12.4d) CAN I read, understand and use homophones and homonyms in my reading and writing?
<input type="checkbox"/>	<input type="checkbox"/>		12.4e) CAN I read, understand, and use commonly confused words?
<input type="checkbox"/>	<input type="checkbox"/>		12.4f) CAN I read my fourth grade sight words?
<input type="checkbox"/>	<input type="checkbox"/>		13.4a) CAN I read fourth grade level books with purpose and understanding?
<input type="checkbox"/>	<input type="checkbox"/>		13.4b) CAN I read 115 words per minute with 98 percent accuracy with appropriate expression?
<input type="checkbox"/>	<input type="checkbox"/>		13.4c) CAN I use context to understand my reading and to self-correct?
<input type="checkbox"/>	<input type="checkbox"/>		14.4a) CAN I use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)?
<input type="checkbox"/>	<input type="checkbox"/>		14.4b) CAN I form and use the progressive verb tenses (e.g. I was walking; I am walking; I will be walking)?
<input type="checkbox"/>	<input type="checkbox"/>		14.4c) CAN I use helping verbs (e.g. can, may, must..) to convey various conditions?
<input type="checkbox"/>	<input type="checkbox"/>		14.4d) CAN I order adjectives according to conventional patterns (e.g. a small red bag rather than a red small bag)?
<input type="checkbox"/>	<input type="checkbox"/>		14.4e) CAN I form and use prepositional phrases?
<input type="checkbox"/>	<input type="checkbox"/>		14.4f) CAN I produce complete sentences recognizing and correcting inappropriate fragments and run-ons?
<input type="checkbox"/>	<input type="checkbox"/>		14.4g) CAN I correctly use frequently confused homophones?
<input type="checkbox"/>	<input type="checkbox"/>		15.4a) CAN I use correct capitalization?
<input type="checkbox"/>	<input type="checkbox"/>		15.4b) CAN I use commas and quotation marks to mark direct speech and quotations from a text?
<input type="checkbox"/>	<input type="checkbox"/>		15.4c) CAN I use a comma before a coordinating conjunction in a compound sentence?
<input type="checkbox"/>	<input type="checkbox"/>		15.4d) CAN I spell grade-appropriate words correctly, consulting references as needed?

Reading Fluency Mastery

1st Quarter ___/100 wpm

2nd Quarter ___/105 wpm

3rd Quarter ___/110 wpm

4th Quarter ___/115 wpm

Taught ✓	Practiced ✓	Mastery Date	FIFTH GRADE ELA "I CAN" STEPS	
			5	
			STEPS	
<input type="checkbox"/>	<input type="checkbox"/>		12.5a) CAN read and understand words with common prefixes and suffixes?	
<input type="checkbox"/>	<input type="checkbox"/>		12.5b) CAN I read and understand words with common Greek and Latin root words?	
<input type="checkbox"/>	<input type="checkbox"/>		13.5a) CAN I read fifth grade level books with purpose and understanding?	
<input type="checkbox"/>	<input type="checkbox"/>		13.5b) CAN I read 130 words per minute with 99 percent accuracy with appropriate expression?	
<input type="checkbox"/>	<input type="checkbox"/>		13.5c) CAN I use context to understand my reading and to self-correct?	
<input type="checkbox"/>	<input type="checkbox"/>		14.5a) CAN I explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences?	
<input type="checkbox"/>	<input type="checkbox"/>		14.5b) CAN I form and use the perfect verb tenses? (e.g., I had walked; I have walked; I will have walked)	
<input type="checkbox"/>	<input type="checkbox"/>		14.5c) CAN I use verb tense to convey various times, sequences, states and conditions?	
<input type="checkbox"/>	<input type="checkbox"/>		14.5d) CAN I recognize and correct inappropriate shifts in verb tense?	
<input type="checkbox"/>	<input type="checkbox"/>		14.5e) CAN I use correlative conjunctions (e.g., either/or, neither/nor)?	
<input type="checkbox"/>	<input type="checkbox"/>		15.5a) CAN I use punctuation to separate items in a series?	
<input type="checkbox"/>	<input type="checkbox"/>		15.5b) CAN I use a comma to separate an introductory element from the rest of the sentence?	
<input type="checkbox"/>	<input type="checkbox"/>		15.5c) CAN I use a comma to set off the words yes and no (e.g., Yes, than you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve??)?	
<input type="checkbox"/>	<input type="checkbox"/>		15.5d) CAN I use underlining, quotation marks, or italics to indicate titles of works?	
<input type="checkbox"/>	<input type="checkbox"/>		15.5e) CAN I spell grade-appropriate words correctly, consulting references as needed?	

Reading Fluency Mastery

1st Quarter ___/115 wpm

2nd Quarter ___/120 wpm

3rd Quarter ___/125 wpm

4th Quarter ___/130 wpm

Taught ✓	Practiced ✓	Mastered ✓	6-8 ELA "I CAN" THEMES								
			6-8								
			THEMES								
6	7	8	6	7	8	6	7	8			
									1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.		
									2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.		
									3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and technical texts.		
									4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.		
									5. I CAN read and comprehend grade level history/social studies texts independently and proficiently.		
									6. I CAN read and comprehend sixth grade science and technical texts independently and proficiently.		
									7. I CAN write for different tasks, purposes, and audiences.		
									8. I CAN use the writing process to develop my writing.		
									9. I CAN work collaboratively with peers to us print and digital tools to answer a question.		
									10. I CAN participate in collaborative conversations about sixth grade topics and books.		
									11. I CAN communicate ideas and experiences through oral and visual presentations.		
									12. I CAN determine or clarify the meaning of grade level unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.		
									13. I CAN demonstrate understanding of figurative language, word relationships and nuances in word meanings.		

Taught ✓	Practiced ✓	Mastery Date	SIXTH GRADE ELA "I CAN" STEPS	6
			STEPS	
<input type="checkbox"/>	<input type="checkbox"/>		14.6a) CAN I ensure that pronouns are in the proper case (subjective, objective, possessive)?	
<input type="checkbox"/>	<input type="checkbox"/>		14.6b) CAN I use intensive pronouns? (e.g., myself, ourselves).	
<input type="checkbox"/>	<input type="checkbox"/>		14.6c) CAN I recognize and correct inappropriate shifts in pronoun number and person?	
<input type="checkbox"/>	<input type="checkbox"/>		14.6d) CAN I recognize and correct vague pronouns?	
<input type="checkbox"/>	<input type="checkbox"/>		14.6e) CAN I recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language?	
<input type="checkbox"/>	<input type="checkbox"/>		15.6a) CAN I use punctuation to set off nonrestrictive/parenthetical elements?	
<input type="checkbox"/>	<input type="checkbox"/>		15.6b) CAN I use a comma to separate an introductory element from the rest of the sentence?	
<input type="checkbox"/>	<input type="checkbox"/>		15.6c) CAN I spell grade-appropriate words correctly, consulting references as needed?	

Taught ✓	Practiced ✓	Mastery Date	SEVENTH GRADE ELA "I CAN" STEPS	7
			STEPS	
<input type="checkbox"/>	<input type="checkbox"/>		14.7a) CAN I explain the function of phrases and clauses in general and their function in specific sentences?	
<input type="checkbox"/>	<input type="checkbox"/>		14.7b) CAN I choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas?	
<input type="checkbox"/>	<input type="checkbox"/>		14.7c) CAN I place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers?	
<input type="checkbox"/>	<input type="checkbox"/>		15.7a) CAN I use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt)?	
<input type="checkbox"/>	<input type="checkbox"/>		15.7b) CAN I spell grade-appropriate words correctly, consulting references as needed?	

Taught ✓	Practiced ✓	Mastery Date	EIGHTH GRADE ELA "I CAN" STEPS	8
			STEPS	
<input type="checkbox"/>	<input type="checkbox"/>		14.8a) CAN I explain the function of verbals in general (gerunds, participles, infinitives) and their function in particular sentences?	
<input type="checkbox"/>	<input type="checkbox"/>		14.8b) CAN I form and use verbs in the active and passive voice?	
<input type="checkbox"/>	<input type="checkbox"/>		14.8c) CAN I form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood?	
<input type="checkbox"/>	<input type="checkbox"/>		14.8d) CAN I recognize and correct inappropriate shifts in verb voice and mood?	
<input type="checkbox"/>	<input type="checkbox"/>		15.8a) CAN I use punctuation to indicate a pause or break?	
<input type="checkbox"/>	<input type="checkbox"/>		15.8b) CAN I use ellipsis to indicate an omission?	
<input type="checkbox"/>	<input type="checkbox"/>		15.8c) CAN I spell grade-appropriate words correctly, consulting references as needed?	



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[I CAN] MATH

Scope and Sequence GRADES K - 8

Name: _____ Starting Year: _____

"I Can" statements are created to assist your student in feeling empowered about their own learning. Use this folder to track your student's progress towards Mastery. Revisit the "I Cans" a few times, even if your student has demonstrated mastery. Refreshing important skills is a beneficial part of the learning process.

POWER TOOLS



Taught ✓	Practiced ✓	Mastery Date	KINDERGARTEN MATH "I CAN" STATEMENTS
<input type="checkbox"/>	<input type="checkbox"/>		1. I CAN tell you the number names and the count sequence.
<input type="checkbox"/>	<input type="checkbox"/>		2. I CAN count to tell the number of objects.
<input type="checkbox"/>	<input type="checkbox"/>		3. I CAN compare numbers.
<input type="checkbox"/>	<input type="checkbox"/>		4. I CAN understand addition as putting together and adding to.
<input type="checkbox"/>	<input type="checkbox"/>		5. I CAN understand subtraction as taking apart and taking from.
<input type="checkbox"/>	<input type="checkbox"/>		6. I CAN work with numbers 11-19 to gain foundations for place value.
<input type="checkbox"/>	<input type="checkbox"/>		7. I CAN describe and compare measurable attributes.
<input type="checkbox"/>	<input type="checkbox"/>		8. I CAN classify objects and count the number of objects in each category.
<input type="checkbox"/>	<input type="checkbox"/>		9. I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
<input type="checkbox"/>	<input type="checkbox"/>		10. I CAN analyze, compare, create, and compose shapes.

K

Math Fluency Focus - Add/Subtract Within 5 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

Taught ✓	Practiced ✓	Mastery Date	FIRST GRADE MATH "I CAN" STATEMENTS
<input type="checkbox"/>	<input type="checkbox"/>		1. I CAN represent and solve problems involving addition and subtraction within 20.
<input type="checkbox"/>	<input type="checkbox"/>		2. I CAN understand and apply properties of operations and the relationship between addition and subtraction within 20.
<input type="checkbox"/>	<input type="checkbox"/>		3. I CAN add and subtract within 20.
<input type="checkbox"/>	<input type="checkbox"/>		4. I CAN work with addition and subtraction equations within 20.
<input type="checkbox"/>	<input type="checkbox"/>		5. I CAN extend the counting sequence to 120.
<input type="checkbox"/>	<input type="checkbox"/>		6. I CAN understand place value of tens and ones.
<input type="checkbox"/>	<input type="checkbox"/>		7. I CAN use place value understanding and properties of operations to add and subtract within 100.
<input type="checkbox"/>	<input type="checkbox"/>		8. I CAN measure lengths indirectly and by iterating length units.
<input type="checkbox"/>	<input type="checkbox"/>		9. I CAN tell and write time to the half hour.
<input type="checkbox"/>	<input type="checkbox"/>		10. I CAN represent and interpret data.
<input type="checkbox"/>	<input type="checkbox"/>		11. I CAN reason with shapes and their attributes.

1

Math Fluency Focus - Add/Subtract Within 10 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

Taught ✓	Practiced ✓	Mastery Date	SECOND GRADE MATH "I CAN" STATEMENTS
<input type="checkbox"/>	<input type="checkbox"/>		1. I CAN add and subtract within 100 and use what I know to solve word problems.
<input type="checkbox"/>	<input type="checkbox"/>		2. I CAN know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers.
<input type="checkbox"/>	<input type="checkbox"/>		3. I CAN group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2s.
<input type="checkbox"/>	<input type="checkbox"/>		4. I CAN show my multiplication tables for 2s, 5s and 10s by using repeated addition, arrays, or by counting with multiples.
<input type="checkbox"/>	<input type="checkbox"/>		5. I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s.
<input type="checkbox"/>	<input type="checkbox"/>		6. I CAN count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols $<$, $>$, and $=$.
<input type="checkbox"/>	<input type="checkbox"/>		7. I CAN add and subtract tens and hundreds in my head and explain how I found my answer.
<input type="checkbox"/>	<input type="checkbox"/>		8. I CAN add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations.
<input type="checkbox"/>	<input type="checkbox"/>		9. I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value.
<input type="checkbox"/>	<input type="checkbox"/>		10. I CAN count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly.
<input type="checkbox"/>	<input type="checkbox"/>		11. I CAN measure, estimate and compare the lengths of objects using measuring tools.
<input type="checkbox"/>	<input type="checkbox"/>		12. I CAN tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month.
<input type="checkbox"/>	<input type="checkbox"/>		13. I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph.
<input type="checkbox"/>	<input type="checkbox"/>		14. I CAN name and draw triangles, quadrilaterals, pentagons, hexagons and cubes.
<input type="checkbox"/>	<input type="checkbox"/>		15. I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts.

Math Fluency Focus - Add/Subtract Within 100 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

Taught ✓	Practiced ✓	Mastery Date	THIRD GRADE MATH "I CAN" STATEMENTS
<input type="checkbox"/>	<input type="checkbox"/>		1. I CAN use place value to round whole numbers to the nearest 10 or 100, add or subtract numbers within 100 and multiply any one digit whole number by 10.
<input type="checkbox"/>	<input type="checkbox"/>		2. I CAN understand multiplication and division problems by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation.
<input type="checkbox"/>	<input type="checkbox"/>		3. I CAN know and apply multiplication properties of operations (associative, distributive and commutative).
<input type="checkbox"/>	<input type="checkbox"/>		4. I CAN find the answer to a division problem by thinking of the missing factor in a multiplication problem.
<input type="checkbox"/>	<input type="checkbox"/>		5. I CAN fluently multiply and divide within 100 and, by the end of 3rd grade, know from memory all products of two one-digit numbers.
<input type="checkbox"/>	<input type="checkbox"/>		6. I CAN use addition, subtraction, multiplication and division to solve two-step word problems then use mental math to check my answers.
<input type="checkbox"/>	<input type="checkbox"/>		7. I CAN find patterns in addition and multiplication tables and explain them using what I know about how numbers work.
<input type="checkbox"/>	<input type="checkbox"/>		8. I CAN show fractions are part of a whole and represent fractions on a number line.
<input type="checkbox"/>	<input type="checkbox"/>		9. I CAN compare fractions (using $<$, $=$, $>$), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes are equal to each other.
<input type="checkbox"/>	<input type="checkbox"/>		10. I CAN tell time to the nearest minute, measure time and solve time word problems by adding and subtracting minutes.
<input type="checkbox"/>	<input type="checkbox"/>		11. I CAN measure liquids and solids with liters, grams, and kilograms and use math to solve word problems involving mass and volume.
<input type="checkbox"/>	<input type="checkbox"/>		12. I CAN create a picture graph, bar graph or line graph to show data that has been measured to the nearest whole, half or quarter number.
<input type="checkbox"/>	<input type="checkbox"/>		13. I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.
<input type="checkbox"/>	<input type="checkbox"/>		14. I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions.
<input type="checkbox"/>	<input type="checkbox"/>		15. I CAN find the area and perimeter of shapes applied in real world examples.

Math Fluency Focus - Add/Subtract Within 1,000 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

Taught ✓	Practiced ✓	Mastery Date	FOURTH GRADE MATH "I CAN" STATEMENTS
<input type="checkbox"/>	<input type="checkbox"/>		1. I CAN use my understanding of place value to represent, round and compare multi-digit whole numbers.
<input type="checkbox"/>	<input type="checkbox"/>		2. I CAN add and subtract numbers within 1,000,000.
<input type="checkbox"/>	<input type="checkbox"/>		3. I CAN determine factor pairs and multiples for the numbers 1-100 and determine whether a number is prime or composite.
<input type="checkbox"/>	<input type="checkbox"/>		4. I CAN create and analyze patterns to identify features of patterns that follow a math rule.
<input type="checkbox"/>	<input type="checkbox"/>		5. I CAN use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models.
<input type="checkbox"/>	<input type="checkbox"/>		6. I CAN use what I know about the four operations to solve for an unknown value represented by a letter.
<input type="checkbox"/>	<input type="checkbox"/>		7. I CAN use place value understanding and properties of operations to add, subtract, multiply and divide multi-digit whole numbers.
<input type="checkbox"/>	<input type="checkbox"/>		8. I CAN compare, order, and understand equivalence of fractions with different numerators and denominators.
<input type="checkbox"/>	<input type="checkbox"/>		9. I CAN use what I know about adding fractions to decompose fractions, add fractions with mixed numbers that have like denominators and model my answer.
<input type="checkbox"/>	<input type="checkbox"/>		10. I CAN multiply a fraction by a whole number and model my answer.
<input type="checkbox"/>	<input type="checkbox"/>		11. I CAN use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words.
<input type="checkbox"/>	<input type="checkbox"/>		12. I CAN draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures.
<input type="checkbox"/>	<input type="checkbox"/>		13. I CAN understand concepts of angles, draw angles and measure angles using tools.
<input type="checkbox"/>	<input type="checkbox"/>		14. I CAN represent and interpret data measured in fractions by making a line plot to display the data.
<input type="checkbox"/>	<input type="checkbox"/>		15. I CAN solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit.

Math Fluency Focus - Add/Subtract Within 1,000,000 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

Taught ✓	Practiced ✓	Mastery Date	FIFTH GRADE MATH "I CAN" STATEMENTS
<input type="checkbox"/>	<input type="checkbox"/>		1. I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths.
<input type="checkbox"/>	<input type="checkbox"/>		2. I CAN multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors.
<input type="checkbox"/>	<input type="checkbox"/>		3. I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawing, area models or arrays to explain the method used.
<input type="checkbox"/>	<input type="checkbox"/>		4. I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers, and whole numbers.
<input type="checkbox"/>	<input type="checkbox"/>		5. I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.
<input type="checkbox"/>	<input type="checkbox"/>		6. I CAN use symbols such as parentheses, brackets and ordering of operations to help me understand math.
<input type="checkbox"/>	<input type="checkbox"/>		7. I CAN determine the prime factors of all numbers through 50 and show multiples of a factor using exponents.
<input type="checkbox"/>	<input type="checkbox"/>		8. I CAN convert measurement within the same measuring system.
<input type="checkbox"/>	<input type="checkbox"/>		9. I CAN make a line plot to display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot.
<input type="checkbox"/>	<input type="checkbox"/>		10. I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems
<input type="checkbox"/>	<input type="checkbox"/>		11. I CAN draw a coordinate plane, use numerical rules and patterns to graph ordered pairs (x, y), and represent real world and mathematical problems by graphing and interpreting the values.
<input type="checkbox"/>	<input type="checkbox"/>		12. I CAN classify two-dimensional shapes into categories based on their properties.

Math Fluency Focus - Multi-Digit Multiplication (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

Taught ✓	Practiced ✓	Mastery Date	SIXTH GRADE MATH "I CAN" STATEMENTS
<input type="checkbox"/>	<input type="checkbox"/>		1. I CAN add, subtract, multiply and divide whole numbers and decimals.
<input type="checkbox"/>	<input type="checkbox"/>		2. I CAN find the Greatest Common Factor and Least Common Multiple of two whole numbers and use them to solve problems with fractions.
<input type="checkbox"/>	<input type="checkbox"/>		3. I CAN know and apply the distributive property.
<input type="checkbox"/>	<input type="checkbox"/>		4. I CAN multiply and divide fractions and solve word problems involving fractions using a visual model or drawing.
<input type="checkbox"/>	<input type="checkbox"/>		5. I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.
<input type="checkbox"/>	<input type="checkbox"/>		6. I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers.
<input type="checkbox"/>	<input type="checkbox"/>		7. I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.
<input type="checkbox"/>	<input type="checkbox"/>		8. I CAN find a percent of a quantity as a rate per 100 and solve problems involving finding the whole if I am given a part and the percent.
<input type="checkbox"/>	<input type="checkbox"/>		9. I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.
<input type="checkbox"/>	<input type="checkbox"/>		10. I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.
<input type="checkbox"/>	<input type="checkbox"/>		11. I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables.
<input type="checkbox"/>	<input type="checkbox"/>		12. I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume.
<input type="checkbox"/>	<input type="checkbox"/>		13. I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and box plots in relation to their context.

Math Fluency Focus - Multi-Digit Division (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____
 Multi-Decimal Computation (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

Taught ✓	Practiced ✓	Mastery Date	SEVENTH GRADE MATH "I CAN" STATEMENTS
<input type="checkbox"/>	<input type="checkbox"/>		1. I CAN add, subtract, multiply and divide rational and fractional numbers and apply number operations to real world problems.
<input type="checkbox"/>	<input type="checkbox"/>		2. I CAN compute using absolute value and use it to find the distance.
<input type="checkbox"/>	<input type="checkbox"/>		3. I CAN extend my understanding of fractions to multiply and divide rational numbers.
<input type="checkbox"/>	<input type="checkbox"/>		4. I CAN apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions.
<input type="checkbox"/>	<input type="checkbox"/>		5. I CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.
<input type="checkbox"/>	<input type="checkbox"/>		6. I CAN use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equations and a graph.
<input type="checkbox"/>	<input type="checkbox"/>		7. I CAN solve problems that involve discount, markups, commissions, profit, percent increase, percent decrease and simple interest.
<input type="checkbox"/>	<input type="checkbox"/>		8. I CAN draw, construct, and describe geometric figures based on what I know about similar shapes, scale drawing and angles then explain the relationships between them.
<input type="checkbox"/>	<input type="checkbox"/>		9. I CAN solve real-life and mathematical problems involving circumference, area, surface area and volume.
<input type="checkbox"/>	<input type="checkbox"/>		10. I CAN use random sampling to draw inferences about a population.
<input type="checkbox"/>	<input type="checkbox"/>		11. I CAN compare and analyze data using dot plots and box plots making comparative inferences about two populations.
<input type="checkbox"/>	<input type="checkbox"/>		12. I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events.

Math Fluency Focus - Fraction Computation (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

Taught ✓	Practiced ✓	Mastery Date	EIGHTH GRADE MATH "I CAN" STATEMENTS
<input type="checkbox"/>	<input type="checkbox"/>		1. I CAN represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line.
<input type="checkbox"/>	<input type="checkbox"/>		2. I CAN know and apply the properties of integer exponents, fluently know small perfect squares and cube roots, and use square and cube roots to express a number.
<input type="checkbox"/>	<input type="checkbox"/>		3. I CAN use scientific notation to express measurement of very small and very large quantities.
<input type="checkbox"/>	<input type="checkbox"/>		4. I CAN compare proportional values, draw a graph of their relationships and know the unit rate is the slope of the graph.
<input type="checkbox"/>	<input type="checkbox"/>		5. I CAN derive the equation of a line $y = mx + b$ where the slope (m) can be found using similar triangles and the y-intercept (b) is where the line crosses the vertical axis.
<input type="checkbox"/>	<input type="checkbox"/>		6. I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).
<input type="checkbox"/>	<input type="checkbox"/>		7. I CAN understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions.
<input type="checkbox"/>	<input type="checkbox"/>		8. I CAN construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph.
<input type="checkbox"/>	<input type="checkbox"/>		9. I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse.
<input type="checkbox"/>	<input type="checkbox"/>		10. I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane.
<input type="checkbox"/>	<input type="checkbox"/>		11. I CAN use reasoning about triangles to derive and know properties involving angle sums, exterior angles, and similar triangles.
<input type="checkbox"/>	<input type="checkbox"/>		12. I CAN know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
<input type="checkbox"/>	<input type="checkbox"/>		13. I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems.

Math Fluency Focus - Perfect Squares (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____
 Cube Root (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

Math Power Words

Kindergarten: More, less, day, month, tens, ones, digit, pattern, shape, equal, add, subtract, number sentence

First Grade: Greater than, less than, hour, minute, unit, tens and ones, pattern, difference, sum, polygon, equivalent, commutative property

Second Grade: Regroup, hour, multiply, solid figure, minute, unit, array, difference, sum, polygon, equation

Third Grade: Line plot, multiple, factor, equation, unit product, array, capacity, quotient, equivalent, estimate, elapsed time

Fourth Grade: Angle, quotient, numerator, denominator, product, capacity, divisor, multiple, fraction, dividend, factor, decimal

Fifth Grade: Volume, GCF/LCM, expression, formula, exponent, equation, simplify, order of operations, variable, percent, fraction, decimal

Sixth Grade: 2 dimensional, 3 dimensional, histogram, box plot, statistical data, surface area, volume, rational numbers, absolute value, distributive property, GCF/LCM

Seventh Grade: Rational numbers, associative property, commutative property, distributive property, scale drawing, random sampling, box plot, dot plot, experimental probability, theoretical probability, absolute value

Eighth Grade: Scatter plot, exterior angle, rotation, Pythagorean Theorem, linear function, radical sign, y-intercept, slope, congruence

Standards for Mathematical Practice

The Standards for Mathematical Practice are 8 strategies that can help students become strong problem solvers. When solving problems, students should focus on 1 or 2 of these practices at a time.



- #1 Make sense of problems and persevere through 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.
- #7 Look for and make use of structure.
- #8 Look for and express regularity in repeated reasoning.

MATH SCHOLARS WILL...

- M**onitor their progress and make changes when necessary
- A**sk questions to gather information when making a plan to solve a problem
- T**est their answer to consider if it is reasonable and makes sense
- H**elp support their arguments with appropriate math vocabulary
- S**ummarize their conclusions and processes with words, both written and oral
- C**arefully calculate and use precision
- H**elp explain data using pictures, models and graphs
- O**bserve and listen to other math scholars with discernment
- L**ook for patterns and consider different approaches to solving the same problem
- A**ccess math tools (calculators, blocks, protractor, rulers, etc.) and use them strategically
- R**ecognize repeated calculations, shortcuts and patterns that lead to a general formula
- S**ee math in the world around them and make connections

Individual Student Assessments

Record individual assessment results in the chart below. Use the blank boxes for any additional assessments. Your student's Quantile Measure should be recorded twice/year. Assessment information is very beneficial in helping to guide your instruction to meet your students' individual needs.

Assessments	Quantile 1st / 2nd Sem	CAASP Math	Diagnostic #1	Milestone #1	Teacher Assmt. #1	Diagnostic #2	Milestone #2	Teacher Assmt. #2	Diagnostic #3	Milestone #3	Teacher Assmt. #3
Kindergarten	<input type="checkbox"/> / <input type="checkbox"/>										
First Grade	<input type="checkbox"/> / <input type="checkbox"/>										
Second Grade	<input type="checkbox"/> / <input type="checkbox"/>										
Third Grade	<input type="checkbox"/> / <input type="checkbox"/>										
Fourth Grade	<input type="checkbox"/> / <input type="checkbox"/>										
Fifth Grade	<input type="checkbox"/> / <input type="checkbox"/>										
Sixth Grade	<input type="checkbox"/> / <input type="checkbox"/>										
Seventh Grade	<input type="checkbox"/> / <input type="checkbox"/>										
Eighth Grade	<input type="checkbox"/> / <input type="checkbox"/>										

Math Fluency Strategies

Show Math with Numbers
Show Math with Pictures
Show Math with Words
Connect Math to Yourself
Connect Math You Know to New Math
Connect Math to the World

GRADE	Quantile Range
K	Up to 10Q
1	15Q to 260Q
2	175Q to 405Q
3	375Q to 605Q
4	480Q to 720Q
5	550Q to 815Q
6	645Q to 895Q
7	665Q to 995Q
8	730Q to 1020Q



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


DATES	CONCEPT	I CAN!s	STANDARDS	FOCUS DOMAINS
8/29-9/23/16 (18 days)	Ordering & Comparing Integers GCF/LCM Comparing & Ordering Rational Numbers	(6.2) (6.3) 6.5 6.6	6 NS 4 6 NS 5, 6 6 NS 7, 8	THE NUMBER SYSTEM
9/19-10/21/16 (19 days)	Mixed Numbers & Fractions Decimal Operations	(6.1) (6.3) 6.4	6 NS 2, 3 6 NS 4 6 NS 1	
Milestone #1 Window 10/31-11/4/16 I CAN!s: 6.4, 6.5, 6.6 Data Day 11/15/2016				
10/24-11/18/16 (18 days)	Ratios & Rates Data: Tables & Graphs Measurement Conversions Percents, Fractions & Decimals	6.7 6.8	6 RP 1-3 a, b 6 RP 3c	RATIOS & PROPORTIONS
11/28-1/6/17 (19 days)	Exponents & Order of Operations Prime Factorization Algebraic Expressions & Equivalence	6.9 6.10	6 EE 1-4 6 EE 5-8	EXPRESSIONS & EQUATIONS
1/9-2/3/17 (19 days)	Equations & Inequalities The Coordinate Plane	6.11 (6.12)	6 EE 9 6 G 1-4	
Performance Task Window (2/6-2/10/17) Focus Domains: NS, RP and EE Data Day 2/17/2017				
2/6-3/3/17 (18 days)	Area of Polygons Distance & Polygons in the Coordinate Plane	(6.12)	6 G 1-4	GEOMETRY
Milestone #2 Window (2/27-3/3/17) I CAN!s: 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11 Data Day 3/10/2017				
3/6-3/31/17 (19 days)	Nets & Surface Area Volume Measures of Central Tendency Box Plots & Data	(6.13)	6 SP 1-5	STATISTICS
4/3-5/5/17	CAASPP Prep & Testing			
5/8-6/12/17 (25 days)	I CAN! Review Onramp to Next Grade Demonstration of Mastery			

6th Grade Math I CAN!s and CAN I?s

#	I CAN!s	Can I?s
6.1	I CAN add, subtract, multiply and divide whole numbers and decimals. <i>(additional or supporting I CAN)</i>	<ul style="list-style-type: none"> Describe decimals using place value? Know the algorithm for multiplying and dividing decimals? Know the algorithm for adding and subtracting decimals? Read decimal numbers using math language? Solve real world problems with decimals?
6.2	I CAN find the Greatest Common Factor and Least Common Multiple of two whole numbers and use them to solve problems with fractions. <i>(additional or supporting I CAN)</i>	<ul style="list-style-type: none"> Explain the difference between a prime and composite number? List the first 10 prime numbers? Describe how to know the factors of numbers? Find common multiples of two or more numbers? Find common factors of two or more numbers?
6.3	I CAN know and apply the Distributive Property. <i>(additional or supporting I CAN)</i>	<ul style="list-style-type: none"> Find common factors of numbers? Explain order of operation rules? Express a sum of two numbers as multiples with a common factor? Ex. $36 + 8 = 4(9 + 2)$ Know the difference between a common factor and the greatest common factor? Use the Distributive Property to solve real world problems?
6.4	I CAN multiply and divide fractions and solve word problems involving fractions using a visual model or drawing.	<ul style="list-style-type: none"> Compute the quotient of fractions within word problems? Divide a fraction by a fraction? Use fraction models to explain how to compute with fractions? Explain the relationship between multiplication and division of fractions? Use an equation to represent a problem involving fractions?
6.5	I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.	<ul style="list-style-type: none"> Give real world examples of using positive and negative number values? Explain the meaning of zero? Locate rational numbers on a number line? Locate all quadrants of the coordinate plane (I, II, III, IV)? Find points in the coordinate plane with negative number coordinates?
6.6	I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers.	<ul style="list-style-type: none"> Find the absolute value of numbers? Find the distance between two numbers using absolute value? Find the distance between numbers in a coordinate plane? Order absolute value of rational numbers? Graph points in all four quadrants of the coordinate plane?
6.7	I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.	<ul style="list-style-type: none"> Describe a ratio relationship between two quantities? Explain the concept of unit rate a/b and how it relates to a ratio $a:b$? Use rate language in context of a ratio relationship? Reason about the relationship of numbers using ratios? Distinguish between ratio, rate and unit rate?
6.8	I CAN find a percent of quantity as a rate per 100 and solve problems involving finding the whole if I am given a part and the percent.	<ul style="list-style-type: none"> Use equations to solve real-world problems involving ratio and rate? Use tables of equivalent ratios to solve real-world problems involving ratio and rate? Use tape diagrams to solve real-world problems involving ratio and rate? Use double number line diagrams to solve real-world problems involving ratio and rate? Explain my reasoning when solving real-world problems involving ratio and rate?
6.9	I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.	<ul style="list-style-type: none"> Write numerical expressions involving whole-number exponents? Evaluate numerical expressions involving whole-number exponents? Identify when two expressions are equivalent? Ex. $y + y + y = 3y$ Evaluate expressions in which letters stand for numbers? Know and apply the order of operation rules when evaluating expressions?
6.10	I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.	<ul style="list-style-type: none"> Use substitution of values to determine whether an inequality is true? Explain the concept of variable and use it to represent an unknown number? Write an inequality to represent a constraint or condition in a real-world problem? Represent solutions of inequalities using a number line diagram? Write and solve equations using nonnegative rational numbers? Ex. $x + p = q$ and $px = q$.
6.11	I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs	<ul style="list-style-type: none"> Identify the independent variable and the dependent variable in an equation? Explain the relationship between the independent and dependent variables in an equation?

	and tables.	<ul style="list-style-type: none"> • Design a table to generate numerical values from an equation? • Model an equation using a graph?
6.12	I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume. <i>(additional or supporting I CAN)</i>	<ul style="list-style-type: none"> • Find the area of triangles, quadrilaterals and polygons by composing into rectangles or decomposing into other shapes? • Find the volume of 3D figures with fractional edge lengths using unit cubes and the formula for volume? • Draw polygons in the coordinate plane using coordinates of the vertices? • Use nets made up of rectangles and triangles to represent 3D figures?
6.13	I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. <i>(additional or supporting I CAN)</i>	<ul style="list-style-type: none"> • Recognize and develop statistical questions that can be measured by data? • Describe the variability within a data set? • Understand that a data distribution can be described by its center, spread and overall shape? • Explain the difference between a measure of center and a measure of variation? • Gather and analyze statistical data in the real-world?

Standards of Mathematical Practice (SMPs)

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

Springs Charter School
PE Curriculum Scope and Sequence
Grade 6

Name of Unit Duration	CA Standards	Content Objectives	Assessments
Cooperative Games 1 week	2.5, 2.12, 5.1, 5.2, 5.3, 5.4, 5.5	Movement Concepts Self-Responsibility Social Interaction Group Dynamics	Observation
Flag Football 5 weeks	1.6, 1.9, 1.10, 2.3, 2.4, 2.5,	Throwing Catching Dodging Fleeing Skills Pre-Assessments	Sport Related Skills Test SportFolio Ready Rubric Participation Rules Test
Softball 4 weeks	1.4, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5, 2.10, 2.11	Striking with implements Fitness Training	Sport Related Skills Test SportFolio Ready Rubric Participation Rules Test Cultural Dance Project
Volleyball 6 weeks	1.1, 1.3, 1.9, 1.10, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8,	Forearm pass Underhand serve Overhand serve Fitness Training	Sport Related Skills Test SportFolio Ready Rubric Participation Rules Test

Springs Charter School
PE Curriculum Scope and Sequence
Grade 6 (cont'd)





Basketball 6 weeks	1.5, 1.9, 1.10, 2.3, 2.4, 2.5, 2.8, 2.9	Shooting Dribbling Passing Defensive vs. Offensive strategy Fitness Testing	Sport Related Skills Test SportFolio Ready Rubric Participation Rules Test Fitness Gram Test
Personalized Fitness Program 6 weeks	1.10, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	Jumping Rope Fitness Testing ID Fitness Goals Develop Fitness Program	SportFolio Ready Rubric Participation Vocabulary Test Fitness Gram Test Fitness Essay
Soccer 4 weeks	1.5, 1.9, 1.10, 2.3, 2.4, 2.5	Dribbling Kicking Passing Defense vs. Offense strategy Strength and Conditioning	Sport Related Skills Test SportFolio Ready Rubric Participation Rules Test
Backyard Games 5 weeks	1.2, 1.9, 2.5, 2.12, 5.1, 5.2, 5.3, 5.4, 5.5	Movement Concepts Self-Responsibility Social Interaction Group Dynamics Strength and Conditioning	SportFolio Ready Rubric Participation Rules Test

Pacing Guide

Week 1-4

grade
6th



	Language Arts	Social Studies	Science	I CAN!
	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Standard
	Unit 1: Esperanza Rising Lesson 4: Los Angeles Lesson 5: Home Sweet Home Lesson 6: Papa's Roses Lesson 7: Dust Storm Lesson 8: Christmas	Unit 1: North & South America Lesson 5: Central American / Caribbean Economies Lesson 6: Central American / Caribbean Cultures Lesson 7: South American History and Government Lesson 8: The Economic Systems of South America		
	Lesson 9: The Strike Lesson 10: Together Final Project: A Dramatization (2 Days)	Lesson 9: Cultures of South America Final Project: Embassy Reception or Trivia Game (3 Days)		6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
	Unit 2: The Tree That Time Built Lesson 1: Fields Lesson 2: The Sea Lesson 3: Prehistoric Lesson 4: Plants		Unit 2: Cells Lesson 1: Microscopes and Cells Lesson 2: Animal Cells (2 Days) Lesson 3: Plant Cells	6e - I CAN discover the meaning of figurative language (similes and metaphors) by using context clues.
	Lesson 5: Amphibians and Reptiles Lesson 6: Insects Lesson 7: Birds Lesson 8: Mammals		Lesson 4: Systems of Plant and Animal Cells (2 Days) Lesson 5: Large Systems of Life: Ecosystems (3 Days)	6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in writing.

Pacing Guide

Week 5-8

grade
6th



	Language Arts	Social Studies	Science	I CAN!
	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Standard
week 29	Unit 1: Esperanza Rising Lesson 4: Los Angeles Lesson 5: Home Sweet Home Lesson 6: Papa's Roses Lesson 7: Dust Storm Lesson 8: Christmas	Unit 1: North & South America Lesson 5: Central American / Caribbean Economies Lesson 6: Central American / Caribbean Cultures Lesson 7: South American History and Government Lesson 8: The Economic Systems of South America		
week 30	Lesson 9: The Strike Lesson 10: Together Final Project: A Dramatization (2 Days)	Lesson 9: Cultures of South America Final Project: Embassy Reception or Trivia Game (3 Days)		6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
week 31	Unit 2: The Tree That Time Built Lesson 1: Fields Lesson 2: The Sea Lesson 3: Prehistoric Lesson 4: Plants		Unit 2: Cells Lesson 1: Microscopes and Cells Lesson 2: Animal Cells (2 Days) Lesson 3: Plant Cells	6e - I CAN discover the meaning of figurative language (similes and metaphors) by using context clues.
week 32	Lesson 5: Amphibians and Reptiles Lesson 6: Insects Lesson 7: Birds Lesson 8: Mammals		Lesson 4: Systems of Plant and Animal Cells (2 Days) Lesson 5: Large Systems of Life: Ecosystems (3 Days)	6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in writing.

Pacing Guide

Week 9-12

grade
6th



	Language Arts	Social Studies	Science	I CAN!
	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Standard
week 29	Unit 1: Esperanza Rising Lesson 4: Los Angeles Lesson 5: Home Sweet Home Lesson 6: Papa's Roses Lesson 7: Dust Storm Lesson 8: Christmas	Unit 1: North & South America Lesson 5: Central American / Caribbean Economies Lesson 6: Central American / Caribbean Cultures Lesson 7: South American History and Government Lesson 8: The Economic Systems of South America		
week 30	Lesson 9: The Strike Lesson 10: Together Final Project: A Dramatization (2 Days)	Lesson 9: Cultures of South America Final Project: Embassy Reception or Trivia Game (3 Days)		6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
week 31	Unit 2: The Tree That Time Built Lesson 1: Fields Lesson 2: The Sea Lesson 3: Prehistoric Lesson 4: Plants		Unit 2: Cells Lesson 1: Microscopes and Cells Lesson 2: Animal Cells (2 Days) Lesson 3: Plant Cells	6e - I CAN discover the meaning of figurative language (similes and metaphors) by using context clues.
week 32	Lesson 5: Amphibians and Reptiles Lesson 6: Insects Lesson 7: Birds Lesson 8: Mammals		Lesson 4: Systems of Plant and Animal Cells (2 Days) Lesson 5: Large Systems of Life: Ecosystems (3 Days)	6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in writing.

Pacing Guide

Week 13-16

grade
6th



	Language Arts	Social Studies	Science	I CAN!
	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Standard
week 29	Unit 1: Esperanza Rising Lesson 4: Los Angeles Lesson 5: Home Sweet Home Lesson 6: Papa's Roses Lesson 7: Dust Storm Lesson 8: Christmas	Unit 1: North & South America Lesson 5: Central American / Caribbean Economies Lesson 6: Central American / Caribbean Cultures Lesson 7: South American History and Government Lesson 8: The Economic Systems of South America		
week 30	Lesson 9: The Strike Lesson 10: Together Final Project: A Dramatization (2 Days)	Lesson 9: Cultures of South America Final Project: Embassy Reception or Trivia Game (3 Days)		6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
week 31	Unit 2: The Tree That Time Built Lesson 1: Fields Lesson 2: The Sea Lesson 3: Prehistoric Lesson 4: Plants		Unit 2: Cells Lesson 1: Microscopes and Cells Lesson 2: Animal Cells (2 Days) Lesson 3: Plant Cells	6e - I CAN discover the meaning of figurative language (similes and metaphors) by using context clues.
week 32	Lesson 5: Amphibians and Reptiles Lesson 6: Insects Lesson 7: Birds Lesson 8: Mammals		Lesson 4: Systems of Plant and Animal Cells (2 Days) Lesson 5: Large Systems of Life: Ecosystems (3 Days)	6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in writing.

Pacing Guide

Week 17-20

grade
6th



	Language Arts	Social Studies	Science	I CAN!
	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Standard
week 29	Unit 1: Esperanza Rising Lesson 4: Los Angeles Lesson 5: Home Sweet Home Lesson 6: Papa's Roses Lesson 7: Dust Storm Lesson 8: Christmas	Unit 1: North & South America Lesson 5: Central American / Caribbean Economies Lesson 6: Central American / Caribbean Cultures Lesson 7: South American History and Government Lesson 8: The Economic Systems of South America		
week 30	Lesson 9: The Strike Lesson 10: Together Final Project: A Dramatization (2 Days)	Lesson 9: Cultures of South America Final Project: Embassy Reception or Trivia Game (3 Days)		6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
week 31	Unit 2: The Tree That Time Built Lesson 1: Fields Lesson 2: The Sea Lesson 3: Prehistoric Lesson 4: Plants		Unit 2: Cells Lesson 1: Microscopes and Cells Lesson 2: Animal Cells (2 Days) Lesson 3: Plant Cells	6e - I CAN discover the meaning of figurative language (similes and metaphors) by using context clues.
week 32	Lesson 5: Amphibians and Reptiles Lesson 6: Insects Lesson 7: Birds Lesson 8: Mammals		Lesson 4: Systems of Plant and Animal Cells (2 Days) Lesson 5: Large Systems of Life: Ecosystems (3 Days)	6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in writing.

Pacing Guide

Week 21-24

grade
6th



	Language Arts	Social Studies	Science	I CAN!
	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Standard
week 29	Unit 1: Esperanza Rising Lesson 4: Los Angeles Lesson 5: Home Sweet Home Lesson 6: Papa's Roses Lesson 7: Dust Storm Lesson 8: Christmas	Unit 1: North & South America Lesson 5: Central American / Caribbean Economies Lesson 6: Central American / Caribbean Cultures Lesson 7: South American History and Government Lesson 8: The Economic Systems of South America		
week 30	Lesson 9: The Strike Lesson 10: Together Final Project: A Dramatization (2 Days)	Lesson 9: Cultures of South America Final Project: Embassy Reception or Trivia Game (3 Days)		6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
week 31	Unit 2: The Tree That Time Built Lesson 1: Fields Lesson 2: The Sea Lesson 3: Prehistoric Lesson 4: Plants		Unit 2: Cells Lesson 1: Microscopes and Cells Lesson 2: Animal Cells (2 Days) Lesson 3: Plant Cells	6e - I CAN discover the meaning of figurative language (similes and metaphors) by using context clues.
week 32	Lesson 5: Amphibians and Reptiles Lesson 6: Insects Lesson 7: Birds Lesson 8: Mammals		Lesson 4: Systems of Plant and Animal Cells (2 Days) Lesson 5: Large Systems of Life: Ecosystems (3 Days)	6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in writing.

Pacing Guide

Week 25-28

grade
6th



	Language Arts	Social Studies	Science	I CAN!
	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Standard
week 29	Unit 1: Esperanza Rising Lesson 4: Los Angeles Lesson 5: Home Sweet Home Lesson 6: Papa's Roses Lesson 7: Dust Storm Lesson 8: Christmas	Unit 1: North & South America Lesson 5: Central American / Caribbean Economies Lesson 6: Central American / Caribbean Cultures Lesson 7: South American History and Government Lesson 8: The Economic Systems of South America		
week 30	Lesson 9: The Strike Lesson 10: Together Final Project: A Dramatization (2 Days)	Lesson 9: Cultures of South America Final Project: Embassy Reception or Trivia Game (3 Days)		6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
week 31	Unit 2: The Tree That Time Built Lesson 1: Fields Lesson 2: The Sea Lesson 3: Prehistoric Lesson 4: Plants		Unit 2: Cells Lesson 1: Microscopes and Cells Lesson 2: Animal Cells (2 Days) Lesson 3: Plant Cells	6e - I CAN discover the meaning of figurative language (similes and metaphors) by using context clues.
week 32	Lesson 5: Amphibians and Reptiles Lesson 6: Insects Lesson 7: Birds Lesson 8: Mammals		Lesson 4: Systems of Plant and Animal Cells (2 Days) Lesson 5: Large Systems of Life: Ecosystems (3 Days)	6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in writing.

Pacing Guide

Week 29-32

grade
6th



	Language Arts	Social Studies	Science	I CAN!
	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Standard
	Unit 1: Esperanza Rising Lesson 4: Los Angeles Lesson 5: Home Sweet Home Lesson 6: Papa's Roses Lesson 7: Dust Storm Lesson 8: Christmas	Unit 1: North & South America Lesson 5: Central American / Caribbean Economies Lesson 6: Central American / Caribbean Cultures Lesson 7: South American History and Government Lesson 8: The Economic Systems of South America		
	Lesson 9: The Strike Lesson 10: Together Final Project: A Dramatization (2 Days)	Lesson 9: Cultures of South America Final Project: Embassy Reception or Trivia Game (3 Days)		6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
	Unit 2: The Tree That Time Built Lesson 1: Fields Lesson 2: The Sea Lesson 3: Prehistoric Lesson 4: Plants		Unit 2: Cells Lesson 1: Microscopes and Cells Lesson 2: Animal Cells (2 Days) Lesson 3: Plant Cells	6e - I CAN discover the meaning of figurative language (similes and metaphors) by using context clues.
	Lesson 5: Amphibians and Reptiles Lesson 6: Insects Lesson 7: Birds Lesson 8: Mammals		Lesson 4: Systems of Plant and Animal Cells (2 Days) Lesson 5: Large Systems of Life: Ecosystems (3 Days)	6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in writing.

Pacing Guide

Week 33-36

grade
6th



	Language Arts	Social Studies	Science	I CAN!
	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Standard
week 29	Unit 1: Esperanza Rising Lesson 4: Los Angeles Lesson 5: Home Sweet Home Lesson 6: Papa's Roses Lesson 7: Dust Storm Lesson 8: Christmas	Unit 1: North & South America Lesson 5: Central American / Caribbean Economies Lesson 6: Central American / Caribbean Cultures Lesson 7: South American History and Government Lesson 8: The Economic Systems of South America		
week 30	Lesson 9: The Strike Lesson 10: Together Final Project: A Dramatization (2 Days)	Lesson 9: Cultures of South America Final Project: Embassy Reception or Trivia Game (3 Days)		6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
week 31	Unit 2: The Tree That Time Built Lesson 1: Fields Lesson 2: The Sea Lesson 3: Prehistoric Lesson 4: Plants		Unit 2: Cells Lesson 1: Microscopes and Cells Lesson 2: Animal Cells (2 Days) Lesson 3: Plant Cells	6e - I CAN discover the meaning of figurative language (similes and metaphors) by using context clues.
week 32	Lesson 5: Amphibians and Reptiles Lesson 6: Insects Lesson 7: Birds Lesson 8: Mammals		Lesson 4: Systems of Plant and Animal Cells (2 Days) Lesson 5: Large Systems of Life: Ecosystems (3 Days)	6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in writing.

Pacing Guide

Week 37-38

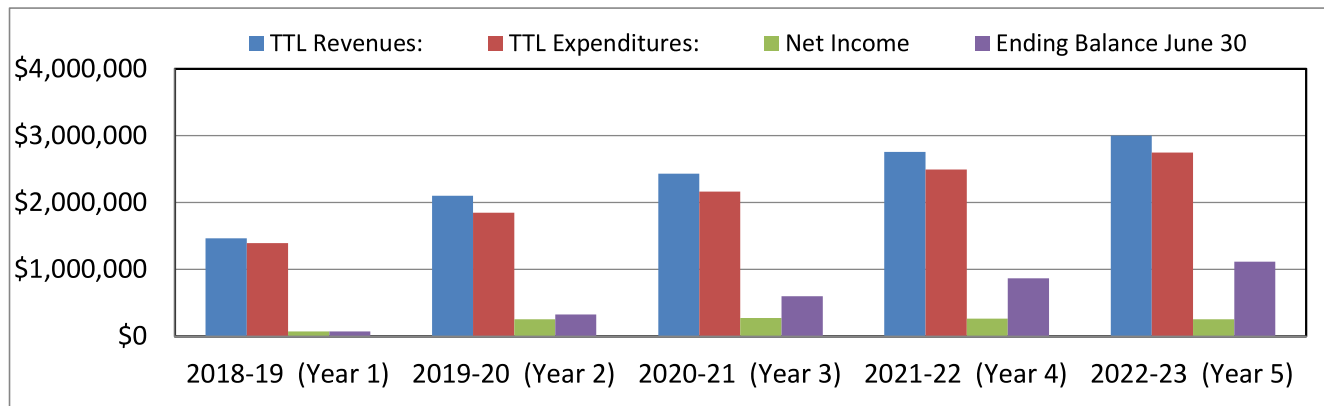
grade
6th



	Language Arts	Social Studies	Science	I CAN!
	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Concept 4: Systems and Interaction	Standard
week 29	Unit 1: Esperanza Rising Lesson 4: Los Angeles Lesson 5: Home Sweet Home Lesson 6: Papa's Roses Lesson 7: Dust Storm Lesson 8: Christmas	Unit 1: North & South America Lesson 5: Central American / Caribbean Economies Lesson 6: Central American / Caribbean Cultures Lesson 7: South American History and Government Lesson 8: The Economic Systems of South America		
week 30	Lesson 9: The Strike Lesson 10: Together Final Project: A Dramatization (2 Days)	Lesson 9: Cultures of South America Final Project: Embassy Reception or Trivia Game (3 Days)		6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
week 31	Unit 2: The Tree That Time Built Lesson 1: Fields Lesson 2: The Sea Lesson 3: Prehistoric Lesson 4: Plants		Unit 2: Cells Lesson 1: Microscopes and Cells Lesson 2: Animal Cells (2 Days) Lesson 3: Plant Cells	6e - I CAN discover the meaning of figurative language (similes and metaphors) by using context clues.
week 32	Lesson 5: Amphibians and Reptiles Lesson 6: Insects Lesson 7: Birds Lesson 8: Mammals		Lesson 4: Systems of Plant and Animal Cells (2 Days) Lesson 5: Large Systems of Life: Ecosystems (3 Days)	6b - I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in writing.

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
MULTI-YEAR PROJECTION SUMMARY

	2018-19 (Year 1)	2019-20 (Year 2)	2020-21 (Year 3)	2021-22 (Year 4)	2022-23 (Year 5)
Projected P-2 ADA:	153.00	204.00	231.20	255.85	271.15
Revenues:					
General Purpose Entitlement	1,407,482	1,929,685	2,269,479	2,578,250	2,805,114
Federal Revenue	-	20,254	26,923	30,505	33,839
Other State Revenue	58,140	150,191	136,304	150,971	160,160
Other Local Revenue	500	500	500	500	500
TTL Revenues:	1,466,122	2,100,630	2,433,206	2,760,225	2,999,613
Expenditures:					
Certificated Salaries	458,250	624,660	734,405	848,099	948,304
Non-certificated Salaries	172,613	234,753	271,374	306,314	331,124
Benefits	293,548	415,142	459,631	520,360	565,335
Books/Supplies/Materials	132,000	164,650	215,260	267,619	331,651
Services/Operations	335,368	405,396	479,856	550,835	572,013
Capital Outlay	-	-	-	-	-
Other Outgo	1,250	1,000	750	500	250
TTL Expenditures:	1,393,029	1,845,601	2,161,277	2,493,726	2,748,678
Net Income	73,093	255,030	271,929	266,499	250,935
Beginning Balance July 1	-	73,093	328,123	600,052	866,552
Ending Balance June 30	73,093	328,123	600,052	866,552	1,117,487
Ending Balance as % of Exp.:	5.2%	17.8%	27.8%	34.7%	40.7%



Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FIVE-YEAR FINANCIAL PROJECTION DETAIL

Description	2018-19 (Year 1)	2019-20 (Year 2)	2020-21 (Year 3)	2021-22 (Year 4)	2022-23 (Year 5)
Enrollment	164	218	247	274	290
P-2 ADA	153.00	204.00	231.20	255.85	271.15
REVENUES					
General Purpose Entitlement					
8011 - General Purpose Block Grant	993,612	1,377,859	1,644,076	1,867,759	2,032,105
8012 - Education Protection Account	30,600	40,800	46,240	52,531	57,153
8096 - Funding in Lieu of Property Taxes	383,270	511,026	579,163	657,960	715,855
TTL General Purpose Entitlement	1,407,482	1,929,685	2,269,479	2,578,250	2,805,114
Federal Revenue					
8181 - Federal IDEA Special Education	-	20,254	26,923	30,505	33,839
8290 - Title I-III, PCSGP Grant	-	-	-	-	-
TTL Federal Revenue	-	20,254	26,923	30,505	33,839
Other State Revenue					
8311 - State Special Education Revenue	58,140	77,520	87,856	97,223	103,037
8550 - Mandate Block Grant	-	2,174	2,899	3,285	3,636
8560 - State Lottery Revenue	-	70,497	45,549	50,463	53,487
8590 - Add'l State Revenues	-	-	-	-	-
TTL Other State Revenue	58,140	150,191	136,304	150,971	160,160
Other Local Revenue					
8660 - Interest	500	500	500	500	500
8699 - Local Donations/Contributions/Other	-	-	-	-	-
TTL Other Local Revenue	500	500	500	500	500
TTL REVENUES	1,466,122	2,100,630	2,433,206	2,760,225	2,999,613
EXPENDITURES					
1000 - Certificated Salaries					
1100 - Teachers' Salaries	302,250	411,060	475,185	536,365	579,809
1200 - Certificated Support	36,000	50,400	70,560	98,784	138,298
1300 - Certificated Supervisory/Admin	120,000	163,200	188,659	212,949	230,197
TTL Certificated Salaries	458,250	624,660	734,405	848,099	948,304
2000 - Non-Certificated Salaries					
2100 - Instructional Aide Salaries	112,613	153,153	177,045	199,839	216,026
2400 - Clerical/Tech/Office Staff	60,000	81,600	94,330	106,475	115,099
TTL Non-Certificated Salaries	172,613	234,753	271,374	306,314	331,124

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FIVE-YEAR FINANCIAL PROJECTION DETAIL

Description	2018-19 (Year 1)	2019-20 (Year 2)	2020-21 (Year 3)	2021-22 (Year 4)	2022-23 (Year 5)
3000 - Employee Benefits					
3101 - STRS Certificated	60,931	93,706	122,688	149,261	166,897
3202 - PERS Classified	26,954	41,357	53,939	68,689	83,772
3301 - Soc. Sec/Medicare Certificated	8,877	12,100	14,226	16,428	18,369
3302 - Soc. Sec/Medicare Classified	13,205	18,000	15,525	15,249	14,765
3401 - Health Insurance Benefits - Cert	80,750	110,074	94,937	93,251	90,291
3402 - Health Insurance Benefits - Class	85,500	116,280	134,420	151,726	164,016
3501 - State Employment Ins - Cert	229	312	367	424	474
3502 - State Employment Ins - Class	86	118	101	100	97
3601 - Workmen's Comp Certificated	8,019	10,932	12,852	14,842	16,595
3602 - Workmen's Comp Classified	3,021	4,118	3,551	3,488	3,378
TTL Employee Benefits	293,548	415,142	459,631	520,360	565,335
4000 - Books/Supplies/Materials					
4100 - Textbooks & Reference Material	65,000	68,250	89,500	104,476	119,084
4310 - Student Instructional Materials	22,500	31,500	44,100	60,564	83,175
4320 - Other Supplies	9,000	17,500	24,500	33,647	46,208
4330 - Student Incentives / Events	1,000	1,400	1,960	2,692	3,697
4400 - Noncapitalized Equipment	34,500	46,000	55,200	66,240	79,488
TTL Books/Supplies/Materials	132,000	164,650	215,260	267,619	331,651

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FIVE-YEAR FINANCIAL PROJECTION DETAIL

Description	2018-19 (Year 1)	2019-20 (Year 2)	2020-21 (Year 3)	2021-22 (Year 4)	2022-23 (Year 5)
5000 - Services & Operations					
5200 - Travel and Conferences	8,000	8,400	8,820	9,261	9,724
5210 - Mileage	2,500	3,500	4,165	4,747	5,182
5300 - Dues and Memberships	3,000	4,200	4,998	5,697	6,219
5400 - Liability Insurance	14,000	14,700	15,435	16,207	17,017
5500 - Operation and Housekeeping Services	4,500	6,300	7,497	8,545	9,328
5510 - Utilities (General)	16,000	16,800	17,640	18,522	19,448
5520 - Janitorial/Custodial	9,000	12,600	14,994	17,090	18,656
5610 - Facility Rental	168,000	196,000	240,000	284,400	284,400
5620 - Equipment Leases	2,000	2,800	3,332	3,798	4,146
5630 - Maintenance & Repair	2,000	2,800	3,332	3,798	4,146
5800 - Professional/Consulting Services	19,000	26,600	31,654	36,080	39,384
5810 - Legal	5,000	5,250	5,513	5,788	6,078
5820 - Audit/CPA Costs	9,000	9,450	9,923	10,419	10,940
5825 - Springs Business Services	14,475	15,199	15,959	16,757	17,594
5830 - Facilities Consultants/Engineering	3,000	4,200	4,998	5,697	6,219
5840 - Advertisement	6,000	8,400	9,996	11,394	12,437
5850 - Oversight Fee	13,894	19,297	22,695	25,782	28,051
5855 - Short-term Interest	-	500	500	570	622
5860 - Bank Fees	500	500	2,000	2,280	2,488
5870 - Livescan (Fingerprinting)	1,000	1,400	1,666	1,899	2,073
5880 - Instructional Consultants	25,000	35,000	41,650	47,473	51,822
5900 - Communications (General)	1,000	1,400	1,666	1,899	2,073
5910 - Telephone	2,000	2,200	2,420	2,662	2,928
5920 - Telecom/Internet	4,000	4,400	4,840	5,324	5,856
5930 - Postage	2,500	3,500	4,165	4,747	5,182
TTL Services & Operations	335,368	405,396	479,856	550,835	572,013

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FIVE-YEAR FINANCIAL PROJECTION DETAIL

Description	2018-19 (Year 1)	2019-20 (Year 2)	2020-21 (Year 3)	2021-22 (Year 4)	2022-23 (Year 5)
6000 - Capital Outlay					
6900 - Depreciation	-	-	-	-	-
TTL Capital Outlay	-	-	-	-	-
7000 - Other Outgo					
7299 - Other Outgo	-	-	-	-	-
7438 - Long-Term Interest (Revolving Fund Loan)	1,250	1,000	750	500	250
TTL Other Outgo	1,250	1,000	750	500	250
TTL EXPENDITURES	1,393,029	1,845,601	2,161,277	2,493,726	2,748,678
Revenues less Expenditures	73,093	255,030	271,929	266,499	250,935
Beginning Fund Balance	-	73,093	328,123	600,052	866,552
Net Revenues	73,093	255,030	271,929	266,499	250,935
ENDING BALANCE	73,093	328,123	600,052	866,552	1,117,487
ENDING BALANCE AS % OF OUTGO	5.25%	17.78%	27.76%	34.75%	40.66%

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
STARTUP COSTS (During 2018-19 Year 1)

2018-19 Startup Portion of Year 1 Budget: \$ 142,483

Description:

Education Code requires that the financial projection of a charter petition identify the "startup costs" component of the overall budget. The following information shows the estimated one-time startup/implementation expenses for the School, included as 2018-19 Year 1 expenses. If a PCSGP grant is received during 2017-18, this startup phase may be moved up to Spring 2018.

Startup Expenses - Salaries & Benefits	
1000 Series: Certificated Salaries	<u>\$ 12,500</u>
2000 Series: Classified Salaries	<u>\$ 9,050</u>
3000 Series: Benefits	<u>\$ 11,083</u>

Description:

Program Development and Curriculum Design, initial clerical and office setup time, other one-time formation and implementation tasks.

Startup Expenses - Books, Supplies & Materials	
4310 - Instructional Materials	<u>\$ 16,400</u>

Description:

We are allocating this amount for an additional startup portion of instructional materials, which is intended simply to provide initial one-time classroom items and materials estimated at \$100/ADA. The Year 1-5 budgets contain additional ongoing amounts for textbooks and materials.

4320 - Office Supplies	<u>\$ 8,000</u>
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Description:

This is for initial office supplies and materials during July and August to prepare for the school's opening. By having the office setup beforehand, volunteers and founding staff will be able to effectively coordinate preparation of the school site. This includes marketing materials such as flyers, etc. to maximize community outreach.

4400 - Non-Capitalized Equipment	<u>\$ 44,000</u>
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Description:

This amount represents the following technology equipment for Year 1 (non-capitalized portion):
 Chromebooks Computers/Technology = 25,000
 Estimated classroom furniture (desks, chairs, etc.) = 9,500

Startup Expenses - Services & Operations	
5800 - Educational Support & Services	<u>\$ 18,450</u>

Description:

This covers Student Information Systems (SIS) and assessment technology acquisition, training, and implementation.

5810 - Legal (Charter Implementation and Governance Training)	<u>\$ 9,000</u>
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5825 - Fiscal Management Training	<u>\$ 6,500</u>
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5900 - Communications	<u>\$ 7,500</u>
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Description:

The professional services expense is to cover legal/fiscal training costs relating to implementation. The communications expense is for website and electronic communications to be translated into Spanish and other languages, and improve community outreach and marketing efforts.

Total Startup Portion of Year 1 Budget:	<u><u>\$ 142,483</u></u>
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Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
STARTUP EXPENSES SUMMARY

	2018-19 (Startup Portion)	2018-19 (Recurring Portion)	Total 2018-19 (Year 1)
Revenues:			
General Purpose Entitlement	142,483	1,264,999	1,407,482
Federal Revenue	-	-	-
Other State Revenue	-	58,140	58,140
Other Local Revenue	-	500	500
TTL Revenues:	142,483	1,323,639	1,466,122
Expenditures:			
Certificated Salaries	12,500	445,750	458,250
Non-certificated Salaries	9,050	163,563	172,613
Benefits	11,083	282,465	293,548
Books/Supplies/Materials	68,400	63,600	132,000
Services/Operations	41,450	293,918	335,368
Capital Outlay	-	-	-
Other Outgo	-	1,250	1,250
TTL Expenditures:	142,483	1,250,546	1,393,029
Net Income	-	73,093	73,093
Beginning Balance July 1			-
Ending Balance June 30			73,093
Ending Balance as % of Exp.:			5.2%

Vista Springs Charter School

Charter Petition - Financial Projections & Cash Flow

STAFFING ASSUMPTIONS

Staffing Levels - Rationale/Explanation

While we will make every effort to minimize staff turnover, all staff will be "at-will". If pre-enrollments do not indicate capacity enrollment, teaching staff will only be retained at levels sufficient to meet core subject needs, and additional teachers added only as enrollment grows. If enrollment drops thereafter, while every effort will be maintained to provide a stable learning environment, staff reductions will be enacted if needed to maintain fiscal solvency as a result of lower ADA-based revenues.

Staffing structure and levels are consistent with similar charter schools as well as the general framework outlined in the charter petition narrative. We do not anticipate substantive changes from the general staffing plan outlined in the petition, although the final staffing and allocation is subject to change based on final demographics, SPED student count and other factors.

Annual Pay Increases - Rationale/Explanation

We assume two primary factors affecting annual compensation adjustments: (a) the statewide COLA increase, which we plan to use to adjust our salary scales; and (b) the step-and-column adjustments for each staff member. Generally we plan for normal step-and-column increases as well as overall COLA increases to the entire scale based on statewide COLAs and other factors. For this Financial Update, we are assuming an overall COLA increase matching the FCMAT statewide COLA projections, and an average 2.00% step/column annual increase (taking terms/replacements into account).

Benefits - Rationale/Explanation

We are assuming benefits at the following rates:

STRS = 16.28% in 2018-19, increasing thereafter

PERS = 18.1% in 2018-19, increasing thereafter

OASDI = 6.20%

Medicare = 1.45%

Worker's Comp = 1.75%

SUI = 0.05%

Health Care = \$9,500 cap on employer-funded portion (preliminary)

For budget purposes we are assuming all FT certificated staff are CalSTRS participants.

We are assuming benefits for all certificated staff as well as exempt full-time classified staff. Currently we are assuming \$9.5k but this may be modified to align with competitive market rates. All health insurance providers and plans will be selected through competitive bidding and may be modified during the charter renewal term if necessary.

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
PAYROLL & STAFFING DETAIL TABLES

YEAR 1 EMPLOYEE POSITIONS AND COST

Classification	JobName	FTE	Gross Pay	All Benefits	Total Cost of Employee
Certificated					
	Superintendent	0.10	25,000.00	4,420.00	29,420.00
	Principal	1.00	95,000.00	26,296.00	121,296.00
	Teacher (Classroom)	6.00	279,000.00	106,327.20	385,327.20
	Teacher (Learning Center, PT)	0.00	0.00	0.00	0.00
	Teacher (KEYS)	0.50	23,250.00	8,860.60	32,110.60
	Teacher (Homeschool)	0.00	0.00	0.00	0.00
	Resource Specialist	1.00	36,000.00	18,878.00	54,878.00
Certificated Total		8.60	458,250.00	164,781.80	623,031.80
Classified					
	Instructional Aides (FT)	6.00	102,375.00	83,668.69	186,043.69
	Instructional Aides (3-day)	1.00	10,237.50	10,467.44	20,704.94
	Site Facilitator	1.00	32,000.00	17,836.00	49,836.00
	Clerks	1.00	28,000.00	16,794.00	44,794.00
Classified Total		9.00	172,612.50	128,766.13	301,378.63
Grand Total		17.60	630,862.50	293,547.93	924,410.43

Vista Springs Charter School

Charter Petition - Financial Projections & Cash Flow

FUNDING ASSUMPTIONS

ENROLLMENT/ADA ASSUMPTIONS:

1. By-grade enrollment projections are shown on the Enrollment Assumptions sheet.
2. ADA is assumed at an average of 93.29-93.60% of enrollment based on similar schools.
3. LCFF Unduplicated Percentage estimated at 63.7%, approximating local demographics.

STATE FUNDING ASSUMPTIONS:

1. LCFF funding is detailed in the LCFF Funding Calcs and is separately confirmed with FCMAT's LCFF Calculator. LCFF calcs assume Vista USD as the highest physical location district for both base year and unduplicated percentage calculations. 2018-19 LCFF base funding for VUSD is extrapolated from CDE's 16-17 P-1 funding data.
2. COLAs and gap rates taken from LCFF FCMAT Calculator assumptions.
3. No additional one-time discretionary/EE funding assumed.
4. Mandate Block Grant funding is assumed at \$14/42 prior year ADA.
5. Lottery funding for both Year 1 and Year 2 shown in Year 2.
6. AB602 SPED assumed via LEA membership in El Dorado Charter SELPA.

FEDERAL FUNDING ASSUMPTIONS:

1. No ESEA Title I-V funding assumed.
2. IDEA SPED funding begins in Year 2 - \$130 per prior year ADA less 5% admin fee.
3. \$375k PCSGP Implementation Grant will be applied for but not included until received.
4. No current NSLP participation planned, but may be added based on student need.

LOCAL FUNDING ASSUMPTIONS:

1. No donations, or contributions assumed until known.
2. Interest earnings are estimated based on County Treasury balances.

CASH FLOW ASSUMPTIONS:

1. 5-Year \$250k State Revolving Fund Loan @ 0.50% in July 2018 - see "Cash Flow".
2. No state deferrals currently assumed.

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

2018-19 (Year 1)	Net State Funding COLA over prior year =	2.400%		
GENERAL PURPOSE ENTITLEMENT				
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	TOTALS
Total LCFF Funding:	\$ 9,199.23	153.00	\$ 1,407,482	
State Aid Portion:	\$ 6,494.20	153.00		\$ 993,612
Education Protection Account Portion:	200.00	153.00		30,600
Estimated Local In-Lieu-Of Tax Portion:	2,505.03	153.00		383,270
TOTAL GENERAL PURPOSE ENTITLEMENT			\$ 1,407,482	
FEDERAL REVENUES				
Title I Funding			\$ -	
Title II Part A			-	
Title III LEP			-	
Total Federal Title I-III Funding:			-	-
Other Federal Revenues				
PCSGP Startup/Implementation Grant			\$ -	
Federal IDEA Special Education			-	
Other Federal Revenue			-	
Total Other Federal Revenues:			-	-
TOTAL FEDERAL REVENUES			\$ -	
OTHER STATE REVENUES				
Non-Prop 20 Lottery (not rec'd until Year 2)	\$ -	160	-	
Prop 20 Lottery (not rec'd until Year 2)	-	160	-	
Additional Other State Revenues				
Mandate Block Grant			-	
State Special Education (AB602)			58,140.00	
Other State Revenues			-	
Total Additional Other State Revenues:			-	58,140.00
TOTAL OTHER STATE REVENUES			\$ 58,140.00	
OTHER LOCAL REVENUES				
Interest Earnings:				\$ 500.00
Additional Other Local Revenues				
Local Donations/Contributions			\$ -	
Other Local Revenues			-	
Total Additional Other Local Revenues:			-	-
TOTAL OTHER LOCAL REVENUES			\$ 500.00	
TOTAL REVENUES			\$ 1,466,122.21	

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

2019-20 (Year 2)	Net State Funding COLA over prior year =	2.53%	
GENERAL PURPOSE ENTITLEMENT			
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>
Total LCFF Funding:	\$ 9,459.24	204.00	\$ 1,929,685
State Aid Portion:	\$ 6,754.21	204.00	\$ 1,377,859
Education Protection Account Portion:	200.00	204.00	40,800
Estimated Local In-Lieu-Of Tax Portion:	2,505.03	204.00	511,026
TOTAL GENERAL PURPOSE ENTITLEMENT			\$ 1,929,685
FEDERAL REVENUES			
Title I Funding			\$ -
Title II Part A			-
Title III LEP			-
Total Federal Title I-III Funding:			-
Other Federal Revenues			
PCSGP Startup/Implementation Grant			\$ -
Federal IDEA Special Education			20,254.00
Other Federal Revenue			-
Total Other Federal Revenues:			20,254.00
TOTAL FEDERAL REVENUES			\$ 20,254.00
OTHER STATE REVENUES			
Non-Prop 20 Lottery	\$ 144.00	373	53,712.00
Prop 20 Lottery	45.00	373	16,785.00
			70,497.00
Additional Other State Revenues			
Mandate Block Grant			2,174.00
State Special Education (AB602)			77,520.00
Other State Revenues			-
Total Additional Other State Revenues:			79,694.00
TOTAL OTHER STATE REVENUES			\$ 150,191.00
OTHER LOCAL REVENUES			
Interest Earnings:			\$ 500.00
Additional Other Local Revenues			
Local Donations/Contributions			\$ -
Other Local Revenues			-
Total Additional Other Local Revenues:			-
TOTAL OTHER LOCAL REVENUES			\$ 500.00
TOTAL REVENUES			\$ 2,100,630.44

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

2020-21 (Year 3)	Net State Funding COLA over prior year =	2.66%
GENERAL PURPOSE ENTITLEMENT		TOTALS
	<u>\$/ADA</u> <u>ADA</u> <u>Subtotal</u>	
Total LCFF Funding:	\$ 9,816.09 231.20 \$ 2,269,479	
State Aid Portion:	\$ 7,111.06 231.20	\$ 1,644,076
Education Protection Account Portion:	200.00 231.20	46,240
Estimated Local In-Lieu-Of Tax Portion:	2,505.03 231.20	579,163
TOTAL GENERAL PURPOSE ENTITLEMENT		\$ 2,269,479
FEDERAL REVENUES		
Title I Funding	\$ -	
Title II Part A	-	
Title III LEP	-	
Total Federal Title I-III Funding:		-
Other Federal Revenues		
PCSGP Startup/Implementation Grant	\$ -	
Federal IDEA Special Education	26,923.00	
Other Federal Revenue	-	
Total Other Federal Revenues:		26,923.00
TOTAL FEDERAL REVENUES		\$ 26,923.00
OTHER STATE REVENUES		
Non-Prop 20 Lottery	\$ 144.00 241 34,704.00	
Prop 20 Lottery	45.00 241 10,845.00	
		45,549.00
Additional Other State Revenues		
Mandate Block Grant	2,899.00	
State Special Education (AB602)	87,856.00	
Other State Revenues	-	
Total Additional Other State Revenues:		90,755.00
TOTAL OTHER STATE REVENUES		\$ 136,304.00
OTHER LOCAL REVENUES		
Interest Earnings:		\$ 500.00
Additional Other Local Revenues		
Local Donations/Contributions	\$ -	
Other Local Revenues	-	
Total Additional Other Local Revenues:		-
TOTAL OTHER LOCAL REVENUES		\$ 500.00
TOTAL REVENUES		\$ 2,433,206.00

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

2021-22 (Year 4)	Net State Funding COLA over prior year =	2.66%
GENERAL PURPOSE ENTITLEMENT		TOTALS
	<u>\$/ADA</u> <u>ADA</u> <u>Subtotal</u>	
Total LCFF Funding:	\$ 10,077.19 255.85 \$ 2,578,250	
State Aid Portion:	\$ 7,300.21 255.85	\$ 1,867,759
Education Protection Account Portion:	205.32 255.85	52,531
Estimated Local In-Lieu-Of Tax Portion:	2,571.66 255.85	657,960
TOTAL GENERAL PURPOSE ENTITLEMENT		\$ 2,578,250
FEDERAL REVENUES		
Title I Funding	\$ -	
Title II Part A	-	
Title III LEP	-	
Total Federal Title I-III Funding:		-
Other Federal Revenues		
PCSGP Startup/Implementation Grant	\$ -	
Federal IDEA Special Education	30,504.50	
Other Federal Revenue	-	
Total Other Federal Revenues:		30,504.50
TOTAL FEDERAL REVENUES		\$ 30,504.50
OTHER STATE REVENUES		
Non-Prop 20 Lottery	\$ 144.00 267 38,448.00	
Prop 20 Lottery	45.00 267 12,015.00	
		50,463.00
Additional Other State Revenues		
Mandate Block Grant	3,285.00	
State Special Education (AB602)	97,223.00	
Other State Revenues	-	
Total Additional Other State Revenues:		100,508.00
TOTAL OTHER STATE REVENUES		\$ 150,971.00
OTHER LOCAL REVENUES		
Interest Earnings:		\$ 500.00
Additional Other Local Revenues		
Local Donations/Contributions	\$ -	
Other Local Revenues	-	
Total Additional Other Local Revenues:		-
TOTAL OTHER LOCAL REVENUES		\$ 500.00
TOTAL REVENUES		\$ 2,760,225.46

Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

2022-23 (Year 5)	Net State Funding COLA over prior year =	2.66%	
GENERAL PURPOSE ENTITLEMENT			
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>
Total LCFF Funding:	\$ 10,345.25	271.15	\$ 2,805,114
State Aid Portion:	\$ 7,494.40	271.15	\$ 2,032,105
Education Protection Account Portion:	210.78	271.15	57,153
Estimated Local In-Lieu-Of Tax Portion:	2,640.07	271.15	715,855
TOTAL GENERAL PURPOSE ENTITLEMENT			\$ 2,805,114
FEDERAL REVENUES			
Title I Funding			\$ -
Title II Part A			-
Title III LEP			-
Total Federal Title I-III Funding:			-
Other Federal Revenues			
PCSGP Startup/Implementation Grant			\$ -
Federal IDEA Special Education			33,839.00
Other Federal Revenue			-
Total Other Federal Revenues:			33,839.00
TOTAL FEDERAL REVENUES			\$ 33,839.00
OTHER STATE REVENUES			
Non-Prop 20 Lottery	\$ 144.00	283	40,752.00
Prop 20 Lottery	45.00	283	12,735.00
			53,487.00
Additional Other State Revenues			
Mandate Block Grant			3,636.00
State Special Education (AB602)			103,037.00
Other State Revenues			-
Total Additional Other State Revenues:			106,673.00
TOTAL OTHER STATE REVENUES			\$ 160,160.00
OTHER LOCAL REVENUES			
Interest Earnings:			\$ 500.00
Additional Other Local Revenues			
Local Donations/Contributions			\$ -
Other Local Revenues			-
Total Additional Other Local Revenues:			-
TOTAL OTHER LOCAL REVENUES			\$ 500.00
TOTAL REVENUES			\$ 2,999,612.69

**Vista Springs Charter School
ENROLLMENT AND A.D.A. ASSUMPTIONS**

	2018-19		2019-20		2020-21		2021-22		2022-23	
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	67	62.50	80	74.63	98	91.42	105	97.95	110	102.62
Total 4-6 Enrollment	40	37.32	60	55.97	71	66.24	78	72.77	81	75.56
Total 7-8 Enrollment	40	37.32	50	46.64	50	46.64	60	55.97	65	60.64
Total 9-12 Enrollment	17	15.86	28	26.76	28	26.90	31	29.16	34	32.33
TTL Enrollment/ADA	164	153.00	218	204.00	247	231.20	274	255.85	290	271.15

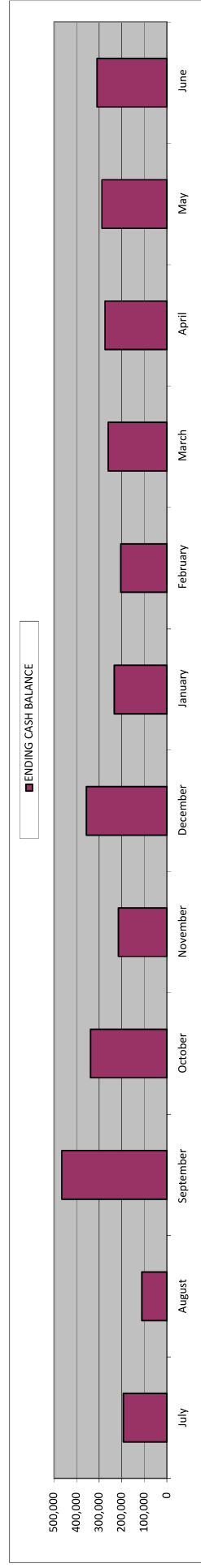
LCFF Unduplicated Calc:

Enrollment*	164	218	247	274	290
Unduplicated Count*	104	139	157	175	185
Unduplicated Percentage:	63.41%	63.76%	63.56%	63.87%	63.79%
Blended UP:	63.41%	63.61%	63.59%	63.73%	63.75%

*As of Fall 1 CALPADS/CBEDS Census Day

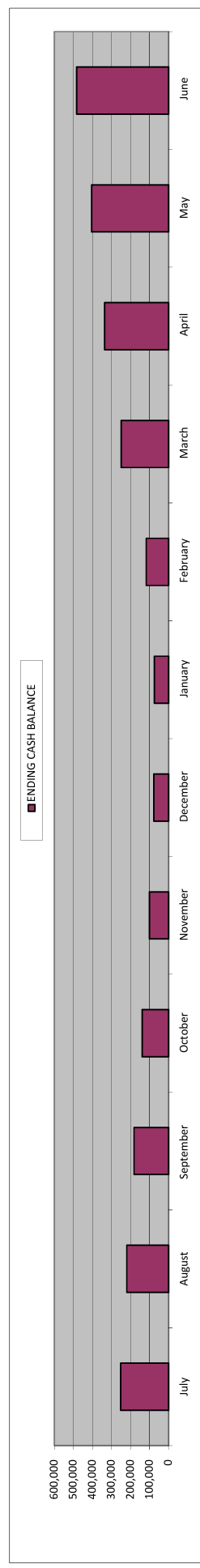
**Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
2018-19 Projected Monthly Cash Flow Statement**

Description	Year 1 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		0	193,047	111,007	465,744	338,283	214,573	356,817	233,023	203,887	260,014	273,914	287,898	309,531	
REVENUES															
General Purpose Block Grant	993,612	-	-	367,637	-	-	178,850	-	89,425	89,425	89,425	89,425	89,425	-	993,612
Education Protection Account	30,600	-	-	7,650	-	-	7,650	-	-	7,650	-	-	7,650	-	30,600
In-Lieu-Of Property Taxes	383,270	-	-	107,316	-	-	68,989	-	-	68,989	34,494	34,494	34,494	34,494	383,270
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery Revenues	-	-	-	21,512	-	-	10,465	-	5,233	5,233	5,233	5,233	5,233	-	58,140
Other State Revenues	58,140	-	-	83	-	-	83	-	-	83	-	83	83	-	500
Other Local Revenues	500	-	-	83	-	-	83	-	-	83	-	83	83	-	500
TTL REVENUES	1,466,122	-	-	504,197	-	83	266,037	-	94,658	171,380	129,152	129,235	136,885	34,494	1,466,122
EXPENDITURES															
All Certificated Salaries	458,250	13,989	13,989	41,659	41,659	41,659	41,659	41,659	41,659	41,659	41,659	41,659	41,659	13,681	458,250
All Classified Salaries	172,613	2,750	14,384	14,384	14,384	14,384	14,384	14,384	14,384	14,384	14,384	14,384	14,384	11,634	172,613
All Benefits	293,548	7,789	13,202	26,078	26,078	26,078	26,078	26,078	26,078	26,078	26,078	26,078	26,078	11,780	293,548
All Materials & Supplies	132,000	6,000	14,667	33,000	11,000	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	8,667	132,000
All Services and Operations	335,368	26,425	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,798	25,170	335,368
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo (Loan Interest)	1,250	-	208	208	208	208	208	208	208	-	-	-	-	-	1,250
TTL EXPENDITURES	1,393,029	56,953	82,040	141,127	119,127	115,460	115,460	115,460	115,460	115,252	115,252	115,252	115,252	70,932	1,393,029
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)															
Net Change in Payables															
Revolving Fund Loan Proceeds		250,000													250,000
Revolving Fund Loan Repayment (Principal)															(50,000)
Fixed Asset Acquisitions															
NET INCREASE (DECREASE)		250,000	0	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	0	0	0	200,000
ENDING CASH BALANCE		193,047	111,007	465,744	338,283	214,573	356,817	233,023	203,887	260,014	273,914	287,898	309,531		



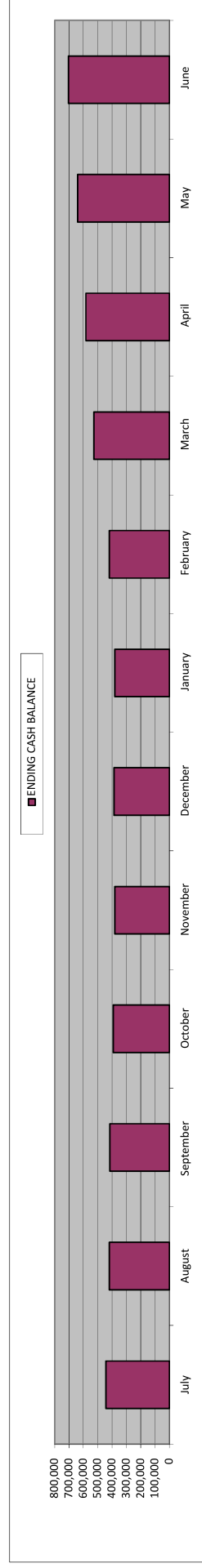
**Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
2019-20 Projected Monthly Cash Flow Statement**

Description	Year 2 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		309,531	252,396	219,606	181,595	138,659	100,381	77,367	74,254	117,187	249,548	336,065	405,041	484,217	309,531
REVENUES															
General Purpose Block Grant	1,377,859	49,681	49,681	89,425	89,425	89,425	89,425	89,425	166,275	166,275	166,275	166,275	166,275	-	1,377,859
Education Protection Account	40,800	-	-	10,200	-	-	10,200	-	-	10,200	-	-	10,200	-	40,800
In-Lieu-Of Property Taxes	511,026	-	22,996	45,992	30,662	30,662	30,662	30,662	30,662	96,243	48,122	48,122	48,122	48,122	511,026
Federal Revenues	20,254	-	-	6,751	-	-	5,064	-	-	5,064	-	-	-	3,376	20,254
Lottery Revenues	70,497	-	-	-	-	-	-	35,249	-	-	17,624	-	-	17,624	70,497
Other State Revenues	79,694	2,873	2,873	5,172	5,172	5,172	5,172	5,172	9,617	9,617	9,617	9,617	9,617	79,694	
Other Local Revenues	500	-	83	83	-	83	83	-	-	83	-	83	83	-	500
TTL REVENUES	2,100,630	52,554	75,550	157,624	125,259	125,342	140,606	160,507	206,553	287,482	241,638	224,097	234,297	69,121	2,100,630
EXPENDITURES															
All Certificated Salaries	624,660	19,069	19,069	56,787	56,787	56,787	56,787	56,787	56,787	56,787	56,787	56,787	56,787	18,649	624,660
All Classified Salaries	234,753	3,740	19,563	19,563	19,563	19,563	19,563	19,563	19,563	19,563	19,563	19,563	19,563	15,823	234,753
All Benefits	415,142	11,015	18,671	36,880	36,880	36,880	36,880	36,880	36,880	36,880	36,880	36,880	36,880	16,659	415,142
All Materials & Supplies	164,650	7,484	18,294	41,163	13,721	9,147	9,147	9,147	9,147	9,147	9,147	9,147	9,147	10,810	164,650
All Services and Operations	405,396	31,943	32,743	32,743	32,743	32,743	32,743	32,743	32,743	32,743	32,743	32,743	32,743	13,274	405,396
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo (Loan Interest)	1,000	-	-	167	167	167	167	167	167	-	-	-	-	-	1,000
TTL EXPENDITURES	1,845,601	73,251	108,341	187,302	159,861	155,287	155,287	155,287	155,287	155,120	155,120	155,120	155,120	75,216	1,845,601
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		34,494	-	-	-	-	-	-	-	-	-	-	-	-	34,494
Net Change in Payables		(70,932)	-	-	-	-	-	(8,333)	(8,333)	-	-	-	-	-	(70,932)
Revolving Fund Loan Proceeds		-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	-
Revolving Fund Loan Repayment (Principal)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Asset Acquisitions		-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	(50,000)
NET INCREASE (DECREASE)		(36,438)	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	(86,438)
ENDING CASH BALANCE		252,396	219,606	181,595	138,659	100,381	77,367	74,254	117,187	249,548	336,065	405,041	484,217		



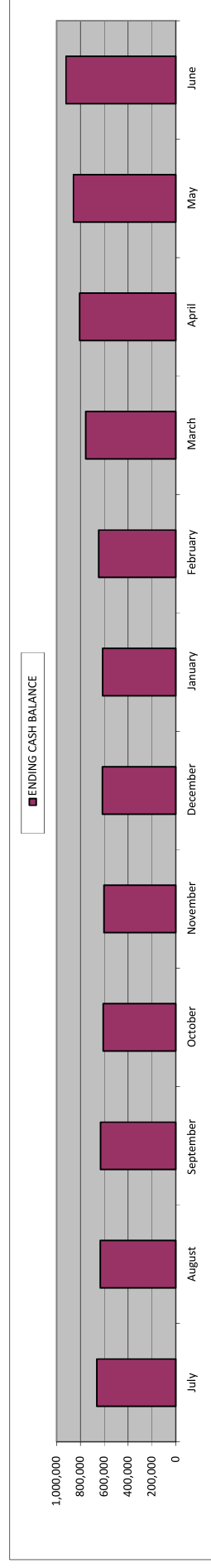
**Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
2020-21 Projected Monthly Cash Flow Statement**

Description	Year 3 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		484,217	443,286	418,263	415,206	391,576	379,988	386,691	380,427	418,959	525,738	582,249	639,415	704,211	484,217
REVENUES															
General Purpose Block Grant	1,644,076	68,893	68,893	124,007	124,007	124,007	124,007	124,007	177,251	177,251	177,251	177,251	177,251	-	1,644,076
Education Protection Account	46,240	-	11,560	11,560	-	-	11,560	-	-	11,560	-	-	11,560	-	46,240
In-Lieu-Of Property Taxes	579,163	-	30,662	61,323	40,882	40,882	40,882	40,882	40,882	94,256	47,128	47,128	47,128	47,128	579,163
Federal Revenues	26,923	-	3,365	3,365	-	-	6,731	6,731	-	6,731	3,846	3,846	-	2,404	26,923
Lottery Revenues	45,549	-	-	-	-	-	-	11,387	-	9,784	11,387	-	-	22,775	45,549
Other State Revenues	90,755	3,803	3,803	6,845	6,845	6,845	6,845	6,845	9,784	9,784	9,784	9,784	9,784	-	90,755
Other Local Revenues	500	-	-	83	83	83	83	83	-	83	-	83	-	83	500
TTL REVENUES	2,433,206	72,696	103,358	207,185	171,735	171,818	190,109	183,122	227,917	299,665	249,396	238,093	245,723	72,390	2,433,206
EXPENDITURES															
All Certificated Salaries	734,405	22,419	22,419	66,764	66,764	66,764	66,764	66,764	66,764	66,764	66,764	66,764	66,764	21,926	734,405
All Classified Salaries	271,374	4,323	22,615	22,615	22,615	22,615	22,615	22,615	22,615	22,615	22,615	22,615	22,615	18,291	271,374
All Benefits	459,631	12,196	20,672	40,832	40,832	40,832	40,832	40,832	40,832	40,832	40,832	40,832	40,832	18,444	459,631
All Materials & Supplies	215,260	9,785	23,918	53,815	17,938	5,979	5,979	11,959	11,959	23,918	23,918	11,959	11,959	2,174	215,260
All Services and Operations	479,856	37,810	38,758	38,758	38,758	38,758	38,758	38,758	38,758	38,758	38,758	38,758	38,758	15,713	479,856
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo (Loan Interest)	750	-	-	125	125	125	125	125	125	-	-	-	-	-	750
TTL EXPENDITURES	2,161,277	86,533	128,381	222,908	187,031	175,073	175,073	181,052	181,052	192,886	192,886	180,927	180,927	76,548	2,161,277
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		48,122	-	21,000	-	-	-	-	-	-	-	-	-	-	69,121
Net Change in Payables		(75,216)	-	-	-	-	-	(8,333)	(8,333)	-	-	-	-	(75,216)	
Revolving Fund Loan Proceeds		-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	
Revolving Fund Loan Repayment (Principal)		-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Asset Acquisitions		(27,094)	-	12,667	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	(50,000)	
NET INCREASE (DECREASE)															(56,094)
ENDING CASH BALANCE		443,286	418,263	415,206	391,576	379,988	386,691	380,427	418,959	525,738	582,249	639,415	704,211		



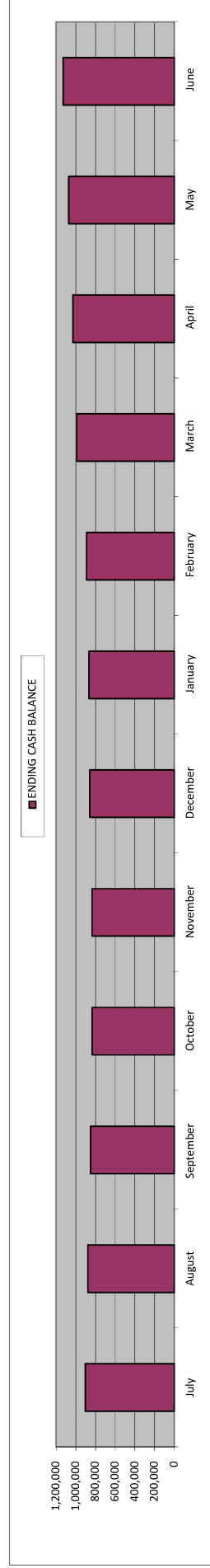
**Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
2021-22 Projected Monthly Cash Flow Statement**

Description	Year 4 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		704,211	661,274	633,606	631,088	609,288	602,440	614,695	612,945	645,723	755,481	806,124	859,101	922,343	704,211
REVENUES															
General Purpose Block Grant	1,867,759	82,204	82,204	147,967	147,967	147,967	147,967	147,967	192,703	192,703	192,703	192,703	192,703	-	1,867,759
Education Protection Account	52,531	-	-	11,560	-	-	11,560	-	-	14,706	-	-	14,706	-	52,531
In-Lieu-Of Property Taxes	657,960	-	34,750	69,500	46,333	46,333	46,333	46,333	46,333	107,349	53,674	53,674	53,674	53,674	657,960
Federal Revenues	30,505	-	-	3,813	-	-	7,626	-	-	7,626	4,358	4,358	-	2,724	30,505
Lottery Revenues	50,463	-	-	-	-	-	-	12,616	-	-	12,616	-	-	25,232	50,463
Other State Revenues	100,508	4,424	4,424	7,962	7,962	7,962	7,962	7,962	10,370	10,370	10,370	10,370	10,370	-	100,508
Other Local Revenues	500	-	-	83	-	83	-	-	-	83	-	83	-	167	500
TTL REVENUES	2,760,225	86,627	121,377	240,885	202,262	202,346	221,448	214,878	249,406	332,837	273,721	261,189	271,453	81,796	2,760,225
EXPENDITURES															
All Certificated Salaries	848,099	25,890	25,890	77,100	77,100	77,100	77,100	77,100	77,100	77,100	77,100	77,100	77,100	25,320	848,099
All Classified Salaries	306,314	4,880	25,526	25,526	25,526	25,526	25,526	25,526	25,526	25,526	25,526	25,526	25,526	20,646	306,314
All Benefits	520,360	13,807	23,403	46,227	46,227	46,227	46,227	46,227	46,227	46,227	46,227	46,227	46,227	20,881	520,360
All Materials & Supplies	267,619	12,164	29,735	66,905	22,302	7,434	7,434	14,868	14,868	29,735	29,735	14,868	14,868	2,703	267,619
All Services and Operations	550,835	43,402	44,491	44,491	44,491	44,491	44,491	44,491	44,491	44,491	44,491	44,491	44,491	18,037	550,835
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo (Loan Interest)	500	-	-	83	83	83	83	83	83	-	-	-	-	-	500
TTL EXPENDITURES	2,493,726	100,144	149,045	260,331	215,728	200,861	200,861	208,294	208,294	223,079	223,079	208,211	208,211	87,587	2,493,726
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		47,128	-	25,262	-	-	-	-	-	-	-	-	-	-	72,390
Net Change in Payables		(76,548)	-	-	-	-	-	-	-	-	-	-	-	-	(76,548)
Revolving Fund Loan Proceeds		-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	-
Revolving Fund Loan Repayment (Principal)		-	-	-	-	-	-	-	-	-	-	-	-	-	(50,000)
Fixed Asset Acquisitions		(29,420)	-	16,928	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	(54,156)
NET INCREASE (DECREASE)															
ENDING CASH BALANCE		661,274	633,606	631,088	609,288	602,440	614,695	612,945	645,723	755,481	806,124	859,101	922,343		



**Vista Springs Charter School
Charter Petition - Financial Projections & Cash Flow
2022-23 Projected Monthly Cash Flow Statement**

Description	Year 5 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		922,343	905,471	878,219	850,028	833,349	835,177	858,515	864,419	891,547	991,387	1,029,740	1,073,229	1,127,245	922,343
REVENUES															
General Purpose Block Grant	2,032,105	93,388	93,388	168,098	168,098	168,098	168,098	168,098	200,968	200,968	200,968	200,968	200,968	-	2,032,105
Education Protection Account	57,153	-	-	13,133	-	-	13,133	-	15,444	15,444	-	-	15,444	-	57,153
In-Lieu-Of Property Taxes	715,855	-	39,478	78,955	52,637	52,637	52,637	52,637	52,637	111,413	55,706	55,706	55,706	55,706	715,855
Federal Revenues	33,839	-	-	4,230	-	-	8,460	-	-	8,460	4,834	4,834	-	3,021	33,839
Lottery Revenues	53,487	-	-	-	-	-	8,460	-	-	-	13,372	-	-	26,744	53,487
Other State Revenues	106,673	4,902	4,902	8,824	8,824	8,824	8,824	8,824	10,550	10,550	10,550	10,550	-	106,673	
Other Local Revenues	500	-	-	83	-	83	-	-	-	83	-	-	-	167	500
TTL REVENUES	2,999,613	98,290	137,768	273,324	229,559	229,643	251,152	242,931	264,154	346,917	285,429	272,141	282,667	85,638	2,999,613
EXPENDITURES															
All Certificated Salaries	948,304	28,949	28,949	86,209	86,209	86,209	86,209	86,209	86,209	86,209	86,209	86,209	86,209	28,312	948,304
All Classified Salaries	331,124	5,275	27,594	27,594	27,594	27,594	27,594	27,594	27,594	27,594	27,594	27,594	27,594	22,318	331,124
All Benefits	565,335	15,000	25,426	50,222	50,222	50,222	50,222	50,222	50,222	50,222	50,222	50,222	50,222	22,686	565,335
All Materials & Supplies	331,651	15,075	36,850	82,913	27,638	9,213	9,213	18,425	18,425	36,850	36,850	18,425	18,425	3,350	331,651
All Services and Operations	572,013	45,071	46,201	46,201	46,201	46,201	46,201	46,201	46,201	46,201	46,201	46,201	46,201	18,730	572,013
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo (Loan Interest)	250	-	-	42	42	42	42	42	42	-	-	-	-	-	250
TTL EXPENDITURES	2,748,678	109,371	165,020	293,181	237,906	219,481	219,481	228,693	228,693	247,077	247,077	228,652	228,652	95,396	2,748,678
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		81,796	-	-	-	-	-	-	-	-	-	-	-	-	81,796
Net Change in Payables		(87,587)	-	-	-	-	-	-	-	-	-	-	-	-	(87,587)
Revolving Fund Loan Proceeds		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Revolving Fund Loan Repayment (Principal)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCREASE (DECREASE)		(5,791)	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	(55,791)
ENDING CASH BALANCE		905,471	878,219	850,028	833,349	835,177	858,515	864,419	891,547	991,387	1,029,740	1,073,229	1,127,245		



2017-18 Attendance & 185 Credentialed Staff Calendar

July 2017 (0 days)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 2017 (4 days)

*Homeschool **Academies

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14*	15*	16*	17	18
21	22	23**	24**	25**
28	29	30	31	

September 2017 (19 days)

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2017 (21 days)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2017 (15 days)

M	T	W	TH	F
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2017 (10 days)

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2018 (21 days)

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2018 (18 days)

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March 2018 (16 days)

M	T	W	TH	F
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2018 (21 days) Easter 4/1

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2018 (22 days)

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2018 (8 days)

*Homeschool

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15*
18	19	20	21	22
25	26	27	28	29

Yellow = Staff Development/Non-Student Day

Green = First Day of Semester

Orange = Last Day of Semester

Blue = Holiday/Non-Student Day

Lavender = 185 Credentialed Staff Off/Non-Student Day

Pink = P1/P2

(1st semester – 87 days; 2nd semester – 88 days)

Holidays:

- September 4, 2017 – Labor Day
- November 10, 2017 – Veteran's Day honored
- November 23, 2017 – Thanksgiving
- December 25, 2017 – Christmas Day
- January 1, 2018 – New Year's Day
- January 15, 2018 – Martin Luther King Day
- February 19, 2018 – President's Day
- May 28, 2018 – Memorial Day

Recesses:

- Thanksgiving: November 20 - 24
- Winter: December 18 – January 1
- Spring: March 26 – 30



La Fuente Student Center

BELL SCHEDULE

8:15-8:45 Spanish Language Instruction (Whole Group)

8:45-10:00 Spanish Language Instruction Rotations with small group instruction by language level (Science and History are integrated into these rotations.)

10:00-10:20 Recess

10:20-10:50 Math Instruction in Spanish (Whole Group)

10:50-12:00 Math Instruction Rotations with small group instruction by math level (Personalized learning time)

12:00-12:40 Lunch Recess

12:40-1:00 Personalized Learning Plan check-in meetings (6-7 students daily) / Readers Workshop

1:00-1:30 Designated ELD Time for all English learners / Writer's Workshop

1:30-2:15 ELA Rotations with small group instruction by ELA level (Personalized learning time) (Science and History are integrated into these rotations.)

2:15 Dismissal

Additional Schedule

Thursdays:

4:00pm – 5:00pm Family English Classes on Thursdays

5:00pm – 6:00pm Family Spanish Classes on Thursdays

Every third Thursday of the month our school hosts a community night for all La Fuente families and friends from 4:00 pm to 5:30 pm. On community night Thursdays there are no English or Spanish Classes.



2016 - 2017 LEARNING CENTER SCHEDULE

Name _____

Grade _____

THURSDAY WORKSHOPS

Students choose one workshop for each 90 minute period.

	Kindergarten, 1st, 2nd & 3rd Grades	4th - 8th Grades
Thursday 9:00 - 10:30	Our World ~ History Weekly	Drawing & Painting
Thursday 10:30 - 12:00	Creative Crafts	U.S. History Weekly
12:00 - 12:30		
Thursday 12:30 - 2:00	Dr. Seuss Reading & Writing Club	STEM Science Weekly
Thursday 2:00 - 3:30	Hands-on Science Weekly	Writing with Famous Authors



My Personalized Learning Path

I CAN 3.1:

Step 1: Prepare for your journey

How confident do I feel about this I CAN? 1 2 3 4

1 **NOVICE**= I'm just starting to learn this and I don't really understand it yet.

2 **APPRENTICE** = I'm starting to get it, but I still need someone to coach me through it.

3 **PRACTITIONER**= I can mostly do it by myself, but I sometimes I get stuck.

4 **EXPERT**= I understand it well, and I could thoroughly teach it to someone else.

My Learning Path Goal:

What steps will I take to help myself achieve my goal?

1. _____

2. _____

3. _____


Pretest Score: _____ **OUT OF** _____ **%**

Step 2: My Journey

Choose an activity to complete each day during your Math PLP time.

Check off the activity you selected once you have completed it and write down the date completed.

P=Project **A**=Activity **T**=Technology **G**=Game

#	TYPE	Activity		Date Completed
1	A	Read "Henry's Freedom Box" by Ellen Levine and complete the story map.		
2	A	Choose a passage to read and answer the comprehension questions.		
3	P	Choose a graphic organizer or activity and research "Athena". Complete the information.		
4	A	Character traits activity: Fill in the blank using a character trait from the word bank. You may use a dictionary to look up definitions if needed.		
5	A	Use the task cards to analyze, and practice recognizing character traits.		
6	P	After reading a book or passage of your choice, fill out one of the worksheets provided.		
7	A	Use the posters to complete the "Folktales Flip Book".		
8	A	Read a fictional book of your choice and complete the graphic organizer for beginning, middle, and end.		
9	A	Write Your Own Fable! Choose two characters, one setting, and one moral. Then, make a web and plan your writing.		
10	A	Folktales cut and sort: Cut out the characteristics of folktales on the second page. Sort the characteristics according to the type of folktale they describe. Glue under the correct folktale.		

Step 3: Post Journey Reflections

Now I feel this confident about this I CAN? 1 2 3 4

1 **NOVICE**= I'm just starting to learn this and I don't really understand it yet.

2 **APPRENTICE** = I'm starting to get it, but I still need someone to coach me through it.

3 **PRACTITIONER**= I can mostly do it by myself, but I sometimes I get stuck.

4 **EXPERT**= I understand it well, and I could thoroughly teach it to someone else.

Did I reach my learning path goal? Why or why not?

Learning Path Scoring Rubric:

	Possible Points	Points Earned
Step#1 Preparing for my journey	5	
Step #2 The Journey	15	
Step #3 Post Journey Reflection	5	
TOTAL		

Post test Score: _____ **OUT OF** _____ _____ **%**

Springs Power Tools

Learning Strategies for All Students



Graphic Organizers— a strategy that encompasses a variety of note-taking formats that show relationships among ideas and helps scaffold learning.



POWER Writing—a strategy to improve writing skills using a process. POWER is an acronym for Plan, Organize, Write, Revise, and Edit and represents the steps in the writing process



SQ3R—a reading strategy used to aid comprehension and access difficult text. The acronym stands for Survey, Question, Read, Recite and Review.



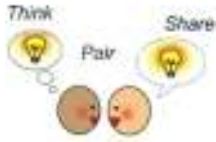
Questioning—a strategy for classifying thinking according to levels of complexity. We think of it as a stairway to encourage higher-level thinking.



RAFT—a flexible writing strategy. R is for the role of the writer; A is for the audience the writer addresses; F is for the form or format of the writing; T is for the topic of the writing.

Springs Power Tools

Learning Strategies for All Students



Think-Pair-Share— a cooperative learning technique that supports students to think through questions using these three distinct steps.



Journals— a writing strategy to help students process information, organize, reflect and to promote writing fluency.



Sketch-to Stretch—a strategy that teaches students to visualize the main idea and concepts and to stretch their thinking understanding.



Connect—an active reading strategy that helps students connect to things that they already know about.



RIP (Repetition, Imagery & Pattern)—a strategy to increase retention through using repetition, images and patterns.

Springs Power Tools

Learning Strategies for All Students



Notes—a method to help students break-down and organize information.



Mind Maps— a strategy for helping students order and structure their thinking through mentally mapping words or/and concepts.



Summarize—a strategy that helps students to identify the most important ideas in a text.



Cover-and-Tell— a reading comprehension strategy that enables a student to independently, break up their reading into smaller parts, giving them a chance to focus on what they just read and retell the information.



VIP— a strategy is used to support readers in their efforts to navigate through the text, comprehend challenging material, reflect on key points or ideas, make connections, and clarify understanding.

Taught ✓	Practiced ✓	Mastery Date	Second Grade Math “I Can” Statements
			1. I CAN add and subtract within 100 and use what I know to solve word problems.
			2. I CAN know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers.
			3. I CAN group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2's.
			4. I CAN show my multiplication tables for 2's, 5's and 10's by using repeated addition, arrays, or by counting with multiples.
			5. I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s.
			6. I CAN count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols $<$, $>$, and $=$.
			7. I CAN add and subtract tens and hundreds in my head and explain how I found my answer.
			8. I CAN add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations.
			9. I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value.
			10. I CAN count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly.
			11. I CAN measure, estimate and compare the lengths of objects using measuring tools.
			12. I CAN tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month.
			13. I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph.
			14. I CAN name and draw triangles, quadrilaterals, pentagons, hexagons and cubes.
			15. I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts.

Math Power Words

Regroup, hour, multiply, solid figure, minute, unit, array, difference, sum, polygon, Equation

Math Fluency Focus

Add/Subtract Within 100 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____





Spirings PARENT CERTIFICATION


Empowering Parents

Spirings Charter Schools is excited to offer our Parent Certification Program for our homebased parents.


Our goal is to empower parents to provide the best educational experience for their students by providing additional training and support.

- Upon completion of all requirements, parents will receive:
-  Homebased Certification through NCS
 -  Eligibility as a member of an elite community of homebased parents and...
 -  An additional bonus of \$200 in instructional funds per family


REQUIREMENTS



COMPLETE 3
CORE COURSES



4 ELECTIVES



1 FINAL PROJECT

CORE COURSES

- Three core courses are completed online and provide support in the following areas:
- Course 1: Educational Philosophy, goal setting, lesson planning, and scheduling
 - Course 2: Direct based instructional strategies
 - Course 3: Assessment as instruction



ELECTIVES



- Four electives can be met by the following options:
- Attendance at the SCS Annual Curriculum Conference in August (this counts as 2 electives)
 - Attendance at SCS Workshops offered throughout the year
 - Attendance at an outside, pre-approved, conference or training
 - Read and review an educational book
 - Be a part of an active Coop
 - Participate with your student in the Writing Contest, Science Fair, and/or Meet the Experts

FINAL PROJECT

This is a parent choice project that is required to demonstrate one aspect of what you have learned through the Parent Certification Program and how you have applied it to your own homebased learning experience. You can complete your pre-approved project in a variety of ways: teach out a lesson, presentation, a brochure, portfolio of student work, year plan/outline, etc.



RENEWAL

Parents who are already certified and would like to renew their certification complete the following requirements:

- Completion of 3 PDCE Course(s)
- Final project (depending on optional)
- Complete 3 elective classes

Grade 9 Scope & Sequence

BIOLOGY 1A & B Curriculum Guide Pacing: 2015-16

Biology 1A & B Semester 1

Units	Dates	I CAN/Key Assignment
Cell Structures and Functions	Lessons 1-6	I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems. OARS Biology Practice Quiz #1
Cellular Respiration and Photosynthesis	Lessons 7-8	I CAN describe the processes of cellular respiration and photosynthesis. OARS Biology Practice Quiz #2 Key Assignment #1 (Cell Performance Task)
Genetics	Lessons 9-10	I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent. OARS Biology Practice Quiz #3
Milestone #1	Week 10	Milestone #1 (Window October 20-October 30)
Molecular Biology	Lesson 11-12	I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival. OARS Biology Practice Quiz #4 Key Assignment #2 (Genetics Performance Task)
Genetic Mutations	Lesson 13	I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival.
Science Fair Project	Lessons 15-16	I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment. (This includes designing an experiment that tests one variable at a time, identifying the independent and dependent variables and the control group, identifying constants to control, collecting data, graphing data, analyzing data, and relating conclusions to the original hypothesis). OARS Biology Practice Quiz #5
Milestone #2	Lessons 17-18	Milestone Test #2 (Window January 11-January 21)
Science Fair Project	Lessons 17-18	I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment. (This includes designing an experiment that tests one variable at a time, identifying the independent and dependent variables and the control group, identifying constants to control, collecting data, graphing data, analyzing data, and relating conclusions to the original hypothesis). Key Assignment #3 (Student Selected Experimental Design)

Milestone #1 covers the following I CANs

- I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems.
- I CAN describe the processes of cellular respiration and photosynthesis
- I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent.

Milestone #2 covers the following I CANs:

- I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems.
- I CAN describe the processes of cellular respiration and photosynthesis
- I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent.
- I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival.

BIOLOGY (Integrated) Curriculum Guide Pacing: 2015-16

Biology (Integrated) Semester 2

Units	Dates	I CAN/Key Assignment
Ecology	Lessons 1-3	<p>I CAN relate alteration of habitats, birth rates, immigration, emigration, and death to their effect on an ecosystem.</p> <p>OARS Biology Practice Quiz #6</p> <p>Key Assignment #4 (Ecosystem Performance Task)</p>
Natural Selection	Lessons 4-6	<p>I CAN describe the four main components of natural selection, which is adaptation over time, competition, survival of the fittest, organisms produce more offspring than the environment supports, and there is variation in any population.</p> <p>OARS Biology Practice Quiz #7</p>
Animal Behavior	Lessons 7	<p>I CAN describe the basics of animal behavior including social behavior, mating behavior, and altruism.</p> <p>OARS Biology Practice Quiz #8</p>
Milestone #3		<p>Milestone Test #3 (Window February 22- March 4) * Occurs during Week 5</p>
Physiology	Lessons 8-10	<p>I CAN describe how the nervous system uses control mechanisms in the human body for maintaining the body and cellular systems physiological balance (homeostasis).</p> <p>I CAN relate how the immune system protects against bacterial and viral infections.</p> <p>OARS Biology Practice Quiz #9</p> <p>Key Assignment #5 (Human Physiology Performance Task)</p>
Plants	Lesson 11	
Simple Animals & Invertebrates	Lessons 12-13	
Vertebrates	Lessons 14-16	<p>Key Assignment #6 (Animal Behavior Performance Task)</p>
Milestone #4	Lessons 17-18	<p>Milestone Test #4 (Window May 23- June 3)</p>

Milestone #3 covers the following I CANs:

- I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems.
- I CAN describe the processes of cellular respiration and photosynthesis
- I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent.
- I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival.
- I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment.
- I CAN relate alteration of habitats, birth rates, immigration, emigration, and death to their effect on an ecosystem.
- I CAN describe the four main components of natural selection, which is adaptation over time, competition, survival of the fittest, organisms produce more offspring than the environment supports, and there is variation in any population.

Milestone #4 covers the following I CANs:

- I CAN describe the four main components of natural selection, which is adaptation over time, competition, survival of the fittest, organisms produce more offspring than the environment supports, and there is variation in any population.
- I CAN describe the basics of animal behavior including social behavior, mating behavior, and altruism.
- I CAN describe how the nervous system uses control mechanisms in the human body for maintaining the body and cellular systems physiological balance (homeostasis).
- I CAN relate how the immune system protects against bacterial and viral infections.

ENGLISH 1 Curriculum Guide Pacing: 2015-16

English 1 Semester 1

Units	Dates	I CAN/Key Assignment
<p>Short Stories and Literary Elements</p>	<p>Lessons 1-4</p>	<p>I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)</p> <p>I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Key Assignment #1 (Informational Text—Brochure)</p>
<p>Research Writing and Biography</p>	<p>Lessons 5-8</p>	<p>I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines.</p> <p>I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Key Assignment #2 (Biography—Citing Evidence from Research Source)</p>
<p>Milestone Test #1 (Window October 19-October 30)</p>		
<p>Novel: <i>Of Mice & Men</i></p>	<p>Lessons 9-12</p>	<p>I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text. Key Assignment #3 (Complex Character Essay)</p>
<p>Drama: <i>Romeo and Juliet</i></p>	<p>Lessons 13-16</p>	<p>I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Students will analyze how an author draws on and transforms source material in a specific work.</p>

ENGLISH 1 Curriculum Guide Pacing: 2015-16

Milestone Test #2 (Final Exam)	Lessons 17-18	Study Guide Review, Milestone #2
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Students will also complete the following in homeschool through weekly and monthly online seminars and academy through classroom participation: **I CAN initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

Milestone #1 covers the following I CANs:

I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)

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

I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines.

Milestone #2 covers the following I CANs:

I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)

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

I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines.

I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text.

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

English 1 Semester 2

Units	Dates	I CAN/Key Assignment
Semester A Reflection, Grammar Review, Start Independent Reading Novel	Lesson 1	Review: I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)
Speech Analysis	Lesson 1-2	I CAN determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Independent Reading Unit and Project	Lessons 3	I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will create a multimedia presentation. I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text.
Novel: <i>To Kill a Mockingbird</i>	Lessons 4-7	I CAN determine a central idea of a literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text. I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. I CAN determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Nonfiction Unit & Compare/ Contrast Essay	Lessons 8-10	Key Assignment #4 (Universal Theme Analysis Essay) I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines. I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENGLISH 1 Curriculum Guide Pacing: 2015-16

		<p>I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Key Assignment #5 (Compare and Contrast Essay)</p>
Epic Poetry: <i>The Odyssey</i>	Lessons 11-13	<p>I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Students will analyze how an author draws on and transforms source material in a specific work.</p>
Narrative Writing Unit and Poetry	Lessons 14-16	<p>I CAN identify characteristics of narrative writing and write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Students will need to know the characteristics of narrative writing and be able to analyze a sample narrative for its characteristics in addition to writing a narrative of their own.)</p> <p>Key Assignment #6 (Autobiographical Narrative)</p>
Milestone #4	Lessons 17-18	Semester Final Exam Review and Essay Preparation

Students will also complete the following in homeschool through weekly and monthly online seminars and academy through classroom participation: **I CAN initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

Milestone #4 will cover the following I CANs:

- I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)
- I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- I CAN write and edit work using MLA guidelines.
- I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text.

ENGLISH 1 Curriculum Guide Pacing: 2015-16

- I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- I CAN determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- I CAN identify characteristics of narrative writing and write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

MATH 1 Curriculum Guide Pacing: 2015-16

Math 1 Semester 1		
Units	Dates	I CAN/Key Assignment
Solving Equations and Inequalities	Lessons 1-5	I CAN create and solve multi-step equations and inequalities.
Introduction to Functions	Lessons 6-8	I CAN use algebra to understand, represent and describe functions.
Linear Functions	Lessons 9-11	Key Assignment #1 (Using slope and y intercepts to graph a line) I CAN understand and graph linear functions (including absolute value).
Milestone #1	Week 10	Milestone #1 (Window October 20-October 30)
Systems of Equations and Inequalities	Lesson 12-14	I CAN solve systems of equations and inequalities.
Exponents and Exponential Functions	Lesson 15-16	Key Assignment #2 (Systems of Equations Project) I CAN understand, manipulate, simplify and graph exponents and their function (including radicals).
Milestone #2	Week 16	Key Assignment #3 (Exponential Function Application) Milestone #2 (Window January 11 - January 21)
Data Analysis	Lessons 17-18	I CAN collect, analyze, and interpret data and make predictions using a model.

Milestone #1 covers the following I CANs:

- I CAN create and solve multi-step equations and inequalities
- I CAN use algebra to understand represent and describe functions.
- I CAN understand and graph linear functions (including absolute value).

Milestone #2 covers the following I CANs:

- I CAN create and solve multi-step equations and inequalities
- I CAN use algebra to understand represent and describe functions.
- I CAN understand and graph linear functions (including absolute value).
- I CAN solve systems of equations and inequalities.
- I CAN understand, manipulate, simplify and graph exponents and their function (including radicals).

Spanish 1 Semester 1

Units	Dates	I CAN/Key Assignment
<p>Chapter 1: Hola, ¿qué tal?</p>	<p>Lessons 2-6</p>	<p>I CAN use greetings and introductions and ask or tell what someone is like and describe myself or someone else. I will learn and be able to use Nouns and articles in Spanish, paying attention to gender and number. I will learn and be able to tell time.</p> <p>Key Assignment #1 (Write a postcard telling about yourself)</p>
<p>Chapter 2: En la universidad</p>	<p>Lessons 7-11</p>	<p>I CAN tell what subjects I take in school and express some opinions about them and can talk about school and school activities. I CAN learn and will be able to know how to conjugate and use regular verbs that end with –ar. I CAN learn and be able to use numbers in Spanish. I CAN learn the difference between verbs ser and estar and know how to conjugate them in the present tense.</p> <p>Key Assignment #2 (Write about your classes,)</p>
<p>Milestone #1</p>		<p>Milestone #1 (Window October 20 – October 30)</p>
<p>Chapter 3: La familia</p>	<p>Lessons 12-16</p>	<p>I CAN describe my home, my family and various occupations. I will learn and be able to use Descriptive adjectives and Possessive adjectives. I will learn and be able to conjugate and use regular verbs that end with –er and –ir. I will learn about the culture of Spanish Speakers in the United States, Canada, Spain and Ecuador.</p> <p>Key Assignment #3 (Un Mensaje Electrónico)</p>
<p>Final exam review and Testing</p>	<p>Lessons 17-18</p>	<p>Week 17: Final Exam Review Week 18: Final Testing: Milestone 2</p>
<p>Milestone #2</p>		<p>Milestone #2 (Window January 11-January 21)</p>

Milestone #1 covers the following I CANs

- I CAN use greetings and introductions and ask or tell what someone is like and describe myself or someone else
- I CAN use Nouns and articles in Spanish, paying attention to gender and number.
- I CAN tell time.
- I CAN tell what subjects I take in school and express some opinions about them and can talk about school and school activities
- I CAN know how to conjugate and use regular verbs that end with –ar
- I CAN learn and be able to use numbers in Spanish
- I CAN learn the difference between verbs ser and estar and know how to conjugate them in the present tense.

Milestone #2 covers the following I CANs:

- I CAN use greetings and introductions and ask or tell what someone is like and describe myself or someone else
- I CAN use Nouns and articles in Spanish, paying attention to gender and number.
- I CAN tell time.
- I CAN tell what subjects I take in school and express some opinions about them and can talk about school and school activities
- I CAN know how to conjugate and use regular verbs that end with –ar
- I CAN learn and be able to use numbers in Spanish
- I CAN learn the difference between verbs ser and estar and know how to conjugate them in the present tense.
- I CAN describe my home, my family and various occupations
- I CAN use Descriptive adjectives and Possessive adjectives
- I CAN conjugate and use regular verbs that end with –er and –ir
- I CAN learn about the culture of Spanish Speakers in the United States, Canada, Spain and Ecuador.

Spanish Curriculum Guide Pacing: 2015-16

Spanish Semester 2

Units	Dates	I CAN/Key Assignment
Chapter 4: Los pasatiempos	Lessons 1-4	I CAN talk about pastimes, team sports and other athletic activities. I will learn and be able to use the verb ir in the present tense and will learn and be able to use stem changing e >ie, o > ue, e > i verbs OARS Spanish 1 Practice Quiz #4 Key Assignment #4 (Un día típico)
Chapter 5: Las vacaciones	Lessons 5-8	I CAN talk about vacations and travel. I will learn and be able to use the present progressive tense, learn and be able to use major differences in the use of ser and estar and will learn and be able to use Direct object nouns and pronouns.. Key Assignment #5 (Antes del viaje)
Chapter 6: De compras	Lessons 9-12	I CAN talk about the seasons of the year and the weather. I will be able to use indirect object pronouns. I will learn and be able to shop for clothing and will be able to talk about past actions and events using the preterite tense. Key Assignment #6 (Mi Última Compra)
Milestone #3		Milestone #3 (Window February 22-March 4))
Chapter 7: La rutina diaria	Lessons 13-16	I CAN talk about personal hygiene and minor illnesses. I CAN learn and be able to use: reflexive verbs; ser and ir in the preterite tense and verbs like gustar. I will learn about the culture of Spanish Speakers in Mexico, Puerto Rico, Cuba, and Peru.
Final exam review and Final testing	Lessons 17-18	Week 17: Final Exam Review Week 18: Final Testing: Milestone 4
Milestone #4	Week 17/18	Milestone #4 (Window May 23-June 3)

Milestone #3 covers the following I CANs:

- I CAN talk about pastimes, team sports and other athletic activities
- I CAN use the verb ir in the present tense
- I CAN use stem changing e > ie, o > ue, e > i verbs
- I CAN talk about vacations and travel
- I CAN use the present progressive tense
- I CAN use major differences in the use of ser and estar
- I CAN use Direct object nouns and pronouns
- I CAN talk about the seasons of the year and the weather
- I CAN use indirect object pronouns
- I CAN shop for clothing
- I CAN talk about past actions and events using the preterite tense.

Milestone #4 covers the following I CANs:

- I CAN talk about personal hygiene and minor illnesses
- I CAN use: reflexive verbs; ser and ir in the preterite tense and verbs like gustar

I CAN know about the culture of Spanish Speakers in Mexico, Puerto Rico, Cuba, and Peru.

Visual Arts 1A

Curriculum Guide Pacing: 2015-2016

Visual Arts 1A Semester 1

Units	Dates	I CAN/Key Assignment
<p>Elements of Art/Principles of Design</p>	<p>Lessons 1-4</p>	<p>I CAN develop the ability to plan and execute a visual idea.</p> <p>I CAN enhance my reading and writing skills by researching and organizing information.</p> <p>I CAN enhance my communication skills by participating in weekly discussions.</p> <p>I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.</p> <p>I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.</p> <p>I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.</p> <p>I CAN identify the principles and elements of design and describe the principles of design.</p>
<p>Techniques and Composition Review</p>	<p>Lessons 5-7</p>	<p>I CAN develop the ability to plan and execute a visual idea.</p> <p>I CAN enhance my reading and writing skills by researching and organizing information.</p> <p>I CAN enhance my communication skills by participating in weekly discussions.</p> <p>I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.</p> <p>I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.</p> <p>I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.</p> <p>I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation.</p> <p>I CAN demonstrate my abilities with different media choices and prepare a portfolio of two-dimensional works.</p> <p>I CAN demonstrate knowledge of various media, shapes, arrangements of shapes, principles of design, and aesthetic qualities.</p> <p>I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations</p>

<p>Art Criticism and Aesthetics</p>	<p>Lessons 8-10</p>	<p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation. I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations.</p>
<p>Artistic Interpretation of the Human Form</p>	<p>Lesson 14-16</p>	<p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations.</p>
<p>The Art of Early Civilizations - Minoan</p>	<p>Lesson 19-22</p>	<p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN become aware of the cultural contributions throughout the history of art. I CAN become aware of the many cultural contributions to art. I CAN become aware of the many varieties of cultural contributions to art.</p>

<p>Classical Art-Medieval Culture</p>	<p>Lessons 23-26</p>	<p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation. CAN become aware of the cultural contributions throughout the history of art. I CAN become aware of the many cultural contributions to art. I CAN become aware of the many varieties of cultural contributions to art. I CAN understand how art techniques and processes interrelate with advancements in modern technology.</p>
<p>Roman Art-Renaissance</p>	<p>Lessons 27-30</p>	<p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation. CAN become aware of the cultural contributions throughout the history of art. I CAN become aware of the many cultural contributions to art. I CAN become aware of the many varieties of cultural contributions to art. I CAN understand how art techniques and processes interrelate with advancements in modern technology.</p>
<p>Final Artistic Project</p>	<p>Lessons 31-33</p>	<p>Semester A wrap up and review</p>
<p>Milestone #2</p>	<p>Week 35-36</p>	

Milestone #2 covers the following I CANs:

- I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation.
- I CAN develop the ability to plan and execute a visual idea.
- I CAN demonstrate my abilities with different media choices and prepare a portfolio of two-dimensional works.
- I CAN create works of art that is cross-cultural from history and/or literature.
- I CAN demonstrate knowledge of various media, shapes, arrangements of shapes, principles of design, and aesthetic qualities.
- I CAN identify the principles and elements of design and describe the principles of design.
- I CAN enhance my reading and writing skills by researching and organizing information.
- I CAN identify the principles and elements of design and describe the principles of design
- I CAN enhance my communication skills by participating in weekly discussions.
- I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.
- I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations.
- I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.
- I CAN become aware of the cultural contributions throughout the history of art.
- I CAN become aware of the many cultural contributions to art.
- I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.
- I CAN become aware of the many varieties of cultural contributions to art.
- I CAN understand how art techniques and processes interrelate with advancements in modern technology.

PHYSICAL EDUCATION Curriculum Guide Pacing: 2015-16

PHYSICAL EDUCATION Semester 1

Units	Dates	I CAN/Activities
Intro to FITT	Week 1	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation Activity: Physical Intensity Heart Rate Project</p>
Staying FITT	Week 2-4	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>
President's Challenge	Week 5	<p>I CAN participate in physical activity I CAN develop personal goal-setting skills and program for lifetime recreation. I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation I CAN identify and acquire values in maintaining a level of physical fitness. Activity : President's Challenge Pre-Test</p>

<p>Staying FITT</p>	<p>Week 6-8</p>	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>
<p>Nutrition</p>	<p>Week 9</p>	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation Activity : Personal Nutrition Plan</p>
<p>Staying FITT</p>	<p>Week 10-12</p>	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>
<p>The Physiology of Fitness</p>	<p>Week 13</p>	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation Activity : Healthy Heart/Muscle Stretch Project</p>

Staying FITT	Week 14-16	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>
President's Challenge Post-Test	Week 17	<p>Activity : Presidents Challenge Post Evaluation I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN identify and acquire values in maintaining a level of physical fitness. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>
Staying FITT	Week 18	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>

PHYSICAL EDUCATION Semester 2

Units	Dates	I CAN/Activities
Intro to FITT	Week 1	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation Activity : Design a Fitness Plan</p>
Staying FITT	Week 2-4	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>
President's Challenge	Week 5	<p>I CAN participate in physical activity I CAN develop personal goal-setting skills and program for lifetime recreation. I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation I CAN identify and acquire values in maintaining a level of physical fitness. Activity: President's Fitness Challenge</p>

Staying FITT	Week 6-8	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>
Nutrition	Week 9	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation Activity : Nutrition Project</p>
Staying FITT	Week 10-12	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>
The Physiology of Fitness	Week 13	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation Activity : Blood Pressure/Heart Risk Project</p>

Staying FITT	Week 14-16	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>
President's Challenge Post-Test	Week 17	<p>Activity : Presidents Challenge Post Evaluation I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN identify and acquire values in maintaining a level of physical fitness. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>
Staying FITT	Week 18	<p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop a positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p>



SAMPLE RECOMMENDED CURRICULUM LIST

Grades K-2:

ELA Option: Moving Beyond the Page Kit (Digital or Print)

Math Option: Go Math Bundle or Right Start Math Kit

Grades 3-8:

ELA Option: Moving Beyond the Page Kit (Digital or Print)

Math Option: Go Math Bundle or Saxon Math Bundle

Grades 6-7: Math Option: Spring Into Math Bundle (Springs printed materials)

Grades 9-12

English 1:

Prentice Hall Lit – Timeless Voices

Start Something That Matters

Novel: The Chosen

Novel: The Book Thief

Novel: Picture of Dorian Gray

Novel: Lord of the Flies

Novel: The Hobbit

Novel: Of Mice and Men

Novel: To Kill a Mocking Bird

English 2:

Prentice Hall Lit – (Platinum) Timeless Voices

Novel: No Fear

Novel: A Separate Peace

Novel: The Pearl

Novel: Night

Novel: Fahrenheit 451

Novel: All Quiet On The Western Front

English 3:

Prentice Hall Lit (American Experience) Timeless Voices

Novel: A Lesson Before Dying

Novel: Adventures of Huckleberry Finn

Novel: Grapes of Wrath

Novel: The Great Gatsby

Novel: House on Mango Street

English 4:

Prentice Hall Lit (British Traditions) Timeless Voices

Novel: 1984

Novel: Dr. Jekyll and Mr. Hyde

Novel: Frankenstein

Novel: No Fear Shakespeare Macbeth

History/Social Studies:

American Government: Roots and Reform

Prentice Hall Economics: Principals in Action CA Ed

Magruder's American Government CA Ed

Prentice Hall United States History: Modern America CA Ed

Prentice Hall World History: The Modern World CA Ed

Math:

Pearson Mathematics I

Pearson Mathematics II

CGP California Algebra I

Prentice Hall CA Geometry

Prentice Hall CA Algebra 2

American Book Company California Integrated Math 1

CPM Integrated Math 2 CA Algebra Connections

CPM Integrated Math 2 CA Geometry Connections

Addison Wesley Precalculus: Graphical, Numerical, Algebraic

Pearson STATS: Modeling the World

Prentice Hall Calculus: Graphical, Numerical, Algebraic

Science:

Prentice Hall Biology CA Ed

Quality Science Labs Biology Kit

Campbell AP Biology

Prentice Hall Chemistry CA Ed

McDougal Littell Earth Science

Glencoe Physics CA Ed

Holt McDougal Environmental Science

Boxed Set Curriculum Selections

Our boxed set curriculum comes with pre-chosen core curriculum, pacing guides and daily lesson plans.

Kindergarten - 8th Grade	
MATH OPTIONS	
Go Math!	Right Start Math
Go Math! Helps students interact with lessons in new ways as they record their strategies, explanations, solutions, practice, and test prep right in their books, and at every grade level. Practical, point-of-use support is built into each lesson so all learners, including early finishers, gifted and talented students, and those needing extra support or intervention, can achieve success.	Uses the AL Abacus to provide a visual, auditory, and kinesthetic experience. The elementary and intermediate program lessons guide the teacher day-by-day, helping children understand, apply, and enjoy math. Practice is provided with math card games, minimizing review worksheets and stressful flash cards, presenting a variety of repetition, and creating hours of fun learning math facts and concepts.
Spring Into Math (another option for Grades 6 & 7)	
The primary course content is accessed through a program called "Canvas". All necessary learning materials and information will be in this online course. The student will work through the lesson with support from the parent. The Student Workbook will be used to solve assigned problems. The Answer Key is provided to allow for prompt grading of student work.	

Kindergarten - 8th Grade

LANGUAGE ARTS OPTION - MOVING BEYOND THE PAGE

Kindergarten

Moving Beyond the Page

The literature selections inspire engaging science and social studies activities, including making maps, modeling land forms, researching animals, and conducting fun science experiments. You and your child will love this integrated approach to all of the subjects. The Moving Beyond the Page Kindergarten level is the most enriching, all-inclusive, hands-on program available for kindergarten homeschool families. Journey through fun and exciting literature selections. Follow amazing characters who pick blueberries, catch fireflies, and go on leaf hunts. Enjoy hands-on art activities, engaging dramatizations, and fun musical experiences.

One of the highlights for you as the teacher is that this level comes with a materials kit so there will be very little shopping that you will have to do to provide this rich, hands-on learning environment for your young child. You will receive a box that includes fun art materials, stickers, die-cuts, and other supplies that will make implementing this curriculum easy and fun!

Your child will love learning science, social studies, language arts, and math with this integrated, hands-on approach.

Student Skill Prerequisites

- Interested in being read to
- Able to converse about what is being read
- Able to hold a pencil
- Has a beginning interest in sounds and letters

1st Grade

Moving Beyond the Page

Explore patterns in nature. Learn how numbers can be applied in the real world. Engage in informative and interesting literature. Enjoy watching your child plan interesting projects like a "Sensible Party" where everyone who attends has to use all of their senses.

The 1st Grade curriculum constitutes one year of academic instruction.

In the Moving Beyond the Page 1st Grade curriculum, your child will explore all subject areas and will be given ample opportunity to practice letter recognition - along with reading and writing according to your child's ability. The curriculum does not assume that your child can read, but readers and non-readers alike will be challenged. The curriculum is filled with quality literature to enjoy with your child. Oftentimes, homeschoolers are only taught reading, writing, and math during the early years, but a truly comprehensive curriculum will expose them to science and social studies as well. These subjects can be the most engaging and exciting for a young child.

Prerequisites

- Knows letters and their sounds
- Recognizes and understands numbers 1-20

2nd Grade

Moving Beyond the Page

The 2nd Grade curriculum constitutes one year of academic instruction. Get your hands dirty investigating solids and liquids. Create your own animal and describe how its design aids in its survival. Develop an appreciation for cultures by reading "Cinderella" stories from around the world. Dress like a pirate and go on a "Measure Hunt". Practice math skills at a "Home Carnival".

In the 2nd Grade curriculum, your child will explore all subject areas using a hands-on and investigative approach. Oftentimes, homeschoolers are only taught reading, writing, and math during the early years, but a truly comprehensive curriculum will expose them to science and social studies as well. These subjects can be the most engaging and exciting for a young child. The curriculum is also filled with quality literature to enjoy with your child.

Prerequisites

- Able to read and comprehend simple picture books
- Able to write simple sentences independently
- Recognize, understand, and write numbers 1-100

3rd Grade

Moving Beyond the Page

The 3rd Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts. Recognize differences in pitch and tone by creating your own instruments. Explore how technology has changed the world - from pyramids to skyscrapers. Watch a caterpillar move through each stage of its lifecycle - becoming a beautiful butterfly. Write a story about two friends learning to celebrate their differences.

The 3rd Grade curriculum constitutes one year of academic instruction.

Prerequisites

- Able to read and comprehend chapter books on a 3rd or early 4th grade reading level
- Can answer comprehension questions about a chapter in a journal
- Able to write three or four sentences on a topic

4th Grade

Moving Beyond the Page

At Moving Beyond the Page we believe that children learn when they are actively engaged in their learning. Beginning with the 4th Grade level, we use many hands on and engaging science kits to teach your child the science topics being covered. You cannot find a more hands on science curriculum available for homeschoolers. Design a new plant species. Evaluate the relationship between a Native American boy and a pioneer boy who are able to learn from one another in spite of their differences. Experiment with magnets and electricity. Learn about simple machines and examine how they are used in a colony of rats in the *The Rats of NIMH*.

The 4th Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts.

The 4th Grade curriculum constitutes one year of academic instruction.

Prerequisites

- Able to read and comprehend chapter books at a 4th or 5th grade reading level
- Able to write an organized paragraph

5th Grade

Moving Beyond the Page

Blast into the solar system and explore the depths of ocean. Follow American History from the first colonies, to westward expansion, to the lives of the immigrants. Learn about the 50 states and research the history of your own state. Explore the amazing human body. Read about the lives of inventors and try your hand at your own invention.

At Moving Beyond the Page we believe that children learn when they are actively engaged in their learning. This is why we include many hands on and engaging science kits to teach your child the science topics being covered. You cannot find a more hands on science curriculum available for homeschoolers.

The 5th Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts.

Prerequisites

- Able to read and comprehend novels at a late 5th or 6th grade reading level
- Able to write multiple paragraphs on a topic

6th Grade

Moving Beyond the Page

Explore how earthquakes, climate, ocean waves, and volcanoes make the world such a dynamic planet. Journey to the microscopic world of cells to learn how building blocks of life function and reproduce. Read incredible stories about men and women in our country's past who sacrificed to ensure freedom and equal treatment for all. Experiment with chemical and physical changes.

The 6th Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts.

In this level, we want students to begin taking more responsibility for formulating their own ideas and directing their day. For this reason, our 10-12 units are all student directed. The primary lesson plans are written for your child to read and follow. As a parent, you will still be actively involved. We provide parent overviews of each lesson that include descriptions of the activities and answer keys for you. There are still many activities and opportunities for you to work with your child.

Prerequisites

- Able to read and comprehend novels at a late 6th or 7th grade reading level
- Able to write multiple paragraphs on a topic
- Familiar with the five paragraph essay

7th Grade

Moving Beyond the Page

In this level students take responsibility for formulating their own ideas and directing their day. All units are student directed. The primary lesson plans are written for your child to read and follow. As a parent, you will still be actively involved. We provide parent overviews of each lesson that include descriptions of the activities and answer keys for you. There are still many activities and opportunities for you to work with your child. By the time your homeschooler finishes our two levels of middle school, he will be prepared to excel in high school science, social studies, and English. He will receive one semester of Earth Science, Physics, Chemistry, and Biology. In social studies he will have an appreciation for the course of human civilization for every corner of the globe as well as an understanding of American History and Government. The language arts program is a great precursor to high school English as students will do in-depth literature studies and rigorous writing assignments while continuing to improve grammar knowledge and application. When your homeschooler finishes our middle school curriculum, he will be well prepared for whatever high school program you choose.

Prerequisites

- Able to read and comprehend novels at a late 7th or 8th grade reading level
- Able to write multiple paragraphs on a topic
- Familiar with the five paragraph essay

8th Grade

Moving Beyond the Page

When your child finishes this level, he will prepare to excel in high school science, social studies, and English. In science he will receive one semester of Earth Science, Physics, Chemistry, and Biology. In social studies he will have an appreciation for the course of human civilization for every corner of the globe as well as an understanding of American History and Government. The language arts program is a great precursor to high school English as students will do in-depth literature studies and rigorous writing assignments while continuing to improve grammar knowledge and application. When your homeschooler finishes our middle school curriculum, he will be well prepared for high school.

In this level students take responsibility for formulating their own ideas and directing their day. All units are student directed. The primary lesson plans are written for your child to read and follow. As a parent, you will still be actively involved. We provide parent overviews of each lesson that include descriptions of the activities and answer keys for you. There are still many activities and opportunities for you to work with your child.

Prerequisites

- Able to read and comprehend novels at an 8th or 9th grade reading level
- Able to write multiple paragraphs on a topic & can write a 5 paragraph essay.



Moving Beyond the Page

Sample Lesson

2nd Grade / Reading Informational Text Skills

Lesson 1: The Rain Forests

[Intro](#) [Activities](#) [Conclusion](#)

[IdeaShare \(1\)](#)

Getting Started

Questions to Explore

- What types of relationships exist among organisms?
- What are the unique roles of those involved in a relationship?
- How do relationships affect those involved?

Facts and Definitions

- Venezuela is a country in South America.
- There are temperate and tropical rain forests.

Skills

- Identify the absolute and relative location of communities. (SS)
- Interpret maps, charts, and pictures of locations. (SS)
- Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence. (SS)
- Compare and give examples of the ways living organisms depend on each other and their environments. (S)
- Use text for a variety of functions, including literary, informational, and practical. (LA)
- Read expository materials for answers to specific questions. (LA)
- Interpret information from diagrams, charts, and maps. (LA)

Materials

- ¼ inch nails
- acrylic paint and brushes
- blank paper
- clear packing tape
- colored pencils or markers
- construction paper
- dried beans, gravel, or rice
- hammer
- markers
- paper towel tube, wrapping paper tube, or a mailing tube
- scissors
- world map

Introduction

Materials: world map

Ask your child what he knows about rain forest habitats. Tell him that there are two types of rain forests — temperate and tropical. To be classified as a rain forest, an area must receive at least 70 inches of rain per year. A tropical rain forest is located near the equator and has a warmer climate than a temperate rain forest. A temperate rain forest is located farther away from the equator; between the Arctic Circle and the Tropic of Cancer or between the Antarctic Circle and the Tropic of Capricorn. Locate these on a globe or world map.

In a tropical rain forest, the leaves of the trees are broad and, in temperate rain forests, the trees have needle leaves. Explain to your child that the book he will be reading is about the adventures in the life of one boy one day in the rain forest. Go online and look at pictures of tropical and temperate rain forests.

Lesson 1: The Rain Forests

[Intro](#) [Activities](#) [Conclusion](#)

[IdeaShare \(1\)](#)

Activities

Activity 1: Setting: Venezuela

Materials: world map

Explain to your child that the setting of the story is the tropical rain forest found in the country of Venezuela. Let your child locate South America on a world map and the country of Venezuela. Look at its proximity to the equator. Encourage your child to read about Venezuela online and to look at pictures of the people who live in Venezuela and pictures of the environment of the country.

Web Link: Venezuela Facts

www.movingtothetropics.com/link/0061

This website provides a number of facts about its climate, plants, animals, and customs.

[visit problem](#)

Activity 2: Relationships

Materials: blank paper, colored pencils or markers

Tell your child that one of the themes of the story is relationship. In the book, he will discover the relationships that exist between plants and animals, among animal species, and that humans have with plants and animals. Discuss the fact that relationships exist when two or more living things are interconnected in some way. When the experience and course of one living thing directly impacts another living thing, the two living things are connected.

Ask your child if he can describe some relationships found in nature. Give your child a sheet of paper and ask him to fold it in half twice to make four boxes. In each box, ask him to illustrate a relationship between a plant and animal, an animal and another animal, or a human and a plant or animal. Let him describe the relationship that exists between the two living things.

Note: If your child knows about the plants and animals in the tropical rain forest, he can use that information in his illustration. If your child is not very familiar with rain forest habitats, let him illustrate any relationships between living things that can be found in nature.

Activity 3: Rain Stick

Materials: ¼ inch nails, acrylic paint and brushes, clear packing tape, construction paper, dried beans, gravel, or rice, hammer, mallets, paper towel tube, wrapping paper tube, or a mailing tube, scissors

Discuss the importance of rain in the rain forest. Ask your child why rainfall is such an important aspect of a rain forest. Discuss how plants and animals are dependent on rainfall in order to live and grow.

For this activity, your child will create a rain stick to simulate a rainstorm in the rain forest. Explain that a rain stick is a percussion instrument used in South America and is traditionally made from a cactus plant.

Give him the instruction sheet and the materials he will need to design his rain stick. When he finishes the stick, he can play his rain stick. Take turns playing with the rain stick. While one of you plays, the other can act like a rain forest animal. Siblings can be involved as well.

Note: If using a mailing tube, your child may need help pushing the nails in through the tube. A hammer might be helpful.

[Rain Stick](#)

Lesson 1: The Rain Forests

[Intro](#) [Activities](#) [Conclusion](#)

[IdeaShare \(1\)](#)

Wrapping Up

Conclusion

Ask your child to tell you what he learned about the rain forest today. Ask him to explain the difference between temperate rain forests and tropical rain forests.

[← prev](#) [toc](#) [lesson completed](#)

[Intro](#) [Activities](#) [Conclusion](#)

[IdeaShare \(1\)](#)



The I CAN! Incentive Program was implemented in 2011 as a prize program for mastering new skills.

The I CAN! statements were developed by our Instructional Support team based on state standards and grade level courses were created in Moodle. Students achieve mastery of each I CAN! by earning 80% or better on the mastery quiz or other assessment like the practice quizzes in OARS. In 2014 the I CANS were re-aligned to the new Common Core State Standards.

Here's how it works:

- ✓ The ES and parent determine what the student already knows and what they still need to learn.
- ✓ The ES will set a personalized "I CAN" goal for the year, as well as monthly goals, with the student and parent. These goals are tracked on the I CAN Scope & Sequence folder.
- ✓ The student will work on mastering their "I CAN" goals a little bit each day, showing mastery by receiving 80% on the mastery quiz.
- ✓ The ES will check student progress each month. If the student has mastered at least one goal, they get to pick a prize from the prize box.
- ✓ For each 5 "I CANS" mastered, the student will receive a colored bracelet. If students stay on track, they will have a rainbow of colors by the end of the year.
- ✓ There are special food coupons and prizes as students gain more "I CANS".
- ✓ Once the student meets their mid-year goal, they are awarded a special I CAN t-shirt. Our T-Shirt Ice Cream Social Ceremony will be in January.
- ✓ Students who reach their year-end goals by Spring Break will receive a special medal at a free trip to a regional fun park.



How-To Guide for teaching the SCS I CANs!

Work Out a Problem!

Let's practice with these problems:

$$5 \times 4 =$$

$$3 \times 2 =$$

$$10 \times 8 =$$

$$5 \times 7 =$$

$$9 \times 1 =$$

$$0 \times 0 =$$

$$5 \times 6 =$$

$$11 \times 10 =$$

$$12 \times 6 =$$

(Answers: 20, 6, 80, 35, 9, 0, 30, 110, 72)



I CAN: 3.2

I CAN: show that I have memorized my multiplication facts (0-12).

Pre-Requisite Skills

Students should understand the concept of finding equal groups and how to group items.

Students should understand the concept of repeated addition.

Manipulatives To Use In This Lesson

Multiplication facts worksheet: Print up a multiplication facts worksheet with various facts to show mastery.

Flash Cards: Write a multiplication fact on an index card with the answer to the fact on the back. Practice each fact aloud until the answers come easily and quickly.

White Board and dry erase marker to practice drawing arrays.



Key Vocabulary and Activities

“Here are the words we will be using for this lesson and other multiplication lessons. I will write the words and definitions. I will say each out loud. Please repeat the words and definitions after me. Now you can copy these into your Math Journal.”

Multiply: the same number added to itself more than once

Array: a set of objects displayed in rows and columns

Multiplication Fact: two numbers that are multiplied together

Equal: the same amount or number of objects in each group

Product: the number that is the answer to a multiplication problem

Factors: the numbers that are being multiplied together

Vocabulary activity: Go to this website for a computerized flash card activity on the above vocabulary:

<http://quizlet.com/24290670/32-i-can-math-booklet-flash-cards/>



Real Life Application

Using real life examples is key to helping your student remember how to multiply their basic facts.

1. When out to eat, ask your student to multiply how many forks and knives your family will need. Introduce this concept as repeated addition. For example, a family of 6 will need $1+1+1+1+1+1=6$. If each family member needs 2 napkins, then the repeated addition would be $2+2+2+2+2+2=12$ or $6 \times 2 = 12$.
2. When counting money, have your student use their knowledge of repeated addition. For example, when using dimes, have your student count 8 dimes. $10+10+10+10+10+10+10+10=80$ or $10 \times 8 = 80$.
3. Look in the student’s environment for naturally occurring arrays such as a shoe rack, a row of pictures in the house, or rows of flower pots outside.



Tips and Tricks

Try using songs:

School House Rock has a good multiplication song for counting by 3's. It's called "Three is a Magic Number."

<http://www.amazon.com/Schoolhouse-Rock-Special-Anniversary-Edition/dp/B00005JKTY>

Hide multiplication flash cards around the house and offer small rewards, such as a sticker for each fact that is correct.

Try answering multiplication facts while doing jumping jacks or something else physical to encourage muscle memory with multiplication fact memory.

Try writing the facts in shaving cream or in chalk.



Concept Information

Multiplication is repeated addition. In order to show mastery of this concept, students should be able to show how to draw an array to show the concept of a multiplication fact.

Students should be able to answer their multiplication facts in a test form for facts with 0-12's.

In order to teach multiplication to your student, you should know how to do repeated addition in order to convert those repeated addition facts into multiplication facts. For example, you should be able to convert $4+4+4$ into 4×3 . Both have the same answer and are the same concepts, they just use different vocabulary.

Introductory Lesson Plan I Do, We Do, You Do



I Do:

“Today we are going to learn how to draw arrays. An array will help us show how to do our multiplication facts. I will show you what an array looks like for 1×2 . The factors are 1 and 2 and the product is 2.



Here’s another example for 2×3 :



The factors for this problem are 2 and 3. The product is 6.

We Do: “Now let’s try one together. Let’s try 3×3 . You draw it on your white board and I’ll draw one on my paper.” Have your student use any shape they want to draw an array to demonstrate 3×3 . The finished product will have three rows of three objects, like this:



The factors of this problem are

3 and 3. The product of this

problem is 9.

Introductory Lesson Plan I Do, We Do, You Do

You Do:

“Now I’d like you to try to draw one on your white board. Let’s try 4×2 .” Have your student use shapes to draw an array with 4 rows and 2 objects in each row. If your student is not quite ready, practice together with a few more problems until they can do one themselves.

Here are a couple more examples of facts to practice:

“Now let’s try 5×4 .” Have your student draw an array with 5 rows with 4 objects in each row.

“Now let’s try 7×3 .” Have your student draw an array with 7 rows with 3 objects in each row.

If your student could use another practice, use the array for 8×4 . This array should show 8 rows with 4 objects in each row. The goal of practicing these arrays is to begin to memorize the multiplication problems and give the student a strategy for solving the multiplication fact.

When your student is confident with drawing arrays, move to using repetition through flash cards to practice facts. Write the multiplication fact on one side of a note card with the answer on the back. Consider grouping all the multiplication facts that start with 2 in one stack. Help your child memorize those before moving on to the 3’s, 4’s, etc.



I CAN! E-Book

Math / Grade 5

How To Use This Guide

Each page of this booklet houses resources, lessons and activities for each Springs Charter School created I CAN. Addressing each of these I CANs provide a guide throughout the year to ensure core standards are being mastered throughout the year. The goal is to master all grade level I CANs prior to CAASP testing. Students should have engaged the concepts prior to utilizing these guides. They are meant to serve as extra practice and review prior to attempting each I CAN Practice Quiz.

The resources listed are live links must be accessed online within the document itself. Most links will send you directly to the resource, but some will require additional log in information. All sites used are either free or accessible through Springs Charter School subscriptions. Use the information below to access the resources from these sites:

[Discovery Education](#)

Password to create account: E722-D725

[Enchanted Learning](#)

Username: riversprings Password: rscs

[Brain Pop/Brain Pop Jr.](#)

Username: rscs Password: river

[Learn Zillion](#) (free, must set up an account)

[Open Ed:](#) (free, must set up an account)

[Sophia:](#) (Free, must set up an account)

[OARS:](#) Ask ES or Academy Teacher for username and password

Performance task links are included for each I CAN. These tasks are an essential part of core mathematical practice and should be utilized throughout an effective math curriculum. The tasks listed will provide excellent in depth problems, with detailed answer keys and guides to help walk students through the process of completing these tasks. Please keep in mind that Performance Tasks will require anywhere from 15-45 minutes to complete. This is time where scholarly math conversations and deeper mathematical thinking thrives!

At the bottom of each page, there is a box listing previous grade level I CANs. If your student is not ready to master the I CAN and needs additional practice, please access the I CANs listed from previous grade levels. This will provide scaffolded support that will build foundations to lead the student toward mastery. You may request additional grade level online booklets through your Education Specialist or Academy Teacher.

5.1 I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths. (5 NBT 1-4)

Online Lessons



[Learn Zillion Lesson](#)
[Learn Zillion Lesson 2](#)
[Learn Zillion Lesson 3](#)

[Khan Academy Lessons](#)

[Sophia Lesson](#)

Games/Activities



[Scooter Quest Decimals](#)

[Baseball Math Game](#)

[Decimal Jeopardy](#)

[Roll the Dice Decimals](#)

Performance Tasks



[Tenths and Hundredths](#)

[Marta's Multiplication Error](#)

[Comparing Decimals on the Number Line](#)

[Drawing Pictures to Illustrate Decimals](#)

[Rounding to Tenths and Hundredths](#)

[Are These Equivalent](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on **Decimals** and **Rounding** then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.2 I CAN multiply multi-digit whole numbers and divide four digit dividends by two-digit divisors. (5 NBT 5-6)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lesson 2](#)
[Learn Zillion Lesson 3](#)
[Learn Zillion Lesson 4](#)
[Learn Zillion Lesson 5](#)

[Khan Academy Lessons](#)

Games/Activities



[Multiplication Games](#)

[Multiplication Flash Cards](#)

[Division Flash Cards](#)

Performance Tasks



[Elmer's Multiplication Error](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on **Multiplication** and **Division** then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.3 I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models or arrays to explain the method used. (5 NBT 7)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lessons](#)

[Wiki Spaces Lesson](#)

Games/Activities



[Quizlet](#)

[Decimal Puzzles](#)

[Magic Squares](#)

Performance Tasks



[5.NBT Tasks](#)

[The Value of Education](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on **Decimals** then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.4 I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers, and whole numbers. (5 NF 1-2)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy-Adding Fractions](#)

[Khan – Adding Fractions 2](#)

[Khan – Multiplying Fractions](#)

[Khan – Dividing Fractions](#)

[Sophia Lesson](#)

Games/Activities



[Playing Fraction Tracks](#)

[Snow Sprint Game](#)

[Triplets Game](#)

[Quizlet](#)

Performance Tasks



[Measuring Cups](#)

[Salad Dressing](#)

[Painting a Wall](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on Adding & Subtracting Fractions and Multiplying and Dividing Fractions then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers. (5 NF 3-7)

Online Lessons



[Learn Zillion Lessons](#)

[Khan – Word Problems](#)

Games/Activities



[Converting Mixed Numbers](#)

[Quizlet](#)
[Quizlet #2](#)

Performance Tasks



[How Much Pie?](#)

[Fundraising](#)

[Banana Pudding](#)

[Drinking Juice](#)

[Origami Stars](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on Adding & Subtracting Fractions and Multiplying and Dividing Fractions then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.6 I CAN use symbols such as parentheses, brackets, and order of operations to help me understand math. (5 OA 1-2)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lessons 2](#)

[Khan Academy Lesson](#)
[Khan Lesson 2](#)

[Sophia Lesson](#)

Games/Activities



[Target Number Dash](#)

[Millionaire Game](#)

[Quizlet #1](#)
[Quizlet #2](#)

Performance Tasks



[Using Operations & Parentheses](#)

[Video Game Scores](#)

[Comparing Products](#)

[Watch Out for Parentheses](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video Order of Operations on then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.7 I CAN determine the prime factors of all numbers through 50 and show multiples of a factor using exponents. (5 OA 2.1)

Online Lessons



[Khan Academy Lesson](#)

[Sophia Lesson](#)

Games/Activities



[Factorization Forest](#)

[Jeopardy](#)

[Prime Factors Lesson](#)

[Quizlet](#)

Performance Tasks



[Number Trains](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Prime Numbers and Exponents then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.8 I CAN convert measurement within the same measuring system. (5 MD 1)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lesson](#)

[Sophia Lesson](#)

Games/Activities



[Quizlet](#)

[Coins Mystery](#)

Performance Tasks



[Fruits & Vegetables](#)

[WikiSpace Tasks](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

[Practice #6](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Metric Units then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.9 I CAN make a line plot to display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot. (5 MD 2)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lesson](#)

[Shodor Lesson](#)

Games/Activities



[Fractions on a Line Plot](#)

[Quizlet](#)

[Line Plots Involving Fractions](#)

Performance Tasks



[Represent & Interpret Data](#)

[WikiSpaces Tasks](#)

[Pick a Pocket](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Graphs then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems. (5 MD 3-5)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lesson 2](#)

[Khan Academy Lesson](#)

[Shodor Lesson](#)

Games/Activities



[Exploring Volume](#)

[Quizlet](#)

[Design a Toy Box](#)

[Cubism](#)

Performance Tasks



[Box of Clay](#)

[Cari's Aquarium](#)

[How Many Cubes?](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on Volume of Cylinders and Volume of Prisms then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.11 I CAN draw a coordinate plane, use numerical rules and patterns to graph ordered pairs (x, y) and represent real world and mathematical problems by graphing and interpreting the values. (5 G 1-2)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lessons 2](#)
[Khan Academy Lesson](#)

Games/Activities



[Coordinate Grid Shapes](#)
[Quizlet](#)
[Rescue Mission Game](#)

Performance Tasks



[Battleship Using Grid Paper](#)
[Meerkat Coordinate Plane](#)

Check for Understanding



[Practice #1](#)
[Practice #2](#)
[Practice #3](#)
[Practice #4](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Coordinate Plane then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.12 I CAN classify two-dimensional shapes into categories based on their properties. (5 G 3-4)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lesson](#)
[Khan Academy Lesson 2](#)

Games/Activities



[Arthur's Time](#)

[Call of Geometry](#)

[Geometric Shapes Avoider](#)

[What's in a Shape?](#)

[Quizlet](#)

Performance Tasks



[What is a Trapezoid?](#)

[Rectangles & Parallelograms](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Polygons then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:



I CAN! E-Book

ELA / Grade 4

How To Use This Guide

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[Brain Pop/Brain Pop Jr.](#)

Username: rscs Password: river

[Learn Zillion](#) (free, must set up an account)

[Open Ed:](#) (free, must set up an account)

[Sophia:](#) (free, must set up an account)

[Readig AtoZ:](#) Ask ES or Teacher for username and password

[OARS:](#) Ask ES or Teacher for username and password

Performance task links are included for each I CAN. These tasks are an essential part of core instruction and should be utilized throughout an effective ELA curriculum. The tasks listed will provide excellent in depth lessons, with detailed answer keys and guides to help walk students through the process of completing these tasks. Please keep in mind that Performance Tasks will require anywhere from 15min. to several days to complete. This is time where scholarly conversations and deeper thinking thrives!

At the bottom of each page, there is a box listing previous grade level I CANs. If your student is not ready to master the I CAN and needs additional practice, please access the I CANs listed from previous grade levels. This will provide a catch up plan that will build foundations to lead the student toward mastery of this skill. You may request additional grade level online booklets through your Education Specialist or Teacher.

4.a

I CAN identify, explain, and correctly use: interrogatives, relative pronouns, and relative adverbs correctly.

Online Lessons



- [Learnzillion Form and Use the Progressive Tense](#)
- [Learnzillion Use Modal Auxiliaries](#)
- [Learnzillion Use Correct Grammar & Style Lesson Set](#)
- [Relative and Interrogative Pronouns](#)
- [Prepositions and Prepositional Phrases](#)
- [Order of Adjectives](#)
- [Frequently Confused Words](#)

Games/Activities



- [Funbrain Grammar Gorillas](#)
- [Eduplace Grammar Blast \(Middle School\)](#)
- [ELA L.4.1 Pronoun Board Game](#)

Performance Tasks



[The New York Times: Creative Writing Assignment](#)

Check for Understanding



- [Learning Pod ELA 4.1a Relative Pronouns](#)
- [IXL Identify Relative Pronouns](#)
- [IXL Replace Noun with Pronoun](#)
- [IXL Identify Adverbs](#)
- [IXL Use Relative Adverbs](#)
- [IXL Types of Sentences](#)
- [IXL Progressive Verb Tense](#)
- [IXL Modal Verb](#)
- [IXL Order Adjectives](#)
- [IXL Prepositional Phrases](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Select a video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Use Correct Grammar and Style](#)
- [Eduplace Grammar Blast \(grade 2-5\)](#)



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

4.b

I CAN summarize a piece of fiction or nonfiction both orally and in writing by referring to specific details and examples in the text, using literary language (e.g., plot, climax, resolution, characters, setting, theme, etc.)

Online Lessons



- [Learnzillion Close Reading Unit Overview Video](#)
- [Learnzillion Close Reading Unit Lesson Set](#)
- [Literary Devices Online Dictionary](#)

Games/Activities



Performance Tasks



Check for Understanding



[Learningpod: Batter Up! Answer questions about theme, words, and phrases](#)

Other Ways You Can Learn About this I CAN



- Brain Pop: [Main Idea](#) & [Reading Skills](#) Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Close Reading Lesson Set: "The Story of Dr. Doolittle: Chapters 1 & 2"](#)



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Graphic Organizers
Notes
Sketch-to-Stretch
Summarize
Mind Maps
VIP

4.c

I CAN determine the main idea and details in a piece of literature or an information passage/book and express my understanding using technology, and/or manually using: oral, visual, and written formats. .

Online Lessons



- [Learnzillion Reading Information Text Lesson Set: "The Settlers of Jamestown"](#)
- [Learningpod: Answer questions about mood, details, and descriptions](#)
- [Learningpod: It is helpful to summarize and show you know key details](#)
- [Pearson School System Blog: Technology Tools For The Classroom: Presentation Resources](#)

Games/Activities



Performance Tasks



Check for Understanding



- [Tips For Teaching: Comprehension Strategies \(Parent Resource\)](#)
- [Opened: Using Technology to Produce and Publish Writing](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Paraphrasing: What was said in a nutshell
Watch the video, then complete the activity, play the game and take the quiz.
- [Gooru Summarizing](#)

Catch up Plan



- [Learnzillion: Close Reading Lesson Set-"Our Solar System, Exploring Other Worlds"](#)










Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Sketch-to-Stretch
Summarize
Mind Maps
VIP

4.d

I CAN compare and contrast a first-hand and secondhand account of the same event, or topic and describe the difference in focus, or between the information provided.

<p>Online Lessons</p>  <ul style="list-style-type: none">→ Learnzillion: Analyze Multiple Points of View→ Gooru: Point of View Tutorial	<p>Games/Activities</p> 
<p>Performance Tasks</p> 	<p>Check for Understanding</p>  <ul style="list-style-type: none">→ OpenEd: Comparing Points of View→ Gooru: Practicing Point of View
<p>Other Ways You Can Learn About this I CAN</p>  <ul style="list-style-type: none">→ Brain Pop: Point of View Watch the video, then complete the activity, play the game and take the quiz.	<p>Catch up Plan</p>  <ul style="list-style-type: none">→
 <p>Click HERE to be directed to OARS to take a practice quiz for this I CAN.</p>	<p>Power Tools</p> <p>Graphic Organizers Notes</p>

4.e

I CAN use the Writing Process and Technology to write on a regular basis, for different tasks, purposes, and audiences producing up to two pages of typed material at a single sitting.

Online Lessons



- [Learnzillion: 4th Grade Opinion Writing-Persuasive Letter](#)
- [Learnzillion: Writing an Informative Essay about the Text: "The Seasons and the Sun"](#)
- [Learnzillion: Writing in Response to Drama: "Little Red Riding Hood"](#)
- [Learnzillion: 4th Grade Argumentative Writing: Crafting a Persuasive Speech](#)
- [Learnzillion: 4th Grade Research Reading and Writing](#)
- [Learnzillion: 4th Grade Writing Using Text Based Evidence: Writing the Constructed Response](#)
- [Pearson School System Blog: Technology Tools For The Classroom: Presentation Resources](#)

Games/Activities



[Typing Lessons](#)

[Typing Games](#)

Performance Tasks



Check for Understanding



- [Opened: Details](#)
- [Opened: Draw Evidence from Literary or Informational Text](#)
- [Opened: Using Technology to Produce and Publish Writing](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Select a video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Write Alongs for 3rd-8th Grade](#)

Along with your ES or Teacher, determine which skills need to be addressed.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Mind Maps
Notes
RIP

4.f

I CAN use print and electronic tools to read and determine the meaning of words in Literature and information books to help support my writing.

Online Lessons



- [Learnzillion: Frequently Confused Words](#)
- [Gooru: Words that Pack a Punch](#)
- [Opened: Using Context Clues to Determine Word Meaning](#)
- [Learnzillion: Comprehension Skill Video Lesson](#)
- [Oxford English Online Dictionary 'Tutorial'](#)
- [Google Technology Short Videos: Choose One](#)

Games/Activities



- [Merriam-Webster's Learners' Dictionary](#)
- [Dictionary Game for Kids](#)

Performance Tasks



Check for Understanding



- [Opened: Determine the Meaning of Words and Phrases](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Context Clues. Watch the video, then complete the activity, play the game and take the quiz.
- [Brain Pop](#): Etymology. Watch the video, then complete the activity, play the game and take the quiz.
- [Pinterest](#) Dictionary Skills Activities

Catch up Plan



Power Tools



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

4.g

I CAN identify and use idioms, metaphors, similes, antonyms and synonyms.

Online Lessons



- [Opened: What is a Simile](#)
- [Opened: Analogies & Idioms](#)
- [Learningpod: Similies & Metaphors "Pretty as a Picture"](#)
- [Learningpod: Idioms, Adages, and Proverbs](#)
- [Learningpod: Synonyms & Antonyms](#)
- [Opened: Metaphor & Simile with Analogies](#)

Games/Activities



[Idioms Game](#)

Performance Tasks



Check for Understanding



- [IXL Identify Similes and Metaphors](#)
- [IXL Determine Similes and Metaphors](#)

Other Ways You Can Learn About this I CAN



[Brain Pop](#): Antonym, Synonym, Homonym. [Brain Pop](#): Idioms & Cliches. Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Mind Mapping
Connect
Sketch-to-Stretch

4.h

I CAN use what I know about common Greek and Latin prefixes, suffixes, root words, and multiple meaning words to determine what words means and use them correctly in my writing.

Online Lessons



- [Learnzillion: Frequently Confused Words](#)
- [Prefix & Suffix Learning Video](#)

Games/Activities



- [Rooting Out Words](#)
- [Prefixes, Suffixes & Roots Rap](#)
- [Prefix & Suffix Game](#)

Performance Tasks



Check for Understanding



- [Learningpod: Frequently Confused Words](#)
- [IXL Describe Related Words](#)
- [IXL Positive and Negative Connotation](#)
- [IXL Identify Homophones](#)
- [IXL Use the Correct Homophone](#)
- [IXL Grade 4 Practice: Choose: Prefix/Suffix & Greek and Latin Roots](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop: Roots, Prefixes, & Suffixes](#). [Brain Pop: They're, Their, & There](#). Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Power Tools



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

4.i

I CAN read grade level books with accuracy and expression making progress toward my fluency goal of 150 words per minute by the end of the school year.

Online Lessons



- [Learnzillion Lesson Set: Using Punctuation to Read Fluently](#)
- [Learnzillion Lesson Set: Read Fluently with Dialogue](#)
- [Parent Resource 2 min. Video: How to Improve Reading Fluency](#)

Games/Activities



Performance Tasks



Check for Understanding



→

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Reading Skills-Improving Comprehension.
Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Connect

4.j

I CAN write and talk about the differences between poems, plays, and fictional stories using correct terminology (e.g. verse, rhythm, meter, casts of characters, settings, dialogue, stage directions)

Online Lessons



- [Learnzillion: Make Connections between Text and Illustrations](#)
- [Learnzillion: Distinguish a Poem from Prose](#)
- [Learnzillion Lesson Set: Reading Literature-Garden Poetry](#)

Games/Activities



Performance Tasks



Check for Understanding



- [Learningpod: Mood, Details, & Descriptions](#)
- [Opened: Explain Structural Differences between Poems, Dramas, & Prose](#)
- [Gooru: The Moon](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Poetry. Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

POWER
Graphic Organizer
Journal

4.k

I CAN conduct short research projects that builds knowledge through investigation of a topic (including History, Science, and/or Math) and use Technology to display my findings (drawings, visual displays, Presentation Software)

Online Lessons



- [Learnzillion Lesson Set: 4th Grade Research Reading and Writing](#)
- [Google Technology Short Videos: Choose One](#)

Games/Activities



- [Search Shark](#)
- [After the Storm](#)
- [The Sports Network 2](#)
- [Quandry](#)

Performance Tasks



Check for Understanding

→



Other Ways You Can Learn About this I CAN



- Brain Pop: [Research](#). [Outlines](#). [Internet Search](#). [Online Sources](#). Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Write Alongs for 3rd-8th Grade](#)
Along with your ES or Teacher, determine which skills need to be addressed.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

- Graphic Organizers
- Concept Mapping
- Notes
- Connect
- Sketch to Stretch



Response to Intervention (RtI) & MTSS Handbook

For Teachers of Record and Homeschool Education Specialists

Revised January 2017
Springs Charter School
Personalize Learning Department



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Purpose of RtI

Response to Intervention (RtI) provides a means for parents, teachers and key school personnel to systematically review and make suggestions about student performance with a goal to elevate student academic achievement by meeting individual instructional needs.

Generally, the RtI process begins when the student has been identified through universal screening measures.

RtI is a three-tiered intervention process focused on identifying and assisting struggling students in an effort to help them be successful in school. The process is based on the following principles:

- Teach all children effectively
- Intervene early
- Use a multi-tier model of service delivery
- Adopt a problem-solving methodology

Why? Schoolwide Screening

Screening all children in a school helps identify students who may need extra help and not let students “fall through the cracks.”

Why? Progress Monitoring

Monitoring the child’s progress allows us to examine what changes, if any, need to be made to the instruction.

Why? High Quality, Research- Based Instruction and SMART Interventions

This ensures that the materials and instruction methods are known to work well.

Why? Collaboration Among School Staff Members

It allows for collaboration and shared knowledge from various perspectives and backgrounds to provide a more well rounded approach to assisting a struggling student.

Why? Better communication between the parents, student, and school staff

Relationships are strengthened and there is increased accountability and collaboration.

Why? Fidelity of Implementation

This is to make sure that instruction or materials are being used in the way they are supposed to be used, because that is when they are most effective.

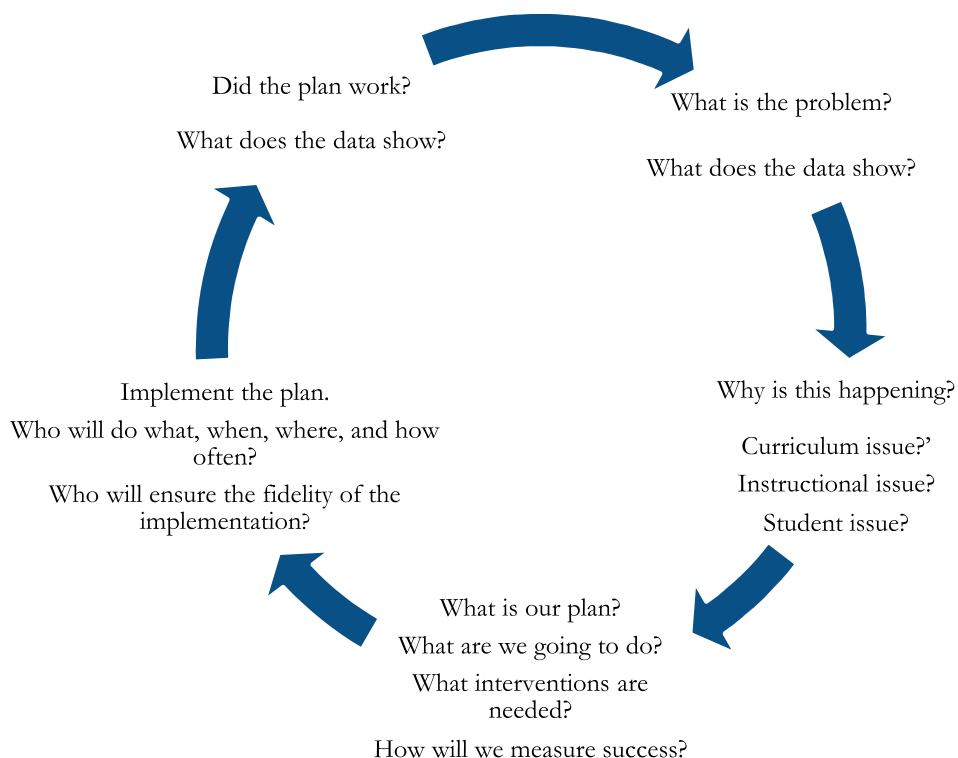
RtI Defined

Response to Intervention (RtI) is an integrated approach to service delivery that encompasses general, remedial, and special education through a multi-tiered service delivery model. RtI provides a proactive process and structure for school teams in designing, implementing, and evaluating educational interventions. RtI is the process of aligning appropriate assessment with purposeful instruction for all students. AT SCS, our goal for all of our students is to be involved in a strong and rigorous personalized educational program. Universal screening measures are in place to help identify students who need additional support. Students requiring interventions to meet learning expectations will receive support through a systematic and purposeful process.

- Advantages of RtI: One advantage of RtI is early intervention for students who struggle.
- Another advantage is that RtI create a plan and implement specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents.

Data-Driven Decision Making Model

RtI at SCS is based on a problem-solving model wherein data drives the decision-making process at all tiers. The RtI team and teachers are continually using data to drive instructional decision making. The process is aligned and connected throughout SCS programs and communication between all parties involved to ensure individual student success.



RtI Meeting Requirements

Outlined below are the levels and functions of the RTI Meeting process for Springs Charter School.

RtI – Tier 1 Meetings

All students will receive evidence-based instruction within the general education classroom and independent study programs. SCS's mission statement of personalized learning incorporates an individualized approach to student learning that is expected to enhance each student's ability to achieve to their highest potential of academic success. Universal screening at the Tier 1 level occurs through school wide OARS, i-Ready Diagnostic, and CAHSEE and progress monitoring through other formal and informal assessments. Regularly scheduled staff meetings will be held to discuss and document interventions and progress for all students (PLC).

Frequency of Tier 1 Meetings

Each program will review data during PLC meetings to discuss and document each of their student's progress and ongoing monitoring at least once during each semester. It is recommended that data reviews are conducted at the beginning of the year, and more frequently for students who are demonstrating the greatest areas of need. Staff will keep an assessment folder in each student's file and will document progress.

RtI – Tier 2 Meetings

There are four reasons for a Tier 2 meeting.

- 1. Tier 1 Team Referral**
- 2. Parent request**
- 3. Staff referral**
- 4. Transition meeting for Tier 2 referrals to Tier 3 for Special Education Assessment**

All initial Tier 2 meetings involve the RtI team; Administrator (site director or RTI Coordinator), the student's teacher of record or educational specialist. If requested, the school counselor may also attend the meeting. Additional teachers and staff that work directly with the student may be asked to provide valuable information to the team in creating an intervention plan. Every 6-8 weeks progress monitoring will occur with the ES/TOR and the RtI Coordinator. Once the report has been created the ES/TOR will conference with the parent and student regarding the results of progress toward goal. If at any time the results of progress stagnate or regress the ES/TOR and RtI Coordinator will schedule a meeting with the parent.

Frequency of Tier 2 meetings

All Tier 2 meetings provide an overview of the student's academic strengths and areas of concern, assessment scores, previously attempted interventions and progress monitoring, samples of student work and professional opinions from staff who work directly with the student. Follow-up Tier 2 meetings occur at least every 6-8 weeks until the student begins to show progress gains or until the initial referral concerns have been resolved. All Tier 2 meetings are documented in OASIS within two weeks of each meeting.

RtI – Tier 2 – Tier 1 Team Referral

Students who have not shown improvement after implementation of the prescribed interventions at the Tier 1 level should be referred to Tier 2 (see the Criteria to Target Tier 2 students). At this level, the parent becomes involved in the discussion of objective assessment data, documented academic and behavior concerns and professional staff observations of the student's performance.

RtI –Tier 2- Parent requested meeting (2 week response time)

When a parent makes a request for additional assistance for their student, program staff will set up a Tier 2 meeting within 2 weeks of the parent's request. This conference is a combined effort of staff and parent for the purpose of addressing the parent concerns. All staff directly involved with the student's academic program should attend the initial meeting prepared to 1) listen to the parent's concerns, 2) provide constructive feedback in regards to addressing the student's academic and/or behavior performance, 3) provide the parent with objective observations and information.

RtI –Tier 2 – Staff requested meeting

When staff determines that an RTI Tier 2 meeting is needed to discuss their concerns about student performance with the parent or to incorporate a more intensive intervention plan, a Tier 2 meeting will be arranged.

RtI –Tier 2 team referral to Tier 3 (SST)

Recommendation for Special Education Assessment (2 week response time)

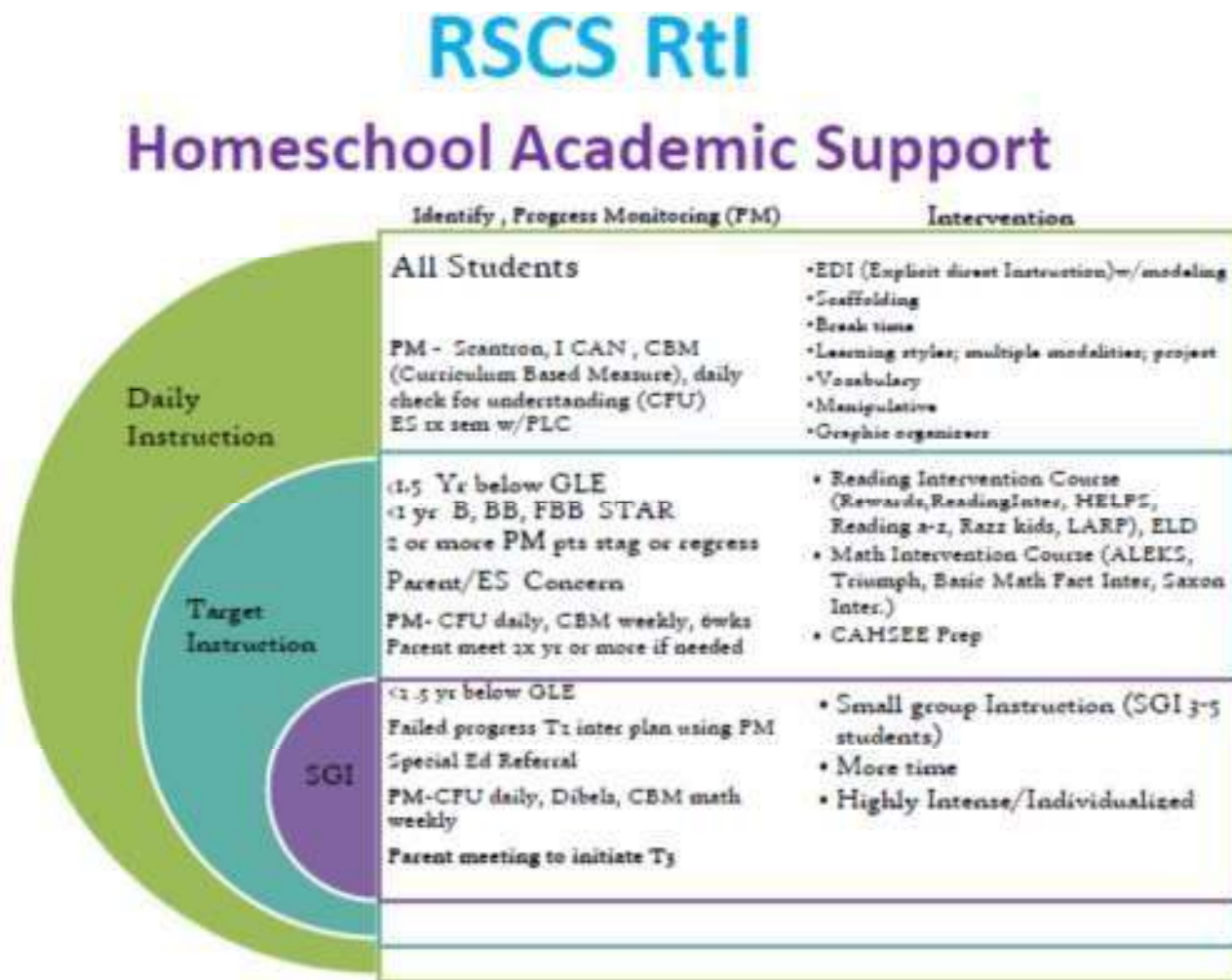
It is expected that parents/students and staff participate in the RtI Tier 2 process prior to a referral for evaluation for Special Education services. This step in the process will insure legal compliance that all general education services have been exhausted prior to receiving special education services. Clearly documented RtI Tier 2 meetings leading up to a referral will be beneficial in order to expedite the process for determination of a student's need for additional services. When a referral for evaluation is made to the RtI Coordinator or administrator, copies of all RtI assessments, evaluations, interventions and samples of student work must be included with the referral. The administrator and Special Education staff will review the documentation and make further

recommendations to the RtI local team or begin the assessment process. The RTI team will continue to meet with staff and parents at 6-8 week intervals until the assessment process is completed and a final determination for additional services has been made. This step in the process will insure a smooth transition for students with disabling conditions while maintaining that each student continues to receive continued support during the evaluation process. If the student qualifies for special education services and an initial IEP meeting is held, the RtI Tier 2 team will exit the student from the Tier 2 process for continued progress monitoring at Tier 1 meetings.

Parent requests for evaluation to determine if their student qualifies for special education services must, by law, be addressed within a designated number of days from the date of the request.

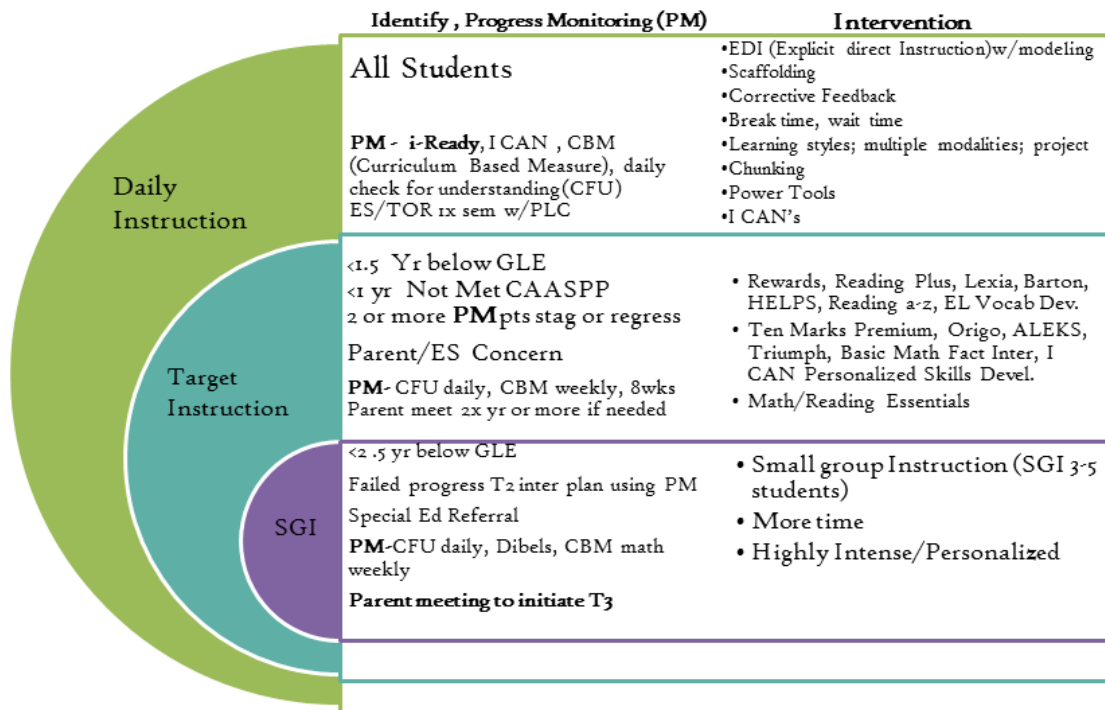
When a Springs' parent makes a verbal or written request for evaluation of their student two actions must be taken by program administrative staff. First, an email must be sent to both the RtI Coordinator, director and to special.education@riverspringscharter.org notifying them of the parent's request. Second, an RtI Tier 2 Meeting (see above) must be arranged and held within ten working days of the date the request was made. The Benchmark assessments must be completed prior to the meeting. If the student has not been previously targeted for the Tier 2 process, an initial meeting to review the student's academic performance, attendance and any other concerns must be held.

Timelines during this process are extremely time sensitive.

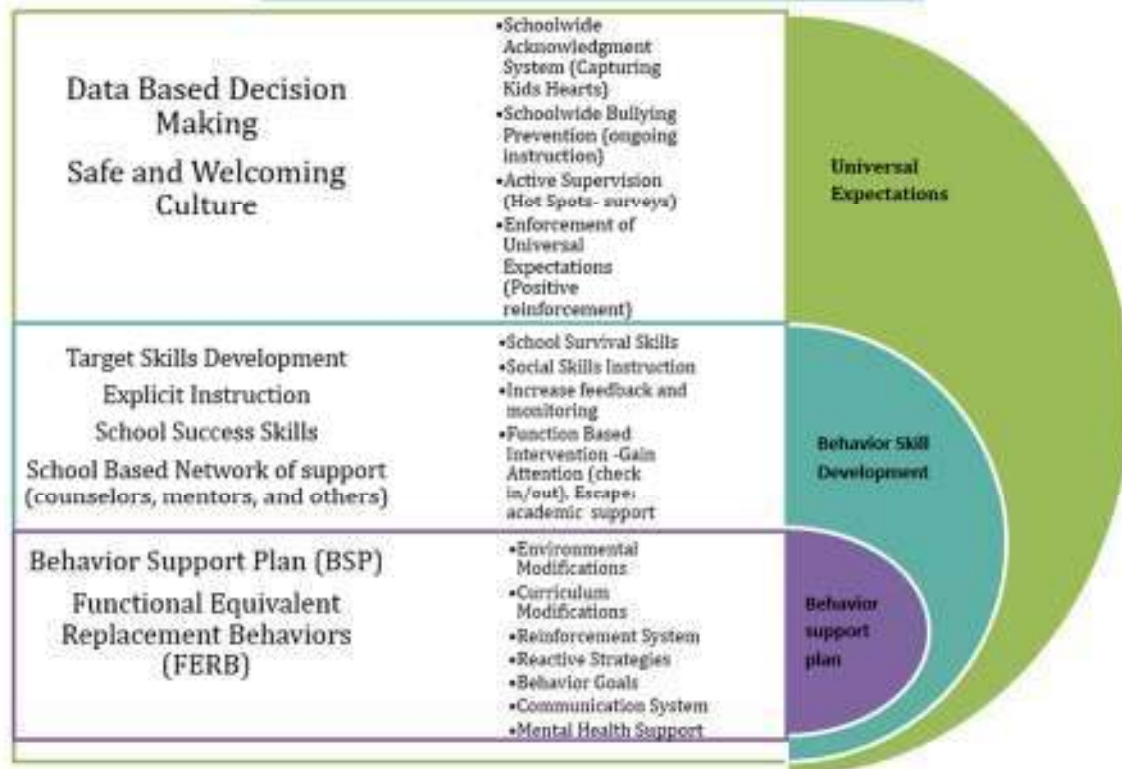


SCS RtI

Academic Support



SCS PBIS Support System



Tier 1 (ALL STUDENTS) Activities checklist:

- Universal screening or benchmarking conducted at school level
- Evidence based curricula and strategies in place for all students and differentiation is documented by ES/TOR through the personalized learning plan- **Best practices in teaching are discussed**
- Any student identified as at risk should be monitored using progress monitoring tool or CBM in order to determine instructional effectiveness- **i-Ready and/or I CAN and progress monitoring chart, student monitoring chart**
- Data included and analyzed by ES/TOR for decision making that indicates if Tier 1 universal interventions should be continued or if there is a need to proceed to the increased intensity of Tier 2 interventions
- A student folder is maintained which includes copies of any relevant documentation including: i-Ready results, Scaled scores and gains for core areas, copies of prior state test results, all copies of assessment results, student work samples, parent correspondence, etc.
- Progress is monitored at a minimum of three times per year

RTI Criteria for targeted students

- Not responding to Tier 1 good teaching, personalized learning and interventions– second year with low assessment scores and low growth gains, including the decline of State test scores over two or more years
- Multiple areas of concern – including low academic performance in math, ELA and/or behavior concerns
- In the “Math Path,” working significantly below grade level, and needing support through the “I Can Intervention Math Path” plan
- Did not pass Math Path Milestone 1, attended the Parent meeting and did not pass Milestone 2
- Adequate Progress or Attendance Issues – OASIS
- Previous or “exited” IEP
- High School student is “at risk” of not graduating or has very low grades and/or units earned (transcript review)
- GLE discrepancy of more than 1.5 below the students grade level placement
- Teacher concerns based on student work and professional observation
- Parent concerns about student low performance
- Significant Ethnic/racial subgroups
- Students whose parents both have not received a high school diploma or is identified for the free or reduced lunch program
- English Learners who have not scored at the proficient level on state assessments in ELA for three years
- Focus Group- is in two or more of the Focus Group categories (CUSP, CAHSEE at risk, Significant sub group- EL, Low parent ed level, SES)

Tier 2 process for newly identified students

- Identify students using the “Targeted Criteria for Tier 2” handout
- Schedule time to administer the Tier 2 benchmarks; Dibels Next Benchmark, Dibels Early Release Math Benchmark, San Diego Quick; ensure student has taken i-Ready
- Input assessment data into Oasis
- Schedule an initial Tier 2 meeting with your RTI Site Coordinator (starting the end of September)
- Invite additional people as needed, eg. parent(s), Director, EL support, RSP teacher, and other members of the PS department

Tier 2 follow up procedures

- Every 4-8 weeks (determined by the RTI team at the initial meeting) the progress monitoring tool will be administered by ES/TOR
- Assessment data will be input into OASIS by ES/TOR
- The ES/TOR will consult with the director and review progress monitoring results
 - If student makes some progress and/or achieves the goal, a new progress monitoring goal is established and the process continues.
 - If student makes little or no progress towards the goal, determine if a follow-up meeting with the RTI Coordinator needs to be scheduled to establish a new intervention plan or a Tier 3 meeting is needed to discuss necessary steps to ensure all possible general education resources have been exhausted.

Prior to Tier 2/3 Meeting Checklist

Review reason for the meeting

Review results from universal screening measures

Record relevant student information, existing, attempted interventions and accommodations

Discuss area(s) of concern and determine specific area of need (can use problem/clarification checklist, parent, student and teacher questionnaires)

Tier 2/3 Meeting Agenda

- ✚ Introduction (2 minutes)
- ✚ Discuss strengths (2 minutes)
- ✚ Problem identification (2 minutes)
- ✚ Review main concern (2 minutes)
- ✚ Problem Analysis (brainstorm) (10 minutes)
- ✚ Complete student achievement goals (10 minutes)
- ✚ Generate interventions (10 minutes)
- ✚ Determine interventions responsibilities
Who, what, where, when and how (2 minutes)
- ✚ Set up progress monitoring (2 minutes)
- ✚ Schedule follow up progress monitoring meeting for 4-8 weeks (2 minutes)

**Record all the information on summary and in OASIS

Tier 2/3 Activities Checklist:

- Universal screening or benchmarking conducted at school level
- Intervention plan is implemented with fidelity. Parent is using the intervention as prescribed at the Tier 2 meeting.
- Progress monitoring analyzed by ES/TOR every 6-8weeks for decision making that indicates if Tier 2 interventions are effective.
- Based on the progress monitoring measures if a student shows regression or stagnates progress there may be a need to proceed to the increased intensity of interventions another meeting should be scheduled with the RTI coordinator and multidisciplinary team.
- A student folder is maintained which includes copies of any relevant documentation including: Internal Assessment results, Scaled scores and gains for core areas, copies of prior state tests, all copies of assessment results, student work samples, parent correspondence, etc.
- Progress is monitored at a minimum of every 4-8 weeks and documented in OASIS with a meeting log.

RtI Annual Timeline

July/August: Update OASIS data

- Data analysis and identification of students within RTI Tiered level support
- Review Universal Screening data and input status into OASIS on all targeted students
- Develop students' educational plan to address academic performance concerns

September/October

- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- I-Ready and OARS test window for Fall (all students grade 2-11): September to October

December

- Identify and refer all targeted students in grade 1-8 for retention/promotion process and begin Tier 2 meetings. Include all parent requested & staff referrals for grade level retention or promotion.

January

- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- I-Ready and OARS window for winter testing (recommended as progress monitoring assessment for struggling students. Testing window for Winter: January – February

March

- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- Meet with RtI-Tier 2 teams, ensure parent participation in decision and referral of students for grade level retention/promotion recommendations.
- Meet with Guidance counselor and RtI team to make recommendations for alternative program placement options for fall enrollment. Program Placement alternatives should be determined at a Tier 2 meeting with the student's counselor in attendance.

May/June

- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- Spring i-Ready and OARS testing window and end of the year reporting
Spring Testing window (all students grades 2-11): May to June
- Review student progress and make recommendations for following year to alternate level tiers or exit students who indicate grade level performance and progress gains.

Speech Support Referrals

Speech RtI Referrals (previously referred to as Speech Support Referral)

Students may be referred for speech **RtI** support by instructional staff, school administration, and/or parents.

This is a request for support through the RtI process NOT a request for special education assessment in the area of speech and language. An intervention plan will be established and progress will be monitored to ensure all possible general education resources have been exhausted. If the student is not responding to the interventions, the TOR/ES will contact the Language, Speech and Hearing Specialist to request additional assessments.

Students with Disabilities: 504

All students who have disabilities may be entitled to a 504 Accommodation Plan. By law, these students must have full opportunity to participate in all aspects of the school on an equal basis with students without disabilities. 504 accommodation plans may be written for students with a disability that substantially limits one or more major life activities. Staff must refer these students immediately to the Guidance Department's RtI/504 coordinator to evaluate the student's disabling condition and to determine if the student qualifies for a 504 plan and/or to make a referral to the RtI process for ongoing assessment and interventions.

Timelines during this process are extremely time-sensitive and should take a high priority on the RtI Advisor or site director's schedule. All steps in the 504 referral process will be documented in the student's confidential section of OASIS.

English Language Learners

The ultimate goal of Springs Charter School's English Learner Program is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. SCS recognizes that this goal can be accomplished through programs that are ELD standards based, individualized, and well designed so that students can access the entire curriculum while acquiring English.

Federal case law requires that the main goals of the English Learner Program be to develop in each English learner, fluency in English as effectively and as rapidly as possible, and to develop mastery of the core curriculum comparable to native English speakers. This should be monitored in the RtI Tier 1 process. If concerns in progress arise ES will refer student to Tier 1 progress monitoring of the RtI process. Springs Charter School will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas.

In order to achieve these goals, the charter school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

Springs Charter School is committed to developing in English learners academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English learners bring to the community.

Grade Level Retention/Promotion

Kindergarten

Under California Education Code 48011, the general provisions for retention or promotion of students enrolled in Kindergarten require the parent or guardian of the child and the school district to agree that the child may continue in kindergarten for not more than an additional school year. At SCS, all kindergarten students will automatically be promoted to the first grade at the completion of the school year. Parent and staff that wish to retain a kindergarten student should use the Kindergarten Retention Form available on the SCS website under Staff Resources. In cases where the Education Specialist or other staff (Teacher of Record, Advisor, Program Director) does not agree with the parent's request to retain or promote a Kindergarten student, the staff member must submit their reasons for objection to the director. The team will make the determination for retention or promotion. The parent has the right to appeal the decision of staff to the program director, Senior Administrative staff, and the Executive Director of the charter school.

Grades 1 through 8

California Education Code requires that school staff identify students who are being considered for retention and/or promotion as early as possible in order that assessments and instructional interventions can be attempted and measured for success. Parent and/or staff recommendations for retention or promotion of students in grades 1-8 must be targeted for intervention within the RtI process. **Springs' students are expected to be identified for possible retention/promotion by the end of December.**

Specific criteria to be met before retention/promotion is considered:

- Student has identified involvement in the RtI process prior to end of December.
- An RtI Tier 2 meeting is held between staff and parents to discuss concerns and the possibility of retention and to develop an assessment/intervention plan. Additional Tier 2 meetings are held regularly (every 6 to 8 weeks) throughout the year in order to monitor student progress and to insure ongoing communication between the parent and school staff. A final meeting is held in May and a final decision is made to either retain or promote.
- Determination to retain or promote a student must be made based on assessment data, samples of student work, teacher observations, and other documented information addressed during the RtI process.
- If a decision is made to retain, a Retention/Promotion Request Form must be completed by the RtI team administrator or program director and submitted to the guidance department. The student's counselor will review the request, address any additional concerns and approve/deny the request for retention or promotion. The form will then be submitted to Student Records to complete the process and file the form in the student's cum file.
- The parent has the right to appeal the decision of staff to the program director, Senior Administrative staff, and the Executive Director of the charter school.

Specific criteria used when making the decision to retain or promote:

It is important when discussing student achievement and a possible retention or promotion, that the following criteria must be considered.

- What is the student's current academic standing according to assessments and teacher observations established by SCS?
- What level is the student performing at academically in relationship to his or her typical peers?
- What instructional strategies/intervention have been attempted in order to help the student improve academically? What has been the student's academic improvement gain(s) in response to RtI interventions?
- What will be the social/emotional and developmental impact on the student if a determination to retain or promote is made?
- What other considerations may be factors affecting the student's academic achievements?

High School

Grade level placement for high school students is based on both a minimal unit completion and grade level benchmark courses attempted. Grade level placement is based on a transcript review according to the guidelines described in the SCS High School Advisement Handbook.

Students with an IEP or 504

Refer all retention/promotion determinations for students with IEPs and 504s to the IEP/504 multidisciplinary team (ie.. the student's case manager or the site counselor) early in the school year.

Universal Screening

Universal Screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the school, classroom, and student. A Universal Screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or not "at risk." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into subsequent RtI tiers.

Universal Screening measures for all SCS students:

1. I-Ready for grades KN through 10
2. State Test, including CAASSP and CAHSEE
3. Curriculum-based assessments that are part of the student's instructional program
4. Teacher and parent observation, student work samples
5. Discipline Report

i-Ready

Purpose: a computer-adaptive test used to quickly pinpoint the proficiency level of students, across a range of subjects, that correspond with the CA state standards. Assessment results are used to personalize learning within the learning plan.

Grades: Kn - 10

Testing Time: approx. 30-40 minutes for each content area

Administration: Individual, internet-based

SCS uses i-Ready as a Universal Screening Measure for all students in Kindergarten through 10th grade. Students take the online assessment in essential academic areas: English Language Arts and Mathematics. The assessment provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. The screening data is organized to allow for comparison of both group (e.g. class) and individual performance. Comparisons of group performance can provide feedback about class performance to school leadership to identify when a teacher may require additional support, for example. Individual performance helps identify students who are potentially at risk for not acquiring the academic skill.

Schedule for the i-Ready Administration

(Unless indicated otherwise by administration)

Fall testing window: September/ October

Winter testing window: January/February

Spring testing window: May/June

Staff may reference the SCS Master Calendar on the website for specific testing windows.

Interpreting i-Ready Scores

Print a Student Profile Report of all subjects to see level placement for overall proficiency and proficiency in each domain for ELA and for Math. The ELA Domains include: Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension literature and Comprehension Informational Text. This report also gives the Lexile Level for the student.

Refer to the following tables for Mathematics and Reading in order to determine students considered "at risk" and to calculate Grade Level Equivalency.

- **At Risk**: scores below the interquartile range for their enrolled grade. Students risk not being able to progress at the same rate as their peers.
- **Grade level performance(In Range)**: Scores ranging from the 25th percentile to the 75th percentile, or the middle 50% of the students enrolled in each grade. Students in this range are performing similarly to their peers.
- **Advanced**: designated by the 95th percentile

Using i-Ready levels to determine grade level equivalency:

Using the GLE score does not mean the student, in the example above, should be promoted to the fourth grade, since he/she may not have the curricular framework to do actual fourth grade work. Instead this means that the student should be challenged throughout the year with more complex materials that meet necessary state objectives at their current grade level. It also can be interpreted to mean that this state has fairly aggressive expectations for third grade, in comparison with the national norm sample.

Analyzing Growth Gains

When evaluating the data for a student who is considered "at risk," it is important to determine where the student is performing in relationship to his peers (GLE) as well as the rate in which the student is progressing. For example, consider a student who is determined to be two grade levels behind in math but is progressing at a rate which 1 ½ times faster than his/her peers. If the student continues to make progress at this rate, we can be confident that he will catch up to his peers in

three years. However, the student who is behind and is making progress at a rate considerably lower than peers needs greater intervention and progress monitoring.

Average Gains from Fall to Spring

Using Lexile Scores to Determine Grade Level Equivalency

It should be understood that there is no direct correspondence between a specific Lexile® measure and a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader (about 250L below). To say that some books are “just right” for fifth graders assumes that all fifth graders are reading at the same level. The Lexile Framework® for Reading is intended to match readers with texts at whatever level the reader is reading.

However, MetaMetrics has studied the ranges of Lexile reader measures and Lexile text measures at specific grades in an effort to describe the typical Lexile measure of students and the typical Lexile measure of texts of a given grade level. *Disclaimer: This information is for descriptive purposes only and should not be interpreted as a prescribed guide about what an appropriate reader measure or text measure should be for a given grade.*

Grade	Reader Measures (Interquartile Range, Mid-Year)	Text Measures (from the Lexile Map)
1	Up to 300L	200L to 400L
2	140L to 500L	300L to 500L
3	330L to 700L	500L to 700L
4	445L to 810L	650L to 850L
5	565L to 910L	750L to 950L
6	665L to 1000L	850L to 1050L
7	735L to 1065L	950L to 1075L
8	805L to 1100L	1000L to 1100L
9	855L to 1165L	1050L to 1150L
10	905L to 1195L	1100L to 1200L
11 and 12	940L to 1210L	1100L to 1300L

Typical Reader and Text Measures by Grade

Notice that there is considerable overlap between the grades. This is typical of student reading levels and texts published for each grade. In addition, the level of support provided during reading and reader motivation have an impact on the reading experience. Students who are interested in reading about a specific topic (and are therefore motivated) often are able to read text at a higher level than would be forecasted by the reader’s Lexile measure.

CAASPP State Testing Program

Purpose: They measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

Grades: 3 through 8 and 11

Testing Time: Typically 2 to 4 days, depending on the student, grade level, and course schedule. Eg. Students in grades three through eight take a computer based test for various subjects.

Schedule for the CAASPP Administration

CAASPP is administered annually in the spring. For exact dates, refer to SCS Master Calendar and the SCS assessment department.

CAASPP Performance Standards –TBD

OARS Milestone Tests

Purpose: Milestone tests measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. This is a summative assessment and is meant to test mastery of content taught. The results will be used to target instruction for reteach and review based on students individual results of progress.

Grades: 3-12

Time: Approximately 90 minutes

Schedule for Administration: Three times per year; October, December/January and February/March

Interpreting Scores: If student scores below 70% Targeted instruction with reteach and review are necessary.

Performance Standards: Student must score 70% to demonstrate mastery of content

How to find the Grade Level Equivalency (GLE)

i-Ready Reading and Math Overall Performance and GLE Chart

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Reading Placements - Overall	Emerging K	0-361	0-346	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Level K	362-479	347-433	0-418	0-418	0-418	0-418	0-418	0-418	0-418	0-418	0-418	0-418	0-418
	Level 1	480-536	434-536	419-490	419-475	419-475	419-475	419-475	419-475	419-475	419-475	419-475	419-475	419-475
	Level 2	537-560	537-560	476-513	476-498	476-498	476-498	476-498	476-498	476-498	476-498	476-498	476-498	476-498
	Level 3	561-800	561-608	561-602	514-602	499-556	499-541	499-541	499-541	499-541	499-541	499-541	499-541	499-541
	Level 4	NA	603-800	603-629	603-629	557-629	542-580	542-565	542-565	542-565	542-565	542-565	542-565	542-565
	Level 5	NA	NA	630-800	630-640	630-640	581-640	566-597	566-582	566-582	566-582	566-582	566-582	566-582
	Level 6	NA	NA	NA	641-800	641-653	641-653	598-653	583-608	583-593	583-593	583-593	583-593	583-593
	Level 7	NA	NA	NA	NA	654-800	654-669	609-669	594-619	594-604	594-604	594-604	594-604	594-604
	Level 8	NA	NA	NA	NA	NA	670-800	670-684	670-684	620-684	605-639	605-624	605-624	605-624
	Level 9	NA	NA	NA	NA	NA	NA	685-800	685-703	685-703	640-703	625-651	625-636	625-636
	Level 10	NA	NA	NA	NA	NA	NA	NA	704-800	704-723	704-723	652-723	637-659	637-644
	Level 11	NA	NA	NA	NA	NA	NA	NA	NA	724-800	724-735	724-735	660-735	645-667
Level 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	736-800	736-800	736-800	668-800	
On Level Ranges		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Early	362-395	434-457	491-515	514-547	557-578	581-608	598-615	609-631	620-641	640-660	652-672	660-691	668-703
	Mid	396-423	458-479	516-536	548-560	579-602	609-629	616-640	632-653	642-669	661-684	673-703	692-723	704-735
	Late	424-479	480-536	557-560	561-602	603-629	630-640	641-653	654-669	670-684	685-703	704-723	724-735	736-800

Overall - Mathematics (K-8 All and Integrated)		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
	Emerging K	0-362	0-347	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Level K	363-454	348-403	0-388	0-388	0-388	0-388	0-388	0-388	0-388	0-388	0-388	0-388	0-388	0-388
	Level 1	455-496	404-496	389-429	389-414	389-414	389-414	389-414	389-414	389-414	389-414	389-414	389-414	389-414	389-414
	Level 2	497-506	497-506	430-506	415-450	415-435	415-435	415-435	415-435	415-435	415-435	415-435	415-435	415-435	415-435
	Level 3	507-800	507-516	507-516	451-516	436-464	436-449	436-449	436-449	436-449	436-449	436-449	436-449	436-449	436-449
	Level 4	NA	517-800	517-526	517-526	465-526	450-479	450-464	450-464	450-464	450-464	450-464	450-464	450-464	450-464
	Level 5	NA	NA	527-800	527-540	527-540	480-540	465-494	465-479	465-479	465-479	465-479	465-479	465-479	465-479
	Level 6	NA	NA	NA	541-800	541-564	541-564	495-564	480-507	480-492	480-492	480-492	480-492	480-492	480-492
	Level 7	NA	NA	NA	NA	565-800	565-574	565-574	508-574	493-517	439-502	439-502	439-502	439-502	439-502
	Level 8	NA	NA	NA	NA	NA	575-800	575-585	575-585	518-585	503-514	503-514	503-514	503-514	503-514
	Level 9	NA	NA	NA	NA	NA	NA	586-800	586-598	586-598	515-598	515-555	515-540	515-540	515-540
	Level 10	NA	NA	NA	NA	NA	NA	NA	599-800	599-610	599-610	556-610	541-563	541-548	541-548
	Level 11	NA	NA	NA	NA	NA	NA	NA	NA	611-800	611-623	611-629	564-629	649-571	649-571
	Level 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	630-800	630-800	630-800	630-800	630-800
On Level Ranges	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 12	
Early	363-375	404-415	430-445	451-466	465-483	480-497	495-513	508-530	518-540	515-555	556-585	564-589	572-601	572-601	
Mid	376-411	416-454	446-496	467-506	484-516	498-526	514-540	531-564	541-574	556-585	586-598	590-610	602-629	602-629	
Late	412-454	455-496	497-506	507-516	517-526	527-540	541-564	565-574	575-585	586-598	599-610	611-629	630-800	630-800	

Fluency- Use Reading A-Z Passage or Dibles*
 *An assessment needed for Tier 2 consideration
 Use a grade level passage for the assessment. Dibles passages can be found in your Assessment Tool Box binder or on the MTSS Google Site- Dibles Folders.

San Diego Quick
 Measures recognition of words out of context.
 *An assessment needed for Tier 2 consideration
 The test consists of 13 graded word lists from preprimer to 11th grade. The words within each list are of about equal difficulty. Weak readers over rely on context and recognize words in context more easily than out of context.
 1-Error= Independent
 2-Errors= Instructional
 3-Errors= Frustration
 **The student's reading level is the last grade level word list in which the student reads eight or more words correctly.

SCS Performance Standards for Oral Reading Fluency			
Grade	Beg	Mid	End
	(WCPM)	(WCPM)	(WCPM)
1		20-40	40-60
2	30-60	50-80	60-90
3	60-90	80-100	90-110
4	80-100	90-110	110-130
5	110-130	120-140	120-150
6	100-140	120-150	120-160
7	120-150	120-160	130-170
8	120-160	130-170	140-180
**For monthly progress monitoring you will use a passage AT their reading level.			

How to read i-Ready tables		Lexile Level	Text Measures
1. Determine the student's grade.		Reader Measures (Interquartile Range, Mid-Year)	(from the Lexile Map)
2. Look at that column to see the range of scores that student should have in order to be considered on-level for his grade.			
For example: On the Math Assessment, a student in fourth grade needs to score between 490 and 574 to be considered on-grade-level for math. On the Reading Assessment, a student in fourth grade needs to score between 557 and 627 to be considered on-grade-level for reading.			
•Note that these charts reflect overall scores for both Math and Reading. There are different scale-score ranges for each domain. **adapted from i-ready user guide			
Dibels Math Early Release **See 2015 Dibels Math Cut Points and Benchmark Goals to determine grade level**			
Grade			
1		Up to 300L	200L to 400L
2		140L to 500L	300L to 500L
3		330L to 700L	500L to 700L
4		445L to 810L	650L to 850L
5		565L to 910L	750L to 950L
6		665L to 1000L	850L to 1050L
7		735L to 1065L	950L to 1075L
8		805L to 1100L	1000L to 1100L
9		855L to 1165L	1050L to 1150L
10		905L to 1195L	1100L to 1200L
11 & 12		940L to 1210L	1100L to 1300L

Benchmark Assessments

There are three additional assessments required for all SCS Students Involved in Tier 2 of the RtI Process. These assessments are each used to provide a different aspect of student achievement. Their purpose is to establish baselines in which to measure growth gains and along with universal screening measures is used to establish goals for the purpose of determining and achieving grade level equivalency. They are:

1. Dibels Next grade level Benchmark; Oral Reading Fluency and Retell Fluency (ORF and RTF)
2. Dibels Early Release Math Benchmark Assessment
3. San Diego Quick

It is important to note that because these assessments are not being administered to all students, parent permission should be given before administering the assessments to students. The assessments and administration directions can be found in the RtI Google Site.

Dibels NEXT

Purpose: Helps examine how students are doing in learning important reading skills. The results can help identify students who are “on track” for learning to read, or whether a student may need help in learning important reading skills. The skills assessed are:

- Phonemic Awareness: hearing and using sounds in spoken words
- Alphabetic Principle: Knowing the sounds of the letters and sounding out written words
- Accurate and Fluent Reading: Reading stories and other materials easily and quickly with few mistakes
- Vocabulary: Understanding and using a variety of words
- Comprehension: Understanding what is spoke or read

Ages: K through 10

Testing Time: 5-10 minutes

Administration: Individual

The Dynamic Indicators of Basic Early Literacy Skills (Dibels NEXT) are comprised of the following measures:

- FSF: First Sounds Fluency
- LNF: Letter Naming Fluency
- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- DORF: DIBELS Oral Reading Fluency
- RTF: Retell Fluency
- DAZE: DIBELS Comprehension Maze
- WUF: Word Use Fluency

The most important Dibels measure to administer to students is the ORF, or Dibels Oral Reading Fluency. This one is required for all students in Tier 2 of the RtI process.

Schedule for the Dibels NEXT Administration

At a minimum for baseline and benchmark data collection, students in Tier 2 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback. The following figure provides information on which measures to administer depending on grade and time of year. Only Oral Reading Fluency is required at this time. The progress monitoring materials are used for more-frequent assessment of students whose performance needs to be closely monitored to ensure they are making adequate progress.

Interpreting Dibels NEXT Scores

The first time the Dibels is administered, refer to the following table to determine the baseline scores and determine if student is "at risk." Low risk is considered at the 40th percentile and above. The goal for the end of the school year for Oral Reading Fluency would be greater than the "low risk." For example, at the end of first grade, the goal is that the lowest student in the class would be able to read at least 40 correct words per minute.

Dibels NEXT Performance Standards

Kindergarten						
	Beginning of year Months 1-3		Middle of year Months 4-6		End of school year Months 7-10	
	Scores	Status	Scores	Status	Scores	Status
First Sound Fluency (FSF)	10+ 5 - 9 0 - 4	At or above Below At Risk	30+ 20 - 29 0 - 19	Established Emerging Deficient	Not administered during this period	
Phoneme Segmentation Fluency (PSF)	Not administered during this period		20+ 10 - 19 0 - 9	At or above Below At Risk	40+ 25-39 0 - 24	Established Emerging Deficient
Nonsense Word Fluency (NWF)	Not administered during this period		17+ 8 - 16 0 - 7	At or above Below At Risk	28+ 15 - 27 0 - 14	At or Above Below At Risk
First Grade						
Phoneme Segmentation Fluency (PSF)	40+ 25-39 0 - 24	Established Emerging Deficient	Not administered during this period		Not administered during this period	
Nonsense Word Fluency (NWF) CLS	27+ 18 - 26 0 - 17	At or above Below At Risk	43+ 33 - 42 0 - 32	At or above Below At Risk	58+ 47 - 57 0 - 46	At or above Below At Risk
Nonsense Word Fluency (NWF) WWR	1+ 0	At or above Below At Risk	8+ 3 - 7 0 - 2	At or above Below At Risk	13+ 6 - 12 0 - 5	At or above Below At Risk
Dibels Oral Reading Fluency (DORF) cwpm	Not administered during this period		23+ 16 - 22 0 - 15	At or above Below At Risk	47+ 32 - 46 0 - 31	At or above Below At Risk
DORF Accuracy	Not administered during this period		78%+ 68%-77% 0%-67%	At or above Below At Risk	90%+ 82%-89% 0%-81%	At or above Below At Risk
DORF Retell	Not administered during this period		Not administered during this period		15+ 0 - 14	At or above Below At Risk
Second Grade						
Nonsense Word Fluency (NWF) CLS	54+ 35 - 53 0 - 34	Established Emerging Deficit	Not administered during this period		Not administered during this period	
NWF -WWR	13+ 6 - 12 0 - 5	Established Emerging Deficit				
Oral Reading Fluency (DORF)	52+ 37 - 51 0 - 36	At or above Below At Risk	72+ 55- 71 0 - 54	At or above Below At Risk	87+ 65 - 86 0 - 64	At or above Below At Risk
DORF Accuracy	90%+ 81%-89% 0- 80%	At or above Below At Risk	96%+ 91%-95% 0- 90%	At or above Below At Risk	97%+ 93%-96% 0- 92%	At or above Below At Risk
Retell	16+ 8-15 0 - 7	At or above Below At Risk	21+ 13 - 20 0 - 12	At or above Below At Risk	27+ 18 - 26 0 - 17	At or above Below At Risk

Third Grade						
Oral Reading Fluency (DORF) cwpm	70+ 55 - 69 0 - 54	At or above Below At Risk	86+ 68 - 85 0 - 67	At or above Below At Risk	100+ 80-99 0 - 79	At or above Below At Risk
DORF Accuracy	95%+ 89%-94% 0- 88%	At or above Below At Risk	96%+ 92%-95% 0 – 91%	At or above Below At Risk	97%+ 94%- 96% 0- 93%	At or above Below At Risk
Retell	20+ 10-19 0-9	At or above Below At Risk	26+ 18-25 0-17	At or above Below At Risk	30+ 20-29 0-19	At or above Below At Risk
Daze	8+ 5 – 7 0 - 4	At or above Below At Risk	11+ 7 – 10 0 - 6	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk
Fourth Grade						
Oral Reading Fluency (DORF) cwpm	90+ 70-89 0-69	At or above Below At Risk	103+ 79-102 0-78	At or above Below At Risk	115+ 95-114 0-94	At or above Below At Risk
DORF accuracy	96%+ 93%-95% 0-92%	At or above Below At Risk	97%+ 94%-96% 0-93%	At or above Below At Risk	98% 95%-97% 0-94%	At or above Below At Risk
Retell	27+ 14-26 0-13	At or above Below At Risk	30+ 20-29 0-19	At or above Below At Risk	33+ 24-32 0-23	At or above Below At Risk
Daze	15+ 10-14 0-9	At or above Below At Risk	17+ 12-16 0-11	At or above Below At Risk	24+ 20-23 0-19	At or above Below At Risk
Fifth Grade						
Oral Reading Fluency (DORF)	111+ 96 – 110 0 - 95	At or above Below At Risk	120+ 101 – 119 0 - 100	At or above Below At Risk	130+ 105 – 129 0 - 104	At or above Below At Risk
DORF Accuracy	98% + 95%- 97% 0%- 94%	At or above Below At Risk	98%+ 96%- 97% 0- 95%	At or above Below At Risk	99%+ 97%- 98% 0- 96%	At or above Below At Risk
Retell	33+ 22-32 0 - 21	At or above Below At Risk	36+ 25-35 0 - 24	At or above Below At Risk	36+ 25-35 0 - 24	At or above Below At Risk
Daze	18+ 12 – 17 0 - 11	At or above Below At Risk	20+ 13 – 19 0 - 12	At or above Below At Risk	24+ 18 – 23 0 - 17	At or above Below At Risk
Sixth Grade						
Oral Reading Fluency (DORF)	107+ 90 – 106 0 - 89	At or above Below At Risk	109+ 92 – 108 0 - 91	At or above Below At Risk	120+ 95 – 119 0 - 94	At or above Below At Risk
DORF Accuracy	97% + 94%- 96% 0 – 93%	At or above Below At Risk	97% + 94%- 96% 0 – 93%	At or above Below At Risk	98% + 96%- 97% 0 – 95%	At or above Below At Risk
Retell	27+ 16- 26 0 - 15	At or above Below At Risk	29 + 18 – 28 0 - 17	At or above Below At Risk	32+ 24 – 31 0 - 23	At or above Below At Risk
Daze	18 + 14 – 17 0 - 13	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk	21+ 15 – 20 0 - 14	At or above Below At Risk

Seventh Grade						
Oral Reading Fluency (ORF)	135+ 114-134 0 - 113	At or above Below At Risk	146+ 126-145 0 - 125	At or above Below At Risk	157 + 134-156 0 - 155	At or above Below At Risk
DORF Accuracy	97% + 94%- 96% 0 – 93%	At or above Below At Risk	97% + 94%- 96% 0 – 93%	At or above Below At Risk	98% + 96%- 97% 0 – 95%	At or above Below At Risk
Retell	27+ 16- 26 0 - 15	At or above Below At Risk	29 + 18 – 28 0 - 17	At or above Below At Risk	32+ 24 – 31 0 - 23	At or above Below At Risk
Daze	18 + 14 – 17 0 - 13	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk	21+ 15 – 20 0 - 14	At or above Below At Risk
Eight Grade						
Oral Reading Fluency (ORF)	141+ 115-140 0 - 114	At or above Below At Risk	153+ 126-152 0 - 125	At or above Below At Risk	159+ 132 -158 0 - 131	At or above Below At Risk
DORF Accuracy	97% + 94%- 96% 0 – 93%	At or above Below At Risk	97% + 94%- 96% 0 – 93%	At or above Below At Risk	98% + 96%- 97% 0 – 95%	At or above Below At Risk
Retell	27+ 16- 26 0 - 15	At or above Below At Risk	29 + 18 – 28 0 - 17	At or above Below At Risk	32+ 24 – 31 0 - 23	At or above Below At Risk
Daze	18 + 14 – 17 0 - 13	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk	21+ 15 – 20 0 - 14	At or above Below At Risk

Using Dibels NEXT to Determine Grade Level Equivalency

There is no direct correspondence between correct words per minute and a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader (about 250L below). To say that some books are “just right” for fifth graders assumes that all fifth graders are reading at the same level. Dibels assessments are intended to use for goal setting and progress monitoring. However, the following chart can be referenced as a guide for determining grade level equivalency. Administer the Dibels benchmark probe for oral reading fluency to determine number of correct words per minute the student read. Refer to the following chart and find the column for the time in which the test was administered. I.e. fall, winter, or spring. Next, go down and find the correct number of words read per minute. Refer to the grade level equivalency for that row. For example, if a student read 105 cwpm in the fall.

Oral Reading Fluency (DORF) Target Rate Norms

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)	
1		20-40	40-60	<i>Source:</i> Adapted from “AIMSweb: Charting the Path to Literacy,” 2003, Edformation, Inc. Available at www.aimsweb.com/norms/reading_fluency.htm . Data are also adapted from “Curriculum-Based Oral Reading Fluency Norms for Students in Grades 2 Through 5,” by J. E. Hasbrouck and G. Tindal, 1992, Teaching Exceptional Children, 24, pp. 41-44.
2	30-60	50-80	60-90	
3	60-90	80-100	90-110	
4	80-100	90-110	110-130	
5	110-130	120-140	120-150	
6	100-140	120-150	120-160	
7	120-150	120-160	130-170	
8	120-160	130-170	140-180	

Dibels Early Release Math Benchmark Assessment

Purpose: Dibels Math measures are brief indicators of larger skill areas. As indicators they are meant to be quick, efficient predictors of overall mathematics success. The measures are not designed for in-depth diagnostic testing, as with other curriculum based measures (CBM), an analysis of error patterns can provide instructionally relevant diagnostic information. It may be highly predictive of later mathematic success.

- Ages: K through 10
- Testing Time: 5-10 minutes
- Administration: Individual and/or large group

The Dibels Early Release Math assessment are comprised of the following measures:

- Beginning Quantity Discrimination
- Number Identification
- Next Number Fluency
- Advanced Quantity Discrimination
- Missing Number Fluency
- Computation
- Concepts and Applications

Grade Level Time Limits for Worksheets

Each worksheet has multiple pages. The time limits are for the entire worksheet, not each page.

Grade	Time Limit per Worksheet
2	5 minutes
3	12 minutes
4	10 minutes
5	14 minutes
6	16 minutes

At a minimum for baseline and benchmark data collection, students in Tier 2 and 3 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback. The progress monitoring materials are used for more-frequent assessment of students whose performance needs to be closely monitored to ensure they are making adequate progress.

Interpreting Dibels NEXT Scores

The first time the Dibels Math is administered, refer to the following table to determine the baseline scores and determine if student is "at risk." Below Benchmark is considered at the 50%th percentile. The goal for the end of the school year would be greater than "Below Benchmark." For example, at the end of first grade, the goal is that the lowest student in the class would fall within "Below Benchmark" according to the grade level charts below.

Table 1. Design or Target Odds of Achieving Subsequent Early Numeracy or Computation Goals, DIBELS Math Benchmark Score Levels, and Likely Need for Support

Target odds of achieving subsequent early numeracy or computation goals	Visual Representation	DIBELS Math Score Level	Likely need for support to achieve subsequent early numeracy or computation goals
80% to 90%	■	At or Above Benchmark <i>scores at or above the benchmark goal</i>	Likely to Need Core Support
40% to 60%	▣	Below Benchmark <i>scores below the benchmark goal and at or above the cut point for risk</i>	Likely to Need Strategic Support
10% to 20%	□	Well Below Benchmark <i>scores below the cut point for risk</i>	Likely to Need Intensive Support

DIBELS Math Benchmark Goals and Cut Points for Risk for Kindergarten Children

DIBELS Math Measure	DIBELS Math Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Math Early Numeracy Composite Score	At or Above Benchmark	Likely to Need Core Support	27+	48+	75+
	Below Benchmark	Likely to Need Strategic Support	11 - 26	31 - 47	51 - 74
	Well Below Benchmark	Likely to Need Intensive Support	0 - 10	0 - 30	0 - 50
Beginning Quantity Discrimination (BQD)	At or Above Benchmark	Likely to Need Core Support	5+	8+	11+
	Below Benchmark	Likely to Need Strategic Support	2 - 4	4 - 7	7 - 10
	Well Below Benchmark	Likely to Need Intensive Support	0 - 1	0 - 3	0 - 6
Number Identification Fluency (NIF)	At or Above Benchmark	Likely to Need Core Support	6+	13+	23+
	Below Benchmark	Likely to Need Strategic Support	3 - 5	7 - 12	13 - 22
	Well Below Benchmark	Likely to Need Intensive Support	0 - 2	0 - 6	0 - 12
Next Number Fluency (NNF)	At or Above Benchmark	Likely to Need Core Support	5+	10+	12+
	Below Benchmark	Likely to Need Strategic Support	1 - 4	6 - 9	9 - 11
	Well Below Benchmark	Likely to Need Intensive Support	0	0 - 5	0 - 8

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row. At the beginning and middle of year, the DIBELS Math Composite is $2 * BQD + 1 * NIF + 2 * NNF$. At the end of year, the DIBELS Math Composite is $2 * BQD + 1 * NIF + 3 * NNF$.

DIBELS Math Benchmark Goals and Cut Points for Risk for First Grade Children

DIBELS Math Measure	DIBELS Math Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Math Composite Score	At or Above Benchmark	Likely to Need Core Support	116+	43+	51+
	Below Benchmark	Likely to Need Strategic Support	70 - 115	31 - 42	40 - 50
	Well Below Benchmark	Likely to Need Intensive Support	0 - 69	0 - 30	0 - 39
Number Identification Fluency (NIF)	At or Above Benchmark	Likely to Need Core Support	27+		
	Below Benchmark	Likely to Need Strategic Support	14 - 26		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 13		
Next Number Fluency (NNF)	At or Above Benchmark	Likely to Need Core Support	12+		
	Below Benchmark	Likely to Need Strategic Support	7 - 11		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 6		
Advanced Quantity Discrimination (AQD)	At or Above Benchmark	Likely to Need Core Support	10+	18+	20+
	Below Benchmark	Likely to Need Strategic Support	5 - 9	13 - 17	15 - 19
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 12	0 - 14
Missing Number Fluency (MNF)	At or Above Benchmark	Likely to Need Core Support	4+	7+	9+
	Below Benchmark	Likely to Need Strategic Support	2 - 3	5 - 6	7 - 8
	Well Below Benchmark	Likely to Need Intensive Support	0 - 1	0 - 4	0 - 6
Computation (Comp)	At or Above Benchmark	Likely to Need Core Support	5+	9+	13+
	Below Benchmark	Likely to Need Strategic Support	2 - 4	5 - 8	9 - 12
	Well Below Benchmark	Likely to Need Intensive Support	0 - 1	0 - 4	0 - 8

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row. At the beginning of year, the DIBELS Math Composite is $1 * NIF + 3 * NNF + 2 * AQD + 5 * MNF + 4 * Comp$. At the middle of year, the DIBELS Math Composite is $1 * AQD + 2 * MNF + 1 * Comp$. At the end of year, the DIBELS Math Composite is $1 * AQD + 2 * MNF + 1 * Comp$.

DIBELS Math Benchmark Goals and Cut Points for Risk for Second Grade Children

DIBELS Math Measure	DIBELS Math Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Math Computation (Comp)	At or Above Benchmark	Likely to Need Core Support	7+	10+	13+
	Below Benchmark	Likely to Need Strategic Support	4 - 6	7 - 9	10 - 12
	Well Below Benchmark	Likely to Need Intensive Support	0 - 3	0 - 6	0 - 9

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

DIBELS Math Benchmark Goals and Cut Points for Risk for Third Grade Children

The third grade goals are no longer applicable since the timing of the Computation measure changed starting with the 2014-2015 school year. Please use local normative information.

DIBELS Math Benchmark Goals and Cut Points for Risk for Fourth Grade Children

DIBELS Math Measure	DIBELS Math Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Math Computation (Comp)	At or Above Benchmark	Likely to Need Core Support	18+	29+	42+
	Below Benchmark	Likely to Need Strategic Support	13 - 17	21 - 28	31 - 41
	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 20	0 - 30

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

DIBELS Math Benchmark Goals and Cut Points for Risk for Fifth Grade Children

DIBELS Math Measure	DIBELS Math Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Math Computation (Comp)	At or Above Benchmark	Likely to Need Core Support	29+	48+	53+
	Below Benchmark	Likely to Need Strategic Support	16 - 28	31 - 47	37 - 52
	Well Below Benchmark	Likely to Need Intensive Support	0 - 15	0 - 30	0 - 36

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

San Diego Quick

Purpose: Determines a student's independent reading level

Ages: K through 10

Testing Time: 5 minutes

Administration: Individual

Suggested uses: Assesses independent reading level to ensure that the student is presented with reading material which can be decoded independently.

Schedule for the San Diego Quick Administration

At a minimum for baseline and benchmark data collection, students in Tier 2 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback.

Interpreting San Diego Quick Scores

Students are asked to read from leveled word lists, beginning with at least two grade levels below the grade level in which the student is enrolled.

Using San Diego Quick to Determine Grade Level Equivalency

The list in which a student misses no more than one of the ten words is the level at which he/she can read independently.

Two errors indicate his/her instructional level.

Three or more errors identify the level at which reading material will be too difficult for him/her.

San Diego Quick Performance Standards

0 -1 errors	Independent reading level
2 errors	Instructional reading level
3+ errors	Frustration level

Barton - Additional Assessments Required

There are two additional assessments that are pre-requisites for students who will be tutored by their parents using the Barton Reading program. These assessments must be completed prior to ordering the Barton Curriculum and attending training.

Barton Screening

Purpose: To assess a student's necessary auditory discrimination skills and determine readiness for the Barton Reading program.

Ages: There is a student screening for Grades K – 12 and a tutor screening

Administration: Individual

Time: 5 minutes

Interpreting Barton Screening Scores

Students must pass all three tasks. The maximum number wrong for tasks 1 and 2 is one and the maximum number wrong for task C is two, with a maximum of six repeats.

High Frequency Words

Purpose: A brief achievement test measuring reading recognition of high-frequency words essential to reading fluency.

Ages: Grades K - 6

Administration: Individual

Time: 5 minutes.

Suggested Uses: Good readers decode words so that they are said "instantly," therefore, assuring the automaticity essential to comprehension. Each level should be taught and assessed sequentially, with the goal of increasing fluency on these high frequency words to the point that parallel processing can occur.

Interpreting High Frequency Word Scores

Grade K	25 words per minute w/ 95% accuracy
Grade 1	50 words per minute w/ 95% accuracy
Grade 2	75 words per minute w/ 95% accuracy
Grade 3	100 words per minute w/ 95% accuracy
Grade 4	150 words per minute w/ 95% accuracy
Grade 5	175 words per minute w/ 95% accuracy
Grade 6	200 words per minute w/ 95% accuracy

SCS Performance Standards for Writing

Total Words written in Three Minutes with a 1 Minute Think Time

Grade	Words Written	
	Fall	Spring
K	0	0
1	15	23
2	31	39
3	43	52
4	54	61
5	63	67
6	70	74
7	75	77
8	82	84

Research norms from AimsWeb

SCS Performance Standards for Math Computational Fluency

Level	Digits Correct Per Minute	Digits Incorrect Per Minute
Grades 1 through 3		
Frustration	0 - 9	8 or more
Instructional	10 - 19	3 - 7
Mastery	20 or more	2 or fewer
Grades 4 and Up		
Frustration	0 - 19	8 or more
Instructional	20 - 39	3 - 7
Mastery	40 or more	2 or fewer

Research norms from Deno, S.L., & Mirkin, P.K. (1977).

Data-based program modification: A manual. Reston, VA: Council for Exceptional Children.

- By winter of **first** grade students will: Compute **22** digits per minute
- By winter of **second** grade students will: Compute **36** digits per minute
- By winter of **third** grade students will: Compute about **39** digits per minute
- By winter of **fourth** grade students will: Compute about **78** digits per minute
- By winter of **fifth** grade students will: Compute about **60** digits per minute
- By winter of **sixth** grade students will: Compute about **62** digits per minute
- By winter of **seventh** grade students will: Compute about **55** digits per minute
- By winter of **eighth** grade students will: Compute about **50** digits per minute
- By winter of **ninth** grade students will: Compute about **51** digits per minute
- By winter of **tenth** grade students will: Compute about **61** digits per minute
- By winter of **eleventh** grade students will: Compute about **56** digits per minute

Personalized Learning Strategies

Springs' philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their students' academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or ES observation, interventions to the curriculum and/or instructional delivery will be discussed. Here are some strategies to begin discussions in personalization of the individual needs of each student.

Increase Time and Intensity

Time spent daily in ELA and Math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First through third grade should spend two and a half to three hours per day in ELA and forty five minutes to one hour of math each day. Fourth through eighth grade students should spend two hours per day in ELA and one hour in Math per day. High school students should spend one hour per day per academic day in each enrolled course. Consider the following strategies to increase time and intensity when there is a concern in academic progress.

- Time extension (e.g. double the amount of time)
- Time of day (schedule assignment at optimal time for the student's maximum performance (e.g. math assignments after PE, in the morning or after medication))
- Breaks (specify the number and length of breaks, for students, during the performance assignments)
- Multiple days (provide assignment in sections over two or more days (e.g. one section of the task, or question per day))
- Multiple time segments (Provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon)).
- Timelines provided to students to assist them in pacing their work

Supplemental Resources

Include supplemental resources available while discussing the personalized learning plan. SCS has supplemental resources available for all students without using the instructional funds needed to provide the necessary educational materials.

- Aleks math is an online resource that personalizes each lesson and provides student choice in assignments for the learning session.
- Reading a-z offers ELA materials in reading, vocabulary, comprehension, assessment, spelling and phonics. Resources can be accessed by parents with internet access, or they can be printed by the ES and provided to the student.
- Essentials is an intensive resource and can count for a high school special interest course, as it prepares students for the necessary skills in Mathematics 1. It can be taken for free by homeschool students using Moodle. It can also be delivered by a tutor or a parent with concepts delivered in packets. These packets have necessary teaching resources that are accessible through Moodle and are a required component to teach "Essential" Foundational skills needed in Mathematics.
- CAHSEE Workshops are available for no cost at the local academies. Students can sign up in 10th grade to prepare for the CAHSEE exam. If a student does not pass the CAHSEE in the 10th grade a CAHSEE workshop must be attended.
- Study Island is a supplemental resource available as an online workshop.
- Core Workshops at the student centers are a great way to increase direct instruction time.
- I CAN's are concept based resources that provide a pre-test, resources to master the concept and a post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress monitoring tool.
- I-Ready Intervention Tool- systematically teaches foundational skills using a computer adaptive diagnostic assessment with frequent progress monitoring to ensure concepts are remembered.

- Ten Marks Access to grade level content to add to student’s playlist and personalize math assignments. Immediate feedback for students and progress monitoring reports for teachers. When students work on Ten Marks, they have access to hints and video lessons on EVERY problem, so if they can't recall something, or didn't quite get the topic when it was covered in class, they can quickly review the content, and move forward. Immediate support improves motivation and builds confidence, and our data shows that it does wonders for student outcomes
- Reading a-z resources and Raz- Kids build reading fluency and comprehension as it motivates students to read more. End of passage questions assess comprehension. Teacher and parent friendly reports allow for frequent progress monitoring.

Instructional Strategies

As an ES it is expected that instructional and educational strategies are discussed at each learning plan meeting. Please use the resources available in the mini in service notebook and on the ES Handbook in Moodle. As an educator use your “bag of tricks” to offer your advice on good teaching practices and strategies.

As a TOR it is expected that you use a variety of modalities to meet the needs of all learners. As an educator use your “bag of tricks” to incorporate good teaching practices and strategies.

These are recommended Tier 1 personalized learning strategies that can be used each and every day of teaching:

- Teach math vocabulary and require students to use vocabulary frequently in written assignments and oral discussions (e.g. go on number walks and have students tell the story of math)
- Provide practice with simpler problems that can be divided into incremental steps.
- Provide and use tactile and visual manipulatives during lessons (e.g. buttons, duplex squares, unifex cubes, base-ten blocks)
- Provide graphic organizers, such as Venn diagrams and tables, for students to practice writing about similarities and differences.
- Break the task into smaller steps and take a step a day while reviewing previous steps.
- Teach learning strategies, such as mnemonics, to support student performance during lessons (UPSR = “Understand, Plan, Solve, Review” PEMDAS = “Please Excuse My Dear Aunt Sally” = parentheses, exponents, multiply and divide, add and subtract)

Developing an Intervention Plan

An objective of RtI is to select strategies that match a student’s needs. After establishing the goal, it is important to develop an intervention plan in order to meet the goal and establish the progress monitoring tool and frequency that matches the intervention(s). As with any intervention/strategy, it can be ineffective to continue implementing interventions that are not shown to be successful through progress monitoring data. Therefore, if the student is not making progress, consider modifying the intervention/strategy or switching to another intervention/strategy. Interventions should supplement instruction and should be research-based and feasible to implement. Interventions will exist on a continuum, meaning there is variability in the duration and frequency for each level. Generally speaking, interventions could be described/implemented as the following:

Tier 1: Least intensive – a supplemental intervention provided in addition to general instruction. Could be provided in a small group setting. The intervention may be administered by the teacher, parent, paraprofessional or peer.

Tier 2: Moderately intensive – a supplemental intervention provided inside or outside of the general education classroom. May be provided in a group setting or on an individual basis. It may be a purchased supplemental curricular program such as All About Reading.

Tier 3: Most intensive – a supplemental intervention administered in a one-on-one setting with personnel who are trained to administer the intervention, e.g. special education.

Some of the proved research-based interventions for a moderately intensive intervention in each academic area include:

(Lesson plans for these intervention/strategies can all be found in RtI Google Site)

For a more detailed list refer to the GSIP Handout.

Phonics	<ul style="list-style-type: none"> • High Frequency Words • www.freereading.net • Words! Words! Words! (Letter-sound associations and Blending)
Oral Reading Fluency	<ul style="list-style-type: none"> • Assisted Reading Practice • Listening Passage Preview. • Paired Reading (One of Kathleen’s favorites) • Peer Tutoring: Kids As Reading Helpers • Repeated Reading
Reading Comprehension	<ul style="list-style-type: none"> • Click or Clunk?: Student Self-Comprehension Check • Mental Imagery: Improving Text Recall • Prior Knowledge: Activating the Known • Question Generation • Reciprocal Teaching • Text Lookback
Writing	<ul style="list-style-type: none"> • Integrated Writing Instruction • Written Expression Intervention
Math Problem Solving	<ul style="list-style-type: none"> • <u>Problem Solving - Applied Practice</u>
Math Fact Fluency	<ul style="list-style-type: none"> • Build Math Fact Fluency and Increase Accuracy • Math Fact Fluency • Math Facts Through Incremental Rehearsal
Math Computation	<ul style="list-style-type: none"> • Cover-Copy-Compare • Incremental Rehearsal • Self-Monitoring & Performance Feedback

Progress Monitoring

Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready, and OARS are the tools SCS recommends for Tier 1 progress monitoring. For Tier 2/3 the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN's can be used as a progress monitoring tool.

Purposes

Progress monitoring using Curriculum Based Measures has many valid educational purposes. The most important purposes are:

- to monitor a student's progress on a frequent and consistent basis
- to provide continuous feedback on the effectiveness of a specific instructional intervention
- to establish a system for accountability for student achievement
- to provide data on student progress which can assist teachers in making data based decisions regarding the need to change or maintain current instructional strategies
- to graphically display a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

Example of a Progress Monitoring Schedule

Students at low risk (Tier 1):	Monitor progress 3x's a yr using Scantron	Probe given 3 x's a yr
Students at some risk (Tier 2):	Monitor progress every 6-8 wks	Probe given 1-2 x's per week
Students at high risk (Tier 3-Special Education):	Monitor progress weekly	Probe given daily

Progress Monitoring Probes- Tier 2/3

Curriculum-based measurement, or CBM, is a method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, and written expression. It can also be used to monitor readiness skills. When using CBM, the instructor gives the student brief, timed samples, or "probes," made up of academic material taken from the child's school curriculum. During Progress monitoring periods the results are then charted to offer the ES/TOR a visual record of a targeted child's rate of academic progress. Much of the power of CBM seems to lie in its ability to predict in a short time whether an intervention is working or needs to be altered. By monitoring students on a regular basis using CBM the teacher can quickly shift away from educational programming that is not found to be sufficiently effective in increasing a child's rate of learning. In fact, research has shown that teachers who use CBM to monitor the effectiveness of instructional interventions tend to achieve significantly higher rates of student learning than those instructors who rely on more traditional test measures.

Example of Reading Probes-Tier 2/3

When using CBM to measure reading fluency, the examiner sits down individually with the child and has the student read aloud for 1 minute from each of 3 separate reading passages randomly chosen from a reading book. During the student's reading, the examiner makes note of any decoding errors made in each passage. Then the examiner calculates the number of words correctly read in the passage. Next, the examiner compares the word-totals correctly read for the 3 passages and chooses the middle, or median, score. This median score serves as the best indicator of the student's "true" reading rate in the selected reading material.

Where to Get Progress Monitoring Probes for Oral Reading Fluency-Tier 2/3

To use Dibels grade-level reading probes, they can be downloaded, along with their instructions from the RTI website. To generate curriculum-based custom reading probes, go to: <http://www.interventioncentral.org/htmldocs/tools/okapi/okapi.php>

Spelling

In spelling assessments using CBM, the instructor reads aloud words that students are to try to spell correctly within a time-limit. The teacher may give 12 to 17 spelling words within a 2-minute period. According to the CBM scoring technique, spelling words are scored for correct letter-sequences. Correct letter-sequences are pairs of letters in a word that are placed in the proper sequence. Let's look at an example. The word 'talk' contains 4 letters. However, it is considered to have 5 possible correct-letter sequences. First, the examiner assumes that there is a "phantom" letter, or space-holder, at the beginning and end of each spelling word.

_ T A L K _

Phantom letters are represented here as spaces.

1. When the phantom letter at the start of the word is paired with T, it makes up the first correct letter-sequence.
2. T A makes up the second letter-sequence
3. A L makes up the third letter-sequence.
4. L K makes up the fourth letter-sequence.
5. And K paired with the final phantom letter makes up the fifth correct letter-sequence.

So the word talk has 5 correct letter-sequences in all. For each spelling word given, a student gets credit only for those letter-pairs, or sequences, that are written in the correct order.

Writing

CBM probes that measure writing skills are simple to administer but

offer a variety of scoring options. As with math and spelling, writing probes may be given individually or to groups of students. The examiner prepares a lined composition sheet with a story-starter sentence at the top. The student thinks for 1 minute about a possible story to be written from the story-starter, then spends 3 minutes writing the story.

Examples of Mathematics Probes-Tier 2/3

When giving CBM math probes, the examiner can choose to administer them individually or to groups of students. There are 2 types of CBM math probes. Single-skill worksheets contain a series of similar problems, while multiple-skill worksheets contain a mix of problems requiring different math operations. No matter which type of math probe is used, the student is given the worksheet and proceeds to complete as many items as possible within 2 minutes. More traditional approaches to scoring computational math problems usually give credit for the total number of correct answers appearing on a worksheet. In contrast to this all-or-nothing marking system, CBM assigns credit to each individual correct digit appearing in the solution to a math fact. By separately scoring each digit in the answer of a computation problem, the instructor is better able to recognize and to give credit for a student's partial math competencies. For example, this addition problem has a 2-digit answer:

$$\begin{array}{r} 13 \\ + 6 \\ \hline 19 \end{array}$$

If a student correctly gave the answer to the problem as "19," that student would receive a score of 2 correct digits.

In this subtraction problem, the student placed an incorrect digit in the ones place. However, the numeral 2 that appears in the tens place is correct.

$$\begin{array}{r} 46 \\ - 18 \\ \hline 27 \end{array}$$

So this student receives credit for a single correct digit in the subtraction problem.

Where to Get Progress Monitoring Probes for Math Computation-Tier 2/3

To generate Math Computation Probes for Advanced Operations (Courtesy of Superkids.com) for the following skills, go to: <http://www.superkids.com/aweb/tools/math/fraction/>

- Fractions
- Percentages
- Rounding
- Averages
- Exponents
- Factorials

To generate Curriculum-Based Assessment in Early Math Fluency (Courtesy of Intervention Central and Numberfly) for the following skills, go to:

<http://www.interventioncentral.org/php/numberfly/numberfly.php>

- Missing Number
- Quantity Discrimination
- Number Identification

To generate Curriculum-Based Assessment Math Computation Probe Single-Skill Worksheets (courtesy of Intervention Central) for the following skills, go to:

<http://www.interventioncentral.org/htmldocs/tools/mathprobe/addsing.php>

- Addition
- Subtraction
- Multiplication
- Division
- and/or Mixed Skills

2015 Goal Setting, Intervention, and Progress Monitoring Chart "GSIP" With Assessment Option

Area of Concern	G.L.E. Goals	Goal	Needed Weekly Rates of Progress	Progress Monitoring Tool	Recommended Interventions	Benchmark Assessments (Fall, Winter, Spring)
Phonemic Awareness	K: 47 letter sounds; 62 letter names correct 1 st : 61 letter sounds, 75 letter names correct	Increase number of letter sounds, letter names, and phonemes read in one minute	K: 1.3 letter sounds, 1.2 letter names 1 st : .8 letter sounds, .6 letter names	<ul style="list-style-type: none"> Dibels FSF Dibels PSF Dibels LNF (First Sound Fluency, Phoneme Segmentation, Fluency, Letter Name Fluency)	<ul style="list-style-type: none"> Barton Reading Level 1 All About Reading Level 1 www.freereading.net Sound spelling cards Phonemic awareness lessons and games Student Interactive Website: Reading Teacher Lexia Core5 	Informal Phonological Processing Inventory, Dibels Next-FSF, PSF Reading a-z Phonological Awareness Assessment (need to log in)
Phonics	K: 46 nonsense words 1 st : 95 nonsense words 2 nd : 120 nonsense words	Increase Correctly Read Nonsense Words per minute	1 st : 1.9 words 2 nd : .3 words	<ul style="list-style-type: none"> Dibels NWF (Nonsense Word Fluency) High Frequency Word Lists (Fry's or Dolch) 	<ul style="list-style-type: none"> High Frequency Words: Fry's or Dolch activities All About Reading Level 1 www.freereading.net RAZ Kids CBM Word Study Word Sorts Student Interactive Website: Reading Teacher Lexia Core5 i-Ready 	Dibels NWF, DORF, and San Diego Quick Reading a-z Phonics Assessment (Need log in)
Oral Reading Fluency	Dibels 1 st : 60 2 nd : 100 3 rd : 110 4 th : 140 5 th : 150 6 th : 160 7 th : 170 8 th : 180	CBM 1 st : 94 2 nd : 120 3 rd : 152 4 th : 168 5 th : 187 6 th : 199 7 th : 195 8 th : 190 9 th : 189 10 th : 191 11 th : 180	K: 1 letter 1 st : 2 words 2 nd : 1.5 words 3 rd : 1 word 4 th : .85 words 5 th : .5 words 6 th : .3 words	<ul style="list-style-type: none"> Dibels benchmark passages CBM passage OKAPI! Raz Kids Reading a-z Running Record 	<ul style="list-style-type: none"> Assisted Reading Practice Listening Passage Preview Paired Reading Peer Tutoring: Kids As Reading Helpers Repeated Reading RAZ Kids Helps Program Online audio books: http://www.gutenberg.org/ http://librivox.org Super Teacher Worksheets www.k-12reader.com Reading Plus i-Ready Read Works Passages and explicit instruction lessons Reading Path Fluency (On Bookmart) 	Dibels DORF and San Diego Quick Reading Plus-Assessment i-Ready Assessment Raz Kids Assessment Running Record: Read works, or reading a-z

Area of Concern	G.L.E. Goals	Goal	Needed Weekly Rates of Progress	Progress Monitoring Tool	Recommended Interventions	Benchmark Assessments
Reading Comprehension	1 st : 34 2 nd : 58 3 rd : 65 4 th : 80 5 th : 79 6 th : 90 7 th : 108 8 th : 143	Increase NWR (total number of words student uses in a retell)	2 nd : .9 words 3 rd : .4 4 th : 1.4 5 th : .3 6 th : 1.3 7 th : 8 th :	<ul style="list-style-type: none"> Dibels RTF (Retell Fluency) CBM passage OKAPI! www.readworks.org passages with question sets www.readinga-z.com leveled books Raz Kids 	<ul style="list-style-type: none"> Click or Clunk?: Student Self-Comprehension Check Mental Imagery: Improving Text Recall Prior Knowledge: Activating the Known Question Generation, mind maps, graphic organizers Reciprocal Teaching Passages with vocab and comprehension questions RAZ Kids Reading Plus Comprehension Skills and Strategies Lessons 	Dibels ORF with Retell Dibels DAZE Readwork Passages with question sets
Writing	1 st : 23 words 2 nd : 39 3 rd : 62 4 th : 61 5 th : 67 6 th : 74 7 th : 77 8 th : 84	Increase total number of words written per three minutes with percentage of correct writing sequences, words spelled correctly, and correct punctuation	1 st : .4 words 2 nd : .4 3 rd : .5 4 th : .4 5 th : .2 6 th : .2 7 th : .1 8 th : .1	<ul style="list-style-type: none"> Provide students with a 1-minute think time and timed for 3 minutes Writing Prompt with checklist and rubric scores (self and parent/teacher) 	<ul style="list-style-type: none"> Integrated Writing Instruction Written Expression Intervention Journal, POWER, graphic organizers Website through Write Source Daily opportunities to write, reflect and respond daily throughout the curriculum Guided Writing Lessons 	Writing prompts with Rubric scores (self and teacher scores)
Spelling	1 st : 52 2 nd : 66 3 rd : 107 4 th : 123 5 th : 134 6 th : 141 7 th : 145 8 th : 144	Increase CLS (Correct Letter Sequences)	1 st : .4 2 nd : .2 3 rd : .3 4 th : .5 5 th : .1 6 th : .2 7 th : .3	Words Their Way Spelling CB measure	<ul style="list-style-type: none"> All about Spelling Words Their Way Fry's Word Activities Sound Spelling Chart Word Study Activities Student Interactive: Word Wizard 	Spelling Inventory (also found in Assessment Toolbox) Fry's Word List(s) Assessment Reading a-z High Frequency Word Assessment Dolch Sight Word Assessment

<p>Math Computation</p>	<p>1st: 22 digits 2nd: 36 3rd: 39 4th: 78 5th: 60 6th: 62 7th: 55</p>	<p>Increase number of digits answered correctly (cd) in two minutes</p>	<p>1st: .6 digits 2nd: .9 3rd: .6 4th: .9 5th: .6 6th: .6 7th: .5 8th: .6 9th: .1 10th: .3</p>	<p>Numberfly! to create CBM Early Math Fluency probes online kindergarten and first grade probes Dibels Math: Computation PM</p> <p>Dibels Math: Concepts and Application PM</p>	<ul style="list-style-type: none"> - Cover-Copy-Compare - Incremental Rehearsal Problem - Interspersal - Self-Monitoring & Performance -Feedback - i-Ready - Ten Marks; Free or Premium with assessment and instruction - Problem Solving - Applied Practice - ST Math - Fluency: Timed tests using math facts- daily - Practicing Basic Skills in Math, Using resources from two plus two is not Five - Rocket Math; daily fluency practice with a partner - Extra Math Practice - www.timezattack.com - www.ixl.com 	<p>-K-6: Dibels Math -Ten Marks Premium Assessment -i-Ready Diagnostic -Rocket Math Probe</p>
<p>Math Problem Solving</p>	<p>5th: 75 digits 6th: 93 7th: 80</p>					

RTI AND BEHAVIOR CONCERN: WHEN BEHAVIOR IMPACTS ACADEMIC PROGRESS

When behavior impacts academic progress it is appropriate to respond with RTI. There are questions that need to be answered in the process of identifying the reason for the behavior. Environmental, curricular, instruction and student performance can all be factors contributing to the behavior. Identifying the purpose of the behavior will assist the RTI Team in creating an appropriate intervention plan. The teacher and parent are valuable team members to answer these specific questions: when is the behavior occurring, What happens before, during and after the behavior? Are there "triggers" which initiate the student to use the behavior? What does the behavior look like, and/or sound like? How often does the behavior occur? How long does the behavior last? Are there times during the day when the student uses the behavior more often? Is the student using the behavior to gain something or avoid something? The team will use the problem solving process to isolate the purpose of the behavior and create an intervention plan to teach appropriate skills to affect a positive change in behavior. The same RTI Tiered approach will be followed to address these concerns.

PROMOTE POSITIVE BEHAVIOR: USING BEHAVIOR INTERVENTION TIER 1 AND 2

The following table presents Prevention Strategies as a proactive approach within the classroom.

<p>PREVENTION – CURRICULUM STRATEGIES</p> <ul style="list-style-type: none">• Curriculum Adjustments*• Appropriate and motivating curriculum• Adjust the amount of assignments given to the student at once – smaller number to demonstrate mastery• Intersperse difficult assignments w/ easier ones• Assign tasks that require active participation• Allow for __ do-overs• Personal interests used for motivation*• Provide extra time to complete assignments (w/in 504 or IEP)• Break assignments into manageable sections	<p>PREVENTION – INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none">• Shorten the instructional lesson• Instructional Pacing• Change voice intonation• Peer assisted instruction• Increased academic learning time*• Student follow-up• Student maintains a planner for assignments• Specific (or modified) instructions• Multiple modes of instruction (visual, auditory, hands-on, etc)• Increase reinforcement quality of classroom• Increase frequency of task related recognition*
<p>PREVENTION – ENVIRONMENTAL STRATEGIES</p> <ul style="list-style-type: none">• Post all classroom rules and daily schedules in prominent locations*• Preferential Seating*• Needed materials are easily accessible• Rearrange the room or furniture• Create separate or designated work areas• Quiet areas*• Change the lighting• Adjust sounds (e.g. volume of music, voice volume)• Minimize or eliminate distracting materials*• Play music*	<p>PREVENTION STRATEGIES – PROVIDE STRUCTURE</p> <ul style="list-style-type: none">• Set clear expectations and rules*• Preview rules and behavioral expectations*• Structured daily schedule*• Preview schedule*• Preferred activities scheduled in daily routines• Schedule adjustment*• Non-preferred activities scheduled among preferred activities• Student involved in planning• Planned activities for transition times*• Routines or signals to prepare to transitions• Minimize down times*• Predictability• Structuring non-instructional periods, including recess
<p>PREVENTION STRATEGIES TO INCREASE COMPLIANCE</p> <ul style="list-style-type: none">• Behavioral momentum*• Offer choices*• 5-10 second compliance time window*• Effective commands*• Prompting*• Precision requests*• Proximity control*• Quiet start requests*• Allow flexible seating positions (e.g. stand, sit on knees)	

- Systematic prompting (if age-appropriate)

TEACHING STRATEGIES – POSITIVE BEHAVIOR

TEACHING STRATEGIES – PROMOTE POSITIVE CLASSROOM BEHAVIOR

- Direct Instruction*
- Modeling*
- Incidental Teaching*
- Practice Opportunities*
- Natural Opportunities*
- Role-play*
- Verbal reminders*
- Non-verbal reminders*
- Verbal rehearsal*
- Visual strategies*
- Prompting*
- Errorless learning*
- Behavioral learning games
- Use of manipulative*
- Curricular integration*
- Teaching interaction*
- Teaching interaction*
- Integrate curriculum into music*

TIER 2

- Monitoring checklist*
- Task analysis*
- Stimulus cueing*
- Scripts*
- Social stories / Comic book conversations*
- Self-management*
- Social skills training*

REINFORCE POSITIVE BEHAVIOR (TIER 1 AND 2)

- Specific Verbal Praise*

SOCIAL INTERACTIONS

- 1:1 conversations with certain people
- Talking about their interests
- Social time with friends
- Being able to talk during lunch

APPROPRIATE TOUCH

- High five
- Pat on the back
- Hug – if appropriate

MATERIALS/TANGIBLE ITEMS

- Stickers
- Toys
- Books
- Pencils
- Notebooks
- Edibles (e.g. food)
- Home-school reinforcement system*
- Mystery motivator*
- Taken economy*

ACTIVITIES

- Computer time
- Assist w/ morning announcements
- Extra 5 minutes of recess

PRIVILEGES

- Line leader
- Visit a teacher or school personnel
- Run office errands
- No homework pass
- Positive referrals*
- School-wide recognition
- Leadership roles/Responsibility

GOAL SETTING*

- Group reinforcement contingency* (Tier 2)
- Individualized reward system* (Tier 2)
- Premack Principle* (Tier 2)

TEACHING STRATEGIES TO DECREASE INAPPROPRIATE BEHAVIOR (TIER 1 AND 2)

- Prompts/Redirection
- Redirection*
- Verbal prompt*
- Visual reminder (sign or picture)
- Gestural prompt (pointing or using a hand signal)*
- Physical prompt (slight touch on the shoulder, gentle guidance)
- Corrective feedback*
- Teacher restates expectations to the student
- Verbal rehearsal*
- Rules Review*
- Contingent observation*

The Problem Behavior Persists Despite RTI Tier 1 Personalized Learning (Tier 2)

- Conference with student Parent contact (e.g., phone, e-mail, notes)
- Parent conference
- Offering the student choices
- Reflection center*
- Detention
- In-school suspension
- Positive Practice*
- Peer consequences*
- Reflective essay*
- Required relaxation*
- Positive Behavior Support Plan (PBSP)

Positive Behaviors (Tier 1 and 2)

Looks Like: hands to self, feet on the floor, thinking before doing, participating in lesson, following directions, focusing on your own learning, kind facial expressions, pleasant body language, proper personal space, and looking others in the eye when talking.

Sounds Like: Soft tone of voice, kind and non-threatening words, pleasant "I trust you," and "I feel comfortable," asking questions, asking permission, sharing ideas, admitting mistakes and celebrating accomplishments, "I'm sorry," "I appreciate you," and "I'm proud of you," "Excuse me," "Thank you," and "Please."

Feels Like: The environment is comfortable and safe for everyone, free from harm, threat or worries, productive, self-controlled, self-directed, proactive, best effort, proud of work, and people's feelings, thoughts and beliefs are being given sensitive consideration.

Reminder: Positive Behavior Support

- ✓ **Remember** who is in charge—you! Don't get into any power struggles with students.
- ✓ **Remember** don't yell or lose your temper. To achieve a calm, orderly, and controlled environment, you must remain calm and controlled.
- ✓ **Remember** don't make threats, especially those that students know you will not or cannot carry out. Example: —If you don't behave like a third grader, I'm going to send you back to second grade.
- ✓ **Remember** give students strong, direct statements instead of making your commands questions. Example: Instead of saying, "Will you please stay in your seat?" Make it a clear statement by saying, "Stay in your seat."
- ✓ **Remember** don't use the word try. The word try gives permission to fail. You want your students to comply not to try. Example: Instead of saying, "Try to be on time" Say, "Be on time."
- ✓ **Remember** to use a get ready to listen signal to alert students that you are about to give important information. Then speak in a normal voice. **Don't** speak over the students even if some are not ready to listen. When they miss the direction, they will be ready to listen next time. When you give the signal, students who are ready to listen will pressure those who are not.
- ✓ **Remember** give a direct statement only once. Tell students exactly what you expect and, whenever possible. Then, do not repeat the statement. Example: "If you have a question, raise your hand. I will only call on students who quietly raise their hand and wait to be called on.
- ✓ **Remember** don't use sarcasm, ridicule, or labels. Students will learn respect by being respected.
- ✓ **Remember** use your students' names to praise positive behavior as well as to discipline. Examples: "Fred, I noticed that you picked up the trash around your desk and I appreciate your showing responsibility, and Suzie, I expect everyone to stop and listen when I give the freeze signal."

ABC's of Behavior Intervention with Examples

5-10 second compliance-time window- When a request is made, allow the student a 5-10 second time window to follow through with compliance.

Accepting consequences - Once given, the student accepts the natural and/or artificial consequences to reinforce the positive or negative behavior. Skills will need to be developed and reinforced to teach a student to accept consequences.

Active Supervision -safe supervision to avoid problem behaviors- each staff member assigned to a specific zone

Allow "do-overs" -This intervention will help to reduce stress induced behaviors of students who lack confidence and motivation due to fear of failure. If they are allowed to —re-do an assignment, when they have attempted it, anxious behavior may be eliminated. Example: Suzie gets nervous each time there is a math quiz and during the third math quiz of the semester she refuses to do it and —shuts down. By putting her head down and disengaging with those around her. The teacher can inform her that if she attempts to do this quiz and then finds out she did not pass it, she can attempt to take it again the next day or later on that week.

Alternative behaviors for sensory feedback- Attempt to find a less distracting behavior that serves the same sensory purpose. Examples: A student who taps their pencil can tap a Q tip, squeeze a ball or a student who rocks on their chair can use an exercise ball to sit on instead of a chair.

Analyzing behavior trends - Consistent documentation needed of discipline issues, locations, teachers involved, students involved, frequency, duration, and time of day, to identify the reason for the behavior. This information is needed for the RTI Team to develop an appropriate intervention plan.

Appropriate rejection/ignoring- This is referring to a socially acceptable behavior; to avoid contact with an undesired person, object, or activity. Example: The student ignores another peer who is teasing him.

Avoiding power struggles -Power struggles typically involve arguments or negative interactions between the teacher and student. In a power struggle the teacher often loses valuable teaching time due to the confrontation and the student's behavior usually worsens. It is a lose, lose situation that should be avoided. Avoid power struggles by following these guidelines:

- 1. Obtain students attention.
- 2. Make eye contact.
- 3. Offer choices or state clearly what you need the student to do.
- 4. Walk away from situation.
- 5. Ignore attempts by student to further engage you.

Positive Behavior Support Plan -This is a written plan developed by the RTI team and agreed upon by the student and, parent, specifying an appropriate behavior and a reinforcement that the student may earn when he/she displays the behavior. The plan is signed by all parties who are participating in the team meeting (student, teacher, parents, etc.). For preschool, an informal verbal plan is appropriate. Remember, the plan should involve a delay or interval before a primary reward is given, which can result in a lack of motivation for the student, if the interval is too long. Positive reinforcement should be included in a well-balanced plan. Examples:

- **Pre-K»** The teacher says to Kelly, —If you pick up the toys, then you get to pass out the snack today.

- **Elementary»** Gavin and his teacher have developed a behavioral plan that states: If Gavin completes all of his classroom assignments throughout the day, he will be allowed to choose two items from the treasure box.
- **Secondary»** Kevin is failing his Algebra class and his teacher puts him on a behavior plan. If he completes and turns in four consecutive assignments with 80% accuracy, he earns electronics time at home for a set amount of time.

Behavioral learning games- Students can learn appropriate behavior through classroom wide game(s). For individual student behavior, there are board games that help to promote and teach certain targeted skills to increase positive social interactions.

Behavioral momentum- Increasing compliance by identifying and then making a minimum of three requests with which the student has a high probability of compliance before making a low-probability request. Be sure to reinforce compliance with the low-probability requests. Examples:

- **Pre-K»** At lunch time, Ann is often reluctant to eat her lunch. In order to increase the likelihood that she will try her lunch, her teacher uses the following sequence of requests: —Ann, please sit down next to Shauna today! Ann, pass the napkins, please! Ann, look at the pretty shoes Shauna is wearing! Ann, have a bite of your sandwich!
- **Elementary»** Mr. Cleaver is working with nine-year-old Alison on compliance. After identifying high- and low-probability behaviors for Alison, he uses the following sequence: —Alison, tell me your name. Alison, give me five. Alison, point to the dog. Alison, put your puzzle back on the shelf. If she puts the puzzle away, she receives a token.

Behavioral Self-Control (BSC) -This involves creating a highly structured plan for students who lack self- control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

- Self-evaluation
- o Teacher asks: What are you doing?
- o Student responds: I am.....
- Self-management
- o Teacher asks: What do you need to be doing?
- o Student responds: I need to....
- Self-instruction
- o Teacher asks: What are you going to do now?
- o Student responds: I have to.....
- Self-reinforcement
- o Teacher asks: Let me know when you finish.
- o Student responds: I did.....

Break tasks into manageable sections- Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional 'fun break'.

Bullying Prevention- Proactive approach to prevent bullying behavior within the school setting. Your counselor provides annual staff development, student and staff surveys and has multiple resources available to provide direct instruction lessons, whole class lessons and school site assemblies on the proactive approach to bullying prevention.

Calm down break- The student must first identify when they are getting too tense, excited, or angry, and then take a short break away from the setting or situation until they have calmed down sufficiently. "Cool Tools" is a great resource!

Capturing Kids Hearts –Curriculum that uses strategies to create a positive learning environment.

Contingent observation this involves telling a student who is doing something in appropriate to step away from the activity, sit and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity, and reinforces the desired behavior.

Check in/out Strategy System for daily check in time for student to meet with teacher at least twice during the day to discuss progress, and successes for the day so far. This is an effective strategy for students using behavior to get attention from the teacher.

Coping skills This intervention involves teaching a student appropriate ways to cope/deal with frustration, anger, embarrassment, etc. Teaching coping skills is a proactive way to increase positive behavior.

Corrective feedback This involves providing information which points out areas in need of attention. Giving corrective feedback does not have to be a negative punishing experience but one that will give needed information. Feedback should be specific, simple, and immediate.

Types of corrective feedback:

- o Explicit correction: The teacher supplies the correct form of the behavior or skill to the student and clearly indicates what was incorrect or inappropriate. This is common corrective feedback in large groups of students where the teacher's time is limited.
- o Explicit correction has a very low rate of effectiveness since the student doesn't have to self-correct and the mistake could be easily forgotten.
- o Elicitation: Teacher asks for a replacement skill, "How would you do that appropriately?" And then pausing to allow student to complete teacher's request.
- o Clarification: Teacher uses phrases such as, "I don't understand what you are trying to do", or "What do you want from choosing to do that?"

CPI Strategies- Staff Training in Deescalating problem behavior (Tier 2/3)

Curricular integration- A technique known as curricular integration is useful in teaching skills to students, as the technique integrates positive strategies for modifying problem behavior into the existing classroom curriculum, and is based upon the premise that a skill is more likely to be learned when taught in the context in which it is used. Teachers who incorporate behavioral interventions into daily instruction generally state that this technique has proven to be particularly effective for teaching replacement behaviors.

Daily lessons to teach Universal Expectations -direct instruction, modeling, practice and other visual aids; including posters with pictures, teaching what it looks like, sounds like, feels like, etc

Direct instruction- This refers to active teaching or explicit instruction, including explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, providing opportunities for practice, and giving feedback based on performance. Examples:

- o **Elementary»** The teacher explains to Dennis that the lesson is about long division. Then she demonstrates the steps on the chalkboard and watches while he tries to do a problem. Feedback is given to correct any errors and to reinforce him for following procedures correctly.
- o **Secondary»** In English class, Ms. Paulos teaches her freshman students how to diagram sentences involving subject, predicate, articles, adjectives, and adverbs. She demonstrates the procedure with a sample sentence and writes each step on the board. Then she puts a sentence on the board and asks the students to diagram the sentence in

their seats while she walks around and gives assistance and corrective feedback. Finally, one student goes to the board and illustrates how to correctly diagram the sentence.

Effective commands- Teachers can reduce problems with student compliance by following research-based guidelines (Walker & Walker, 1992). See the section, *Delivering Effective Commands*, for specific strategies on how to give commands and increase compliance.

Eliminate audience- This intervention involves removing the attention given to a student for a behavior. It is appropriate for students who behave inappropriately to gain attention from others around them. Examples:

- Have the students in the class physically move away from student.
- Redirect the class to a different activity away from the student.

Environmental Engineering- This refers to the process of arranging the physical environment of the classroom to enhance student learning and behavior. The physical environment serves as a set of stimuli which influence appropriate and inappropriate behavior. Teachers can pay attention to such factors as basic layout of classroom space, wall displays, traffic patterns, and other aspects of the classroom. Examples:

- **PreK:** Mrs. Adams arranges her class so that she has visual contact with all parts of the room. For example, she uses low bookcases so students are in her line of sight.
- **Elementary: Ms. Red** (1) divides the classroom into areas for quiet reading, seat work, and small group work; (2) arranges the room so students cannot easily look out windows or doorways into halls, and (3) places himself between the students and open areas if there are runners in the class.

Errorless learning-This involves creating teaching routines that guarantee success. This is most effective for students who frequently make mistakes, who lack confidence (or may be anxious), and/or who do not remember their learning experiences and the feedback that they receive. The following are procedures that facilitate errorless learning:

- Adjust expectations appropriately (be reasonable)
- Make sure that the student is completely clear about what is expected of them
- Complete the task collaboratively with the student
- Make the task doable by 1) breaking the task into separate parts or 2) giving the student responsibility for only one or two components of a larger task
- Anticipate problems and —pre-correctll (e.g., —I see a tricky word in the next sentence – the word is ____ -let me know if you need help when you get to that word.ll)
- Provide adequate cues
- Ensure large numbers of successful repetitions to ensure learning

Extinction- This refers to a behavior reduction procedure that is used to decrease problem behaviors that have a history of being reinforced, by removing the source of reinforcement. This is typically used with attention seeking behaviors, but can also be used with behaviors that are maintained by escape from demands or access to a preferred item or activity.

- Because an inappropriate behavior is ignored or not reinforced, the student may exert greater effort to obtain the reinforcer and there may be a dramatic increase or burst of the inappropriate behavior initially. It is very important to keep this phenomenon in mind when utilizing extinction, and to refrain from giving in and providing reinforcement. Inadvertently —giving inll and reinforcing the behavior will serve to make the behavior worse. Also, when eliminating a problem behavior using extinction, it is always necessary that you teach the individual a new behavior to replace the inappropriate behavior.
- Extinction is not appropriate when the behavior is dangerous to the student or others. In such an instance, extinction should be combined with other procedures. Extinction is a technical procedure that requires staff training

- See examples of *planned ignoring, eliminate audience, peer ignoring, time-out, and follow through*.

Follow through-When a consequence is set to occur for a behavior or if the instructor states that a certain consequence will occur, then it is important to follow through with the consequence if the particular behavior occurred. This should be done for both positive consequences (e.g., delivering a reward contingent on appropriate behavior) and negative consequences (e.g., losing a privilege contingent on inappropriate behavior). It should also be done to ensure that the student does not receive the —pay-off for a behavior (e.g., continue to present the work demands even though the student's behavior is occurring to escape). Follow through with what we say will communicate to the student that we are consistent and that they can expect that we will always do what we say we are going to do. Example:

- **Pre-K:** Allison starts crying when she is asked to clean up the puzzle pieces. The teacher continues to prompt Allison to clean up, providing more intensive prompts (i.e., gestures, gentle guidance) until the puzzle is complete.
- **Elementary:** Mary earned enough stickers today to receive a reward. The teacher makes sure to let her grab her reward at the end of the day.
- **Secondary:** Billy used inappropriate language during football practice today. His football coach told him to sit out for the first 5 minutes of the practice game.

Functional communication skills- Students who do not have appropriate communication and social skills will often vent their school related frustrations in disruptive and inappropriate ways. Example: A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. An appropriate functional communication skill may be to signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise) whenever the student feels frustrated. The teacher will then respond to the student to find out if he/she needs extra instruction, assistance with the assignment, or a brief break from work.

Gestural prompting- This involves prompting a student with the use of body language such as pointing, touching, looking, or placing something in front of a student to enforce an already discussed and specific expectation. Example: Juan comes into the classroom and is sitting on top of his desk. The teacher can simply walk over to him, make eye contact, and point or drag his eye to the chair in a request to have the student sit in his seat.

Goal Setting- This involves looking at a task and breaking it down into small attainable sections and setting a reward for completing the section. As the student meets the goal, the level of difficulty should increase.

High rates of positive responses- This refers to the frequent use of positive comments or actions to students who demonstrate appropriate behavior. Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so students can repeat the desired behaviors. If too general, students may not know which behaviors to repeat. The recommended ratio of positive to negative responses is at least 4:1. Examples:

- **Elementary**» Mrs. Garcia tells the students —thanks for listening and —nice effort frequently as she monitors their creative writing behavior during second grade.
- **Secondary**» Mr. Skinner continuously makes a point to verbally praise those students who are on task and ready to work, while engaging in planned ignoring of mild off-task behaviors of other students.

Home-school reinforcement system -This involves establishing a relationship between the behaviors exhibited at school and the reinforcement received at home. Specifically, the parents at

home would provide reinforcement contingent upon the appropriate behaviors demonstrated at school. These systems can be very successful if the parent and teacher are implementing the same strategies and tie rewards to appropriate behaviors exhibited in the target environment. Example:

- Abbie refuses let other children stand next to her line during transitions and she will push the children away. Abbie's teacher and mother implement a system to help increase her tolerance of peers. Abbie loves to watch —Hannah Montanall when she comes home. The agreement is that Abbie can watch her favorite TV show when she comes home only if she stands next to her peers in line without pushing during 3 out 4 transitions. If she does not, she does not get to watch the TV show when she comes home

Identify appropriate settings for behavior- This intervention suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting. Example: If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e. music class, join the chorus, or provide a specific time during class for student's to show off their talent)

In-class time out- A procedure used to remove students from situations or environments in which they are receiving reinforcement for inappropriate behavior. When time out is used, the instance must be documented. The criteria for time out should be a brief period of time without problem behavior (e.g., 3 minutes of quiet, 2 minutes calm). The student should not receive any attention (negative or positive) while in time out. If the time out cannot be implemented correctly and the student constantly tries to leave, then the student is still being provided with reinforcement and the procedure is not effective. This is the removal of a student from reinforcing activities in the instructional setting.

- ○ **Pre-K**» Jordy's truck is taken away after he repeatedly runs it over the fingers of his playmates. The truck is placed on the shelf and the timer is set for four minutes.
- ○ **Elementary**» While the other third grade students continue to earn points toward a Friday activity, Sam's opportunity for reinforcement is removed for five minutes when he shouts out in class.
- ○ **Secondary**» Glen is removed from the P.E. soccer game for sixteen minutes after yelling obscenities at the goalie. He has to watch from the sidelines. Removal of student from a reinforcing setting into a setting with a lower reinforcing value.
- ○ **Pre-K**» Torie continually bothers her classmates while sitting on the mat during story time. She is put in a chair away from the group for three minutes with calm behavior. During this time, she cannot see the storybook pictures as well as before.
- ○ **Elementary**» During morning circle, Timmy touches other students and makes inappropriate noises. The students respond by fussing at Timmy and laughing at him. The teacher's assistant removes Timmy from circle and places him in a time out chair away from the group and facing away from his peers. She tells him that his 3 minute time out will begin when he is quiet. The assistant turns her back and refrains from giving Timmy any attention. When 3 minutes has elapsed, Timmy is allowed to return to circle time.

Incidental teaching- This involves providing structured learning opportunities in the natural environment by using the child's interests and natural motivation. Incidental teaching is unique in its focus on child directed teaching, in other words, following the child's lead regarding interests within naturally occurring daily activities. It involves being intentional and planning for those —teachable moments that are initiated by the child. There are four levels of prompts that can be utilized:

- **Level 1:** This prompt involves instituting a 30 second delay when a child displays and interest in a specific object or material. This delay is designed to encourage a verbal initiation for the object or material.
- **Level 2:** After 30 seconds, if the child has not verbally requested the item, then you prompt the appropriate verbalization (i.e., —What do you want?!!)

- **Level 3:** If the child does not respond to level 2 prompt, then provide a more specific prompt while showing the desired object (i.e., —What is this?!)
- **Level 4:** At this level, the most intense, the child is prompted to imitate the correct response as modeled by the caregiver (i.e.,- a car?)

Reinforcement quality of classroom- If a student is acting out in order to escape the classroom it may be that the student does not find the classroom setting and/or routine to be very rewarding. The teacher can make the classroom environment more attractive in a number of ways, including by posting interesting instructional materials (e.g., bulletin board displays), boosting the pace of (and degree of student interaction in) class lecture or discussion, and including additional instructional activities of high interest to students.

Increased academic learning time-The amount of time the student is actually engaged in and experiencing success is increased. The time must be spent on learning essential skills and not on meaningless tasks. Teachers should try to achieve a level of academic learning time of no less than 70 %. Variables that can be addressed are beginning on time, minimizing housekeeping tasks, and minimizing transition times.

Individualized Reward System- The use of an individualized reward system helps to promote appropriate behaviors and also helps students self-monitor their own behavior. Ideas for rewards systems are dependent on the individual student. Such examples can include a sticker chart, checklist, star chart, or any type of monitoring system that the student will —buy into and see as motivating. The target behavior must be specific and each time a student earns a sticker or check it must be paired with specific verbal praise.

Instructional pacing- This refers to the speed or rate at which the teacher presents instructional material and tasks to the learner. Understanding your students' academic ability and keeping pace with it can be a behavior intervention for both those students that complete assignments, get bored, and act inappropriately and also for students who act inappropriate due to their frustration of not understanding. A brisk pace of instruction enhances attention and increases the number of response opportunities. Individualizing and differentiating the pace of instruction plays a major role in student behavior. Example:

- **Pre-K»** Mrs. White moves from one preschool child to the next in quick succession, maintaining engagement with the activities during circle time.
- **Elementary»** Miss Young delivers direct instruction to the students at the rate of about nine learning tasks per minute, and asks for group responses from students frequently to check understanding.
- **Secondary»** Mr. Dynamic asks his twelfth grade students frequent questions to assess their understanding of the science material. Their responses serve as an indicator as to the possible need to repeat or review particular subject matter.

Integrate curriculum into music -Use music to teach expectations. Example: Reword songs that students listen to on a daily basis to teach rules, appropriate behavior, or other lessons.

Meaningful work projects- Students participate in a —jobs program within the school in which they are viewed as valuable, contributing employees of the school.

Minimize down time- This intervention is for students who seem to display inappropriate behaviors while they are waiting for other students to finish or they may be waiting to transition to the next activity. Don't leave the child with a lot of down time. If the child is between activities give them something to do. Example: A child is waiting for the other student's to finish work. Allow the child to read a book or do an activity on the computer until the other kids are done.

Minimize or eliminate distracting materials- Extra materials on a student's desk or around the room can be the cause of distraction.

Modeling- A student learns behavior by observing a modeled response. Students are watching how the teacher interacts with not only other students but other adults and by modeling a positive and appropriate behavior we can increase appropriate behaviors in students.

Modify task length-Present brief tasks instead of a longer task. This will provide more breaks for the child, and give them a sense of progress. A student who works slowly/methodically may become frustrated with lengthy assignments so the teacher may want to shorten tasks.

Momentum training with relaxation strategies- Teachers use a series of requests related to relaxation. Requests to use deep breathing, muscle tension-relaxation cycles, or stretching can be incorporated into direct instruction and a momentum routine.

Monitoring- This involves systematically monitoring a student during a task. Example: Checking on a student at 10 minute intervals and/or providing verbal or non- verbal redirection when needed. Non-verbal monitoring can include eye contact and proximity.

Monitoring checklist- Create a checklist for appropriate behaviors, which is reviewed by both teacher and student. The checklist may be as simple as identifying 3-5 appropriate behaviors, the five days of the school week, and space to check-off when those behaviors are demonstrated. The checklist must be consistently monitored by both teacher and student so that progress can be followed.

Mystery motivator- This is an incentive system that is designed to promote appropriate behavior by delivering a "mystery" reward. The teacher specifically defines the target behavior and the need to increase or decrease it. Then, the teacher creates a motivating environment by covering up the reward and building some motivation for the student by referring to it often and giving vague clues about it that will spark the student's interest.

Natural opportunities- The instructor provides a verbal prompt to the student as a reminder to do the appropriate behavior when the teacher notices that the student's behavior is starting to escalate.

Non Verbal Reminders- Written lists of expectations: Teacher provides the student with a list written out in front of them of the behavior expected. Picture cards: Teacher can use picture cards to teach/remind students of various rules/expectations. Signals: The teacher uses a signal to communicate when to use the appropriate behavior or when to stop engaging in the inappropriate behavior.

Observational learning- While the target child is observing, the teacher gives specific public praise to children other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.

Offer choices- Giving the student a choice of tasks (even if they are not preferred tasks) will often reduce inappropriate behavior from occurring by allowing them to have some degree of control. Only give choices when you are willing to allow the student to experience the natural consequences based upon their choice. Examples:

- o Permitting students to select who they work with on a project
- o Choose what book to read for an assignment
- o Complete ½ of the assignment with a partner
- o What assignment to do first

Parent-Teacher communication system- This refers to an informational system between school and home that provides clear, concise communication about a student's academic and behavioral performance. This communication should occur on a regular basis. It should emphasize positive information and also include information about areas of concern. Methods for communication might include phone contact, face to face meetings, email, or notes/letter correspondence. Examples:

- **Pre-K»** Johnny takes home his sticker chart at the end of the day and Mom praises him.
- **Elementary»** Ms. Wheeler sends home notes with 4 different students each day rating their academic work, study habits, and effort. By this method, each student in the class receives a note home once a week.
- **Secondary»** The student takes home a note indicating class performance, assignments completed, and upcoming test dates. The note must then be signed by one of the parents and returned to the teacher

Participation in extracurricular activities- Identify and encourage student to become involved in an activity that matches the abilities and skills of the student.

Peer consequences- If the teacher finds that the student's peers play an important role in influencing the inappropriate behavior, the teacher may try to influence the student's inappropriate behaviors indirectly by providing consequences for selected peer behaviors. Examples:

- If classmates encourage the student to make inappropriate comments by giving positive social attention (e.g., laughing), the teacher may start a group response-cost program and deduct points from the class total whenever a peer laughs at inappropriate comments.
- A teacher who wants to increase the social interactions that a socially isolated child has with her peers may reward selected peers with praise each time that they approach the isolated child in a positive manner.

Peer ignoring- This intervention involves teaching the peers or entire class to ignore another student's inappropriate behavior. Typically, this involves the student's turning away from the student when inappropriate behavior occurs or not responding to the student. It can also include providing attention when the student starts to behave more appropriately. The teacher must rehearse and practice with the students and then reinforce the group when they participate.

Peer involvement and influence- The use of same-age and/or cross-age peers for structured social engagements, and as buddies. Examples:

- **Pre-K»** Debbie has difficulty sitting on the rug during circle time in her preschool class. The teacher assigns Kathy to sit next to Debbie on the rug so that Kathy can model appropriate behavior.
- **Elementary»** Beth and Jean are struggling to remember to take their homework home in fifth grade. The school psychologist assigns them to check each other's backpacks at the end of the day to make sure they have the homework they need.
- **Secondary»** Kimberly walks next to Kyle in his wheel chair to the lunch room and carries his tray to a table of friends in the lunch area.

Peer Mentor/tutor opportunity- This involves allowing another student to aide/mentor/tutor the student or allowing the student to be a mentor of a younger student in a lower grade. The latter option can be a great way to improve self -confidence and also helps to reinforce foundational skills.

Personal connection with student- Establishing set times and methods for providing special attention for a student. A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

Personal interests used for motivation- Incorporating student interest in to a given task or activity. Example: A reading assignment can cover a topic that the student likes (i.e. sports, fishing,

and any related items). Many students are motivated by music and integrating music into lessons can be motivating for students.

Planned activities for transition time- Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

Planned ignoring- This is an extinction procedure that involves withdrawing attention when an inappropriate behavior is occurring. This is most effective for behaviors that are primarily occurring to gain attention. Over time, the person learns that they do not get your attention for engaging in that behavior. Planned ignoring should never be used alone. It should always be paired with a reinforcement procedure for appropriate behavior. When inappropriate behavior occurs you can either:

- Ignore the behavior but continue to reward the appropriate behavior
- Ignore the behavior and the person until they engage in the desired appropriate behavior, then reinforce that behavior when it occurs.
- **Pre- K:** Sue often cries to get attention at preschool. Her teacher stops giving her attention when she cries. At first Sue cries harder and longer. The teacher still ignores her. As the behavior is not being reinforced, the crying gradually tapers off. Sue periodically reverts back to crying to see if the teacher has —changed the rules. As the teacher ignores it consistently, the crying disappears completely.
- **Elementary:** Mike continually puts his hands in his pants. He receives attention from the teacher and the aide when they ask him to take his hands out of his pants. The teacher and aide begin to compliment Mike when he is sitting appropriately and do not attend to him when his hands are in his pants
- **Secondary:** Barbra is a high school student who makes inappropriate remarks to her teacher. The teacher decides to withdraw his attention when Barbara makes inappropriate remarks by breaking eye contact, making no facial expression, and walking away. When Barbara is appropriate in her remarks to the teacher, he responds briefly and redirects her attention back to the classroom activity.

Play Music- Music can be used as an intervention for students who are distracted easily and display what many teachers call, —off task behaviors. not engaged with assignment, looking around the room, talking with a peer). Music can help to reduce distractions and promote appropriate classroom behaviors.

Positive peer reporting- This involves teaching the student's peers the appropriate behaviors to observe. Whenever the students observe the behavior, they provide positive praise to the student and report the appropriate behavior to an adult. This not only encourages the appropriate behavior of the student but also facilitates positive peer relationships.

Positive peer role models- Provide opportunities for the student to be in contact with positive peer role models. Pair the student with a peer who is able to display appropriate behaviors. It is important that the peer the student is paired with displays respect and they are able to create a positive rapport with each other. The student can be seated in close proximity and/or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and/or any other adult involved with the student.

Positive practice- This refers to the intense practice of an appropriate behavior for a specified number of repetitions or a specified period of time. Examples:

- **Elementary»** Sylvia runs down the hall. The teacher then requires her to walk down the hall appropriately three times.
- **Secondary»** A student who wanders the halls without permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.

Positive reinforcement- This involves delivering a reinforcement after behavior to increase the likelihood of a behavior occurring in the future. To be most effective, reinforcement should be delivered immediately and consistently (delivered each time it is planned). Reinforcement should be delivered continuously (every time it occurs) if building a new behavior. It should be delivered intermittently (every so often) if maintaining an existing behavior. Examples:

- Attention, preferred items and/ or activities provided contingent upon on-task behavior and work completion
- Access to items/activities provided only after desired behavior has occurred (or absence of undesired behavior)
- Delivery of items that provide similar sensory consequences contingent upon periods when the problem behavior

Positive self-talk- Increase student's belief in self and their own capabilities in various situations by positive self -prompts. The student can be taught a repertoire of positive statements, such as –I'm capable of doing my work, or –If I study my spelling words every day, I will get a good grade on my test. The student is taught to repeat such statements as frustrations increase in adverse situations. Teachers and/or counselors may have to implement verbal or nonverbal prompts in order for the student to initiate the self-talk process.

Post all classroom rules and daily schedules in prominent locations- Involving students in creating classroom rules and expectations, as well as develop posters and activities about the rules, helps them to take ownership of the environment. It is a proactive way of teaching and increasing appropriate classroom behaviors.

Practice opportunities- This involves providing specific opportunities for the student to demonstrate taught skills in the classroom. The teacher may need to establish a verbal or nonverbal prompt with the student (i.e. –now is a good time to use your skills or tap the student on the shoulder).

Predictability -When children can predict upcoming events they show less resistance. Example: If a trip is cancelled, write in on the student's calendar or planner.

Preferential Seating -This refers to changing the seating arrangements in order meet his/her specific needs. Example:

- The student sits in close proximity to the teacher for hearing, vision, and/or attention concerns.
- The student is moved away from negative peer influences and near more positive peer influences.
- Arrange seating so as to prevent congestion
- Strategically arrange student seating so that individuals prone to misbehave are adequately separated from one another.

Premack Principle (If this, then that...)- States that people are more likely to complete an undesirable task if they know that upon completing the task they will have immediate access to something they highly desire. This intervention is used quite often in both educational and home settings. The teacher states a non-preferred behavior or activity must take place before a preferred behavior or activity can be accessed. Examples:

- Jeremy's teacher told him that when he completes his geometry worksheet, she will allow him to read his book for 10 minutes.
- Isabella wanted to go to circle time, but she had not cleaned up her work area. The teacher stated, —If you clean up your work, then you can go to circle time.

Preview Rules rules/behavioral expectations- Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly). If the instructor has a classroom reward system in place, he or she can strengthen the rules preview by reminding students that the class can win points for good behavior.

Preview schedule- Having the teacher preview a student's schedule daily (or even more frequently) can help those children who seem to misbehave because they do not respond well to unexpected changes in schedule or cannot remember what their schedule is.

Private approach to student- The instructor quietly approaches the student, points out the problem behavior and how it is interfering with class work or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

Problem solving skills- Problem solving involves 1) identifying the problem, 2) determining why the problem is occurring, 3) developing solutions, and 4) making a choice.

Progress reports- Using a daily or weekly system to document and communicate student's behavioral progress. Subjectively, the teacher may write a brief note at the end of the day or week to describe the student's overall behavior. Objectively, the teacher collects data daily to determine the progress of interventions.

Prompting- A visual, auditory, or physical cue is presented to a student to facilitate a given response. However, overuse of prompting may result in a high level of dependency on prompts. Be conscious of students for whom a physical cue is aversive. Examples:

- **Pre-K»** When it is time to clean up at pre-school, Mrs. Kindly turns the cleanup music on.
- **Elementary»** While Sarah is learning to print in kindergarten, she is given papers on which there is a dot where each letter should start.

Proximity control- Teacher proximity or adult proximity depending on the resources available is essential in changing student behavior (discouraging off-task behavior). Examples:

- Randomly walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.
- A student that is tapping a pencil and has been redirected verbally in the past could use a non-verbal reminder from the teacher. As the teacher is teaching he/she could walk over to the student and without saying anything, touch the pencil that the student is tapping.

- A student may need extra support and supervision during transition times or the less structured time such as lunch or recess, pairing them with an adult and having them help the adult is a positive way to increase supervision.

Quiet areas- The student is given a specific time and/or space (established prior to displaying behavior) for quiet or —cool down purposes when overwhelmed, over-stimulated, or upset. Example: If a student becomes easily frustrated during certain academic tasks, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

Quiet start requests- Make a quiet request to start a task or change a behavior, so the rest of the class is not disturbed. A low voice, a written note, or visual prompts can be effective in gaining compliance.

Reactive Strategies -Think About My Behavior, Time-Away, Problem Solving Steps, Incident Reports.

Redirection- Re-focusing someone's attention on to another task or topic. This usually is done with little to no attention being paid to the inappropriate behavior which may be occurring. Redirection requires that you give minimal acknowledgement to the issues at hand but focus on something that is more appropriate to the moment. The teacher may interrupt the problem behavior by calling on the student to answer a question, assigning him/her a task to carry out, or otherwise refocusing the child's attention. Once the person is engaged in the other task or topic, it will be important to give a lot of praise and/or attention to them at this point. Example: Veronica is running up the slides during recess. Mrs. Black approaches her, points to the swings, and says, —Look, there's an empty swing for you.

Reflection center- If the student is agitated, anxious, or mad, the student is redirected to an area of the room called the —Reflection Center. This area is where the student can express how they are feeling appropriately, such as writing it down or drawing a picture.

Reflective Response- The student is required to write and submit to the teacher a brief written response (if age appropriate) after displaying behaviors. At a minimum, the response would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternative, more acceptable manner, and (3) a statement from the student to show appropriate behaviors in similar situations in the future. NOTE: Some teachers use a pre-printed structured questionnaire containing these 3 items for the student to complete. The intervention requires the student to spend a fixed period of time in relaxation following each occurrence of an upsetting behavior. The student should not be forced to do this. The student should be taught the relaxation techniques during non-stressful circumstances, not during the stressful event.

- **Pre-K»** Jill occasionally has angry outbursts. When this occurs, an aide takes him to a quiet corner and they practice breathing slowly for four minutes.
- **Elementary»** Natalie, who acts out by hitting other children, learns to identify when she is feeling frustrated. She is taught two relaxation techniques. When she lets the classroom teacher know she is frustrated, she is excused from the room to a designated place for a 10-minute period of relaxation.
- **Secondary»** Alice periodically has panic attacks. She learns a progressive muscle relaxation technique that effectively calms her. When Alice feels highly agitated, she goes into the nurse's room and practices relaxation for fifteen minutes.

Response cost- Contingent withdrawal of a specific amount of available reinforcement (e.g., points, privileges, etc.) following an inappropriate response. Response cost must be less than the total amount or number of reinforcement available (i.e., never go in the hole). Remember, all students have civil rights to water, food, clothes and use of the bathroom which cannot be withheld. As a drawback, this type of system can often lead to aggression directed at the teacher, other students, or property. A student may also cry, whine, or pout when reinforcement is withdrawn. It is

recommended to initially implement a system that involves delivering reinforcement, not taking them away. This will establish value to the system and it will also eliminate aggression or tantrums that can occur when the reinforcement are removed. Examples:

- **Pre-K»** If Cathy finishes the table time activity without kicking the table, she gets a large ball of play dough. Each time she kicks the table, a portion of the play dough is removed. When the activity is completed, she gets to play with the remaining dough.
- **Elementary»** Steve is awarded ten points at the start of recess. Each time he breaks one of the playground rules, he loses a point. At the end of the recess period, Steve may bank all the points he has retained and exchange them after the last recess of the day for items listed on a menu of reinforcers.
- **Secondary»** Bart's preferred activity is computer time. He starts each class with ten minutes of computer time to use at the end of the period. Each time he spits on the floor, he loses one minute of his computer time.
- **Lottery system»** The teacher gives each student five or more tickets with his or her name on it. If a student breaks a rule or does not follow a request, a ticket is taken away. At the end of the day, the tickets are collected from all students and three or four names are drawn to receive a reward.

Role-play- A student learns behavior by practicing the desired behavior. The teacher develops scenarios and the student role-plays how they would respond in that situation. Research shows this is a very effective method for teaching appropriate behavior.

Rules review- The teacher approaches the student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.

Schedule adjustment-Modify or adjust the daily schedule or routine of the student to reduce the chance that inappropriate behavior will occur. Examples:

- A student may tend to focus best in the early morning and needs to have academic classes scheduled before lunch or just the opposite they may need a schedule in which their academic classes may need to be scheduled in the afternoon.
- There may be a personality/work style —mismatchll between a teacher and student and changing a student's teacher schedule could make a significant difference.
- Schedule recess after quiet reading time, instead of quiet reading time after recess

School-wide recognition- Use school wide vehicles for recognition of appropriate behavior: Use programs such as —student of the week,ll school wide awards, or recognition on the school announcements. The recognition should be paired with praise concerning a specific appropriate behavior in order to impact a target behavior.

School Survival Skills- Explicit teaching of specific skills that may be impacting student success, such as; organization, note taking, study skills, and/or using a planner.

Scripts- The teacher develops a script with the student that addresses his/her specific needs. In order to ensure optimal effectiveness of this intervention, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

Self-management- Student is taught how to monitor and manage his or her own behavior.

Self-monitoring- The student systematically monitors (or tracks) his or her own behavior in order to help the student become more aware of their behavior. Example: Ms. Pate has asked Michael to self-monitor his off-task behavior while in her classroom for second period Language Arts. Ms. Pete provides Michael with a data sheet containing 12 square boxes. Ms. Pate has set her computer to emit a tone every 5 minutes. When Michael hears the tone, he is to place an X in the box if he was on-task, or leave the box blank if he was off-task. Ms. Pate takes data as well to compare with Michael's.

Setting clear expectations and rules- A way of letting the student know what is clearly expected of them and what will happen when the student meets or does not meet the expectation. The expectation should be reasonable and something the student can achieve. Set the expectation by stating the expectation and letting the student know what he or she can earn and not earn for meeting or not meeting the expectation. This puts the responsibility of earning that privilege in their hands. When the student meets or does not meet the expectation, the teacher must follow through with the pre-determined consequences. Emphasize that they are making the decision by how they act. It is not you choosing for them on what will happen. Examples of methods: Capturing Kids Hearts, Teaching with Heart, Universal Expectations, School Rules, Class Rules, and Classroom Contracts.

Social skills- These include skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. Increasing the appropriate use of these skills will help facilitate positive and appropriate interactions with peers and adults.

Social stories/Comic book conversations- A social story or comic book conversation is written specifically for the student and the situation (i.e. Joe waits for his turn) and must be visually provided for the student. This teaching method involves prompting understanding of the social context of various social situations. The social story is a tool to help lessen the stress of social situations.

Specific, or modified, instructions- Prior to the assignment, the teacher gives the student more specific or modified instructions in order to assist in overall comprehension of information. The teacher may provide additional or individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Specific verbal praise- When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., —Great job!), the praise statement should give specifics about the behavior the child demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!"). The praise should be a simple and concise statement given immediately after the behavior. Specific verbal praise should always be paired with other types of reinforcement in order to communicate to the student why they are receiving the other type of reinforcement. Example:

- A student who is usually loud and disruptive comes into the classroom quietly and sits in his/her desk, (which the teacher has been asking for and redirecting the students to do for two weeks). The teacher then walks over to the student and uses specific verbal praise such as, —You did a fantastic job coming in quietly and going straight to your desk! or —I appreciate the way you came into the room quietly and went directly to your desk. You are making this classroom a great place to learn.

Structured daily schedule- A daily outline of classroom activities designed to maximize student learning. Structuring time through a planned daily schedule of specific activities and transitions maximizes —on-task behavior and minimizes students' inappropriate behavior. Create a daily schedule in written or visual format. Display the schedule in a prominent location in classroom. Discuss the schedule each day/class period. Examples:

- **Pre-K»** During circle time, Josh's teacher previews the daily events using a picture schedule.
- **Elementary»** Ms. Adams, a second grade teacher, writes the daily schedule paired with visual aids on the board and highlights the weekly events and homework with colored chalk. She reviews the schedule with her students at the beginning of each day.

- **Secondary»** Mr. Bryant, who teaches math in seventh grade, writes both the daily schedule and the weekly homework on the board. Students know what to start on when the bell rings each day, and they know the order of activities for teacher directed instruction, guided practice, and independent practice.

Structuring non-instructional periods, including recess- This refers to a systematic intervention program for a student who requires a high level of structure during non-instructional periods. The student is taught specific game rules, as well as appropriate hall, lunchroom, bathroom, and playground behavior. Then they are reinforced for appropriate behavior during these activities. Examples:

- **Pre-K»** The preschool teacher notices that most of Johnny's conflicts with other children occur during free play. She decides that instead of free play, she will have Johnny pick between two activities.
- **Elementary»** The other students are constantly complaining that Alex interrupts and interferes with their games at recess. A classroom aide teaches Alex the rules for kick ball. The classroom aide then goes to recess with Alex and prompts him to join the game. The aide monitors his play and interaction with other students. Alex is rewarded for playing by the rules and for getting along with the other children.

Student follow-up- Establish a systematic check in. during an assignment to ensure that the student fully understands a specific task or request. The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

Systematic prompting- Systematic prompting is a 3-step prompting sequence to ensure compliance with demands. A student's noncompliance is often a function of avoiding the setting or activity in that setting. Tell the student in a very clear, concise language what you want him to do. Then, use a gestural prompt, and then use gentle guidance. The instructor should always praise any compliance observed. When implementing this procedure, the instructor should not engage in any verbal discussions or debates. The only words spoken to the student other than demands should be praise when the task is completed. Step three of this procedure is not appropriate for older students.

- **Step 1:** *Stacy put the truck in the box. Wait 5 seconds to give her a chance to comply.* him a chance to comply. If he does, praise him. If he does not comply, go to step 2.
- **Step 2:** Tell the student what to do as you **demonstrate the appropriate response.** –Stacy, put the truck in the box) as you are showing her where to put the truck. Give her 5 seconds to comply. If she complies, praise her. If she does not comply, go to step 3 or repeat steps 1 and 2 (if older student).
- **Step 3: Help the student complete the** task by using as little physical guidance as necessary (hand-over-hand).

Targeted Skills Development- Your counselor or RTI Coordinator have resources lesson to teach the following skills. When these behaviors occur skills need to be taught, modeled, reinforced and practiced often to correct problem behaviors:

- Accepting No as an answer
- Asking for Help
- Staying on Task
- Disagreeing Appropriately
- Following Instructions
- Using Appropriate Voice Tone

Task analysis- Break down a task into steps to make manageable and to ensure student feels success. Teaching a student how to break down task into more simplistic parts can also help reduce problem behaviors. Example:

- A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), Next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gather during previous steps.

Teaching interaction- A short social skills teaching sequence: 1) expression of affection, 2) initial praise, 3) description of inappropriate behavior, 4) description of appropriate behavior, 5) rationale, 6) acknowledgement, 7) practice, 8) feedback, 9) consequences, and 10) general praise. Examples:

- **Pre K»** When the teacher observes Susie grabbing a doll from Natalie, the teacher takes Susie aside and tells Susie how much she enjoys having her in the class. She rehearses with Susie how to ask Natalie if she can play with the doll. The teacher tells Susie what a good job she did and then sends her back to play.
- **Elementary»** Russell was teasing Jane about her new haircut. The teacher asks Russell to stay in and help her pass out art supplies at recess. During recess, she congratulates Russell accomplishing his reading goal. She then describes how she saw him teasing Jane and how that can really hurt somebody's feelings. She asks Russell to apologize to Jane and give her two compliments during the day. He promises to do that. The teacher pats him on the back and says she is proud of him.

Token Economy- A token economy is a system in which a token is administered to students when appropriate behaviors are displayed and the tokens can be exchanged later for reinforcer. Ideas of tokens can include:

- Plastic or metal chips
- Marks on a blackboard
- Points marked on a paper point card
- Stars
- Holes punched in a card
- Stickers
- Paper clips
- Beans in a jar
- Happy faces
- Play money

Tolerance skills- Students who frequently become angry at peers or who may be set off by certain triggers may be taught to tolerate or accept certain situations by using coping skills to keep them from reacting inappropriately.

Transitions supports- Transitioning from one environment to another or one activity to another can be a difficult process for many students. If supportive tools are built into the transition process, appropriate behaviors may increase during this time. Examples: Hallway peer buddy, close adult proximity, and pictorial signs with transition expectations posted in the hallway.

Use of manipulatives- Classroom or academic manipulatives to teach a skill. Examples: Behavior charts, math blocks, positive word charts, and message boards.

Use of positive referrals- This intervention is the use of a form that recognizes a student for displaying the appropriate target behavior(s) by filling it out and making a specific comment about the behavior, when it happened, and possibly reporting it to someone the student sees as a powerful adult within the school setting.

Verbal prompting-This involves prompting a student with a verbal remark that states the expected behavior. Example: A student comes into the room and sits backwards in their chair to talk to another student. The teacher verbally prompts the student by saying, —Joe, face forward.

Verbal rehearsal- Establish a system which the student verbally, or in a written form, repeats rules or expectations. Example: Teacher and student have an agreement specifying that before each class change and student verbally reviews the rules and expectations.

Verbal reminders- The instructor review rules and expectations prior to an assignment or problem times.

Visual schedule- An organized schedule that could be pictorial or written. A schedule can help a student progress through the day but it can also break down specific tasks throughout the daily progression.

Visual strategies- The instructor places visual prompts on the student's desk, in the student's planner, on a nearby wall, or any other area that will prompt the student to engage in the appropriate behavior

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<http://www.escambia.k12.fl.us/pbis/rtib>; *Behavior Intervention Guide*

Author, P.Hahn. Riverside County Selpa. " [A Positive Behavior Interventions and Support.](#)"

WEBSITE RESOURCES		
www.pbis.org	www.swis.org	www.modelprogram.com
www.apbs.org	http://flpbs.fmhi.usf.edu	www.pbismaryland.org
www.pbisworld.com	www.pbisillinois.org	www.cde.state.co.us/pbs
www.txbsi.org	www.uoregon.edu/~ivdb/	www.rcselpa.org

Glossary of Commonly Used Terms

Acceleration – Interventions that are implemented to increase the speed at which students acquire skills.

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child's IEP team.

Assessment – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative.

At Risk – A term applied to students who have not been adequately served by social service or educational systems and who are at risk of educational failure due to lack of services, negative life events, or physical or mental challenges, among others.

Behavior Intervention Plan- A plan developed for children who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels, (i.e., benchmarks for expected mathematics capabilities at grades three, seven, ten, and graduation.)

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and Response to Intervention: measures application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as correct words read per minute (reading fluency).

CAASSP- Measures students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

CAHSEE- California High School Exit Exam- To assess whether students who graduate from high school can demonstrate grade level competency in the state content standards for reading, writing, and mathematics.

Common Assessment – Common assessments are the result of teachers collaborating and coming to consensus about what students should know, understand and be able to do according to the standards. Common assessments assess the standards and provide teachers a means for looking at student work.

Content Standards – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements.

Culminating Performance Task – A culminating performance task is designed to be completed at or near the end of a unit of instruction. The activity is designed to require students to use several concepts learned during the unit to answer a new or unique situation. The measure of this activity allows students to give evidence of their own understanding toward the mastery of the standard.

Curriculum-based Assessment – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student's instructional needs.

Curriculum-based Measure – Curriculum-based measurement, or CBM, is a scientifically-based method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, vocabulary, and written expression. It can also be used to monitor readiness skills.

Curriculum Map – A curriculum map provides an outline of the course content by units and may provide a suggested time schedule for each unit.

Depth of Knowledge – Depth of knowledge (DOK) is a term that refers to the substantive character of the ideas in the performance standards. DOK classifies the various levels of understanding that students must demonstrate as they encounter and master the content and skills within the performance standards. This schema for evaluating standards has four levels of knowledge: (a) recall, (b) skill/concept, (c) strategic thinking, and (d) extended thinking. Operational definitions and labels vary somewhat by subject.

Dibels NEXT- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT)- Administer the Dibels benchmark probe for oral reading fluency to determine number of correct words per minute the student read.

Differentiation – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students' varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated:

English Language Learner (ELL) – Refers to students whose first language is other than English and whose command of English is limited. The term is used interchangeably with limited English proficient.

Evaluation – The process of making judgments about the level of student understanding or performance.

Feedback – Descriptive comments provided to or by a student that provides very specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

504 Plan- 504 accommodation plans may be written for disabling conditions caused by short or long term emotionally or physically disabling conditions.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

Formative Assessment – A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post tests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, and teacher commentary and feedback.

Frameworks – Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the California State Standards. They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Gifted Student – A gifted student is a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Grade-Level Equivalency – Scores at the 90th percentile

Individualized Education Program (IEP) – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. A written statement for a child with a disability that is developed, reviewed, and revised in accordance with IDEA 2004.

Individualized Education Program Team (IEP Team) – Individuals who are responsible for developing, reviewing, or revising an IEP for a child with a disability.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques.

i-Ready-Computer Adaptive Diagnostic Assessment used as the Universal Screening Measure. Results of the diagnostic are one measure used to drive personalized learning plans. Intervention is available through homeschool students who may be “at risk,” or involved in the RTI Tier 2 process.

Lexile – Lexile, also known as the Lexile Score or Lexile Measure, is a standard score that matches a student’s reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between approximately BR (for beginning reader) and 1700.

Modifications – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Probe – When using a Curriculum Based Measure (CBM), the instructor gives the student brief, timed samples, or "probes," comprised of academic material taken from the child's school curriculum. These CBM probes are given under standardized conditions.

Professional Learning Community – A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring – Progress monitoring is a scientifically based practice that is used to assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Pyramid of Interventions – The Pyramid of Intervention is also known as the Student Achievement Pyramid of Interventions. It is a conceptual framework developed by SCS that will enable all students in our school to continue to make great gains in school. The pyramid is a graphic organizer that illustrates layers of instructional efforts that can be provided to students according to their individual needs through the RtI process.

Response to Intervention – Response to Intervention (RtI) is a practice of academic and behavioral interventions designed to provide early, effective assistance to underperforming students. S.M.A.R.T. and Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced.

Research Based Intervention - The methods, content, materials, etc. were developed in guidance from the collective research and scientific community. (Harn, 2007)

Rubrics – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

San Diego Quick- Assesses independent reading level to ensure that the student is presented with reading material which can be decoded independently.

Scaffolding – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than he or she would be capable of independently. Presenting a skill at this level helps students advance to the point where they no longer need the support and can operate at this high level on their own.

SST- Student Study Team or Student Success Team

Standard – A standard is something set up and established by authority as a rule for the measure of quantity, weight, extent, value or quality. A standard defines the broad expectations for an area

of knowledge in a given domain and may include an expectation of the degree to which a student expresses his or her understanding of that knowledge.

Strategy – A loosely defined collective term that is often used interchangeably with the word –intervention; however strategies are generally considered effective instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student Support Team – The Student Support Team (SST) is a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST uses a data-driven process to plan individualized supports and interventions and the method of assessing their effectiveness.

Student with a Disability – Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

Student Work – Student work may or may not demonstrate that the student is meeting the standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Georgia Performance Standards.

Tasks – Tasks provide the opportunity for students to demonstrate what they can do, what knowledge they have, what understanding they have that relates to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.



Special Education Department

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Special Education Procedural Guide

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Special Education Procedural Guide

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INTRODUCTION

Springs Charter Schools (SCS) is a network of personalized learning, independent study charter schools that includes River Springs, Harbor Springs, and Empire Springs. SCS are committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. In order to implement this goal, the Procedural Handbook describes policies, procedures, and guidelines in place to ensure that students being referred for and/or enrolled in special education programs receive a free, appropriate public education (FAPE) in the least restrictive environment (LRE).

SCS are members of the Riverside County Special Education Local Plan Area (SELPA), and follow the guidelines and procedures set forth by the SELPA in accordance with all State and Federal laws.

SCS Special Education Department Mission: Special Education staff will work collaboratively with students, teachers, and parents to develop and provide an Individualized Education Program within the Personalized Learning Plan of each student.

REFERRAL PROCESS

SCS provide for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program. (EC 56302)

Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Parents may also contact their child's teacher or school site administrator with concerns about their child's academic or behavioral performance. Concerns may be addressed in an Rtl meeting. This meeting may be initiated by school staff or parents/guardians/student. During the Rtl meeting, the Team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.

For more information regarding Child Find procedures refer to the Riverside County SELPA website policies and procedures at:
<http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=3850076>

If a parent makes an oral request for a special education assessment for their child, it is the responsibility of SCS to inform the parents this request must be in writing and assist the parents with writing the request if needed (EC 56029; CCR§ 3021). All requests should be submitted to the Director of Special Education or Designee via secure internet site or via email with written parent permission to special.education@springscs.org. This request starts the assessment process and SCS must respond within 15 days. Director of Special Education or Designee will notify Rtl Team of the parent request. SCS will hold an Rtl meeting within 10-15 days to address the parent's concerns. All Rtl documentation must be uploaded into OASIS by the school site personnel. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (EC 56303)

Assessment Plan and Prior Written Notice (PWN) will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. Director of Special Education or Designee will assign responsible staff.

SCS may deny the parent's request for an initial assessment or additional assessment using a Prior Written Notice (PWN) if the team feels that the student is receiving a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). SCS shall include data in the PWN to ensure that the student does not require assessment.

All school staff referrals shall be written and include: (1) a brief reason for the referral and (2) documentation of the resources of the regular education program that have been considered, modified, and when appropriate, the results of intervention. This documentation shall not delay the time-lines for completing the assessment plan or assessment. (Title 5 CCR 3021; EC 56100(a), (i), and (j); EC 56300-56303; 34 CFR 300.128, 300.22)

For detailed information regarding policies and procedures regarding Child Find and a Coordinated System of Referrals, go to the Riverside County SELPA website policies and procedures at: <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=3850076>

ASSESSMENT PLANS AND PRIOR WRITTEN NOTICE

An Assessment Plan (AP) is a document that outlines the assessment tools and methods used to determine eligibility for special education services as well as present levels of performance, the types of measurements used to collect this information, and the individual(s) responsible for the collection/review of data.

Assessments will be comprised of data from multiple sources and will require a multidisciplinary team of specialists to gather and interpret the data. Parental consent is not required before reviewing existing data, or before administering a test or other assessment that is administered to all students, unless before administration of that test or assessment, consent is required of the parents of all the students. A parent has a right to request an evaluation at any time. For a student that has an IEP, if the school and parent mutually agree, a triennial IEP can be held early.

Prior Written Notice (PWN) is a legal requirement per IDEA, and is a protection afforded to parent(s)/ guardian(s) per their Procedural Safeguards. IDEA includes prior written notice as a measure to ensure that parents have adequate notification and understanding of special education decisions made about their child, including elements of a Free Appropriate Public Education (FAPE). A prior written notice should provide comprehensive documentation of any and all actions proposed and/or refused by an LEA/district. The information included should be sufficient to ensure that parents understand the rationale by which decisions were made, and all things that were considered. Providing prior written notice affords parents an additional opportunity to consider and/or object to decisions that were made prior to implementation. It is the responsibility of each Case Manager and/or Assessor to ensure the PWN is provided to the parent. The PWN may be accessed through the Special Education Information System (SEIS) in the IEP documents.

For detailed information on Assessment procedures, see the Riverside County SELPA website at <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=4774556>

PROCEDURAL SAFEGUARDS

Parents of children with disabilities enrolled in SCS have specific education rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards. A copy of the Notice of Procedural Safeguards and Parents' Rights must be offered to the parent a minimum of one time yearly. A copy must also be provided to parents:

- Upon initial referral or parental request for evaluation
- When sending out an Assessment Plan and/or Prior Written Notice
- In accordance with disciplinary procedures
- Upon parental request

SPECIAL EDUCATION TIMELINES

- **Annual IEP review:** Not to exceed 12 months (365 days) from the date of the last IEP N/A EC 56043 (d), (j) EC 56343 (d) EC 56380
- **Triennial Eligibility review:** Every 3 years based on the date of the last evaluation.
 - May occur more often if needed, but no more than once per year, unless the IEP team agrees
 - Parent and LEA may agree in writing that triennial assessments are not necessary and may also agree to limit the scope of the review
 - Recommendation: Begin the triennial assessment process at least 90 days prior to the triennial review date EC 56043 (k) EC 56381
- **Parent requests an IEP meeting for a child with an existing IEP:** 30 calendar days after written request is received
 - Exception for school breaks in excess of 5 school days
 - If a verbal request is made by the parent, SCS must assist the parent in making the request in writing EC 56043 (l) EC 56343.5
- **Initial Assessment and IEP Development**
 - Attach Procedural Safeguards and Prior Written Notice (PWN) within 15 calendar days from date of referral
 - Exception of school breaks in excess of 5 school days
 - If a referral is received 10 days or fewer before the end of the school year, then the AP must be sent to parent within the first 10 days of the following school year EC 56043(a) EC 56321(a)
- **IEP team meeting to review initial assessments-**60 calendar days from the receipt of parent consent on the Assessment Plan, to determine eligibility and areas of need
- **IEP to review student's lack of progress toward IEP goals-**No specific timeline; however, best practice is to convene the IEP team within 30 days of determining that a student is demonstrating a lack of progress EC 56343 (b)
- **Parental Notification of IEP Meeting:** No specific timeline; however, staff should notify parents of the IEP team meeting and send the IEP Notice of Meeting early enough to ensure an opportunity to attend the meeting. Best practice is to send at least 10 school days prior to the meeting date EC 56043 (e) EC 56341.5 (b)
- **Implement the signed IEP:** As soon as possible after receiving the signed consent to the IEP from the parent. Keep in mind that compensatory education could be owed if IEP is not implemented in a timely manner EC 56043 (i) EC 56344 (b)
- **Progress reports on IEP goals:** Provided to the parent(s) as indicated on the IEP at least as often as general education progress reports EC 56345 (a) (3)
- **Individual Transition Plans (ITP):** Must be in the IEP when the student turns 16.
 - ITP's must be reviewed annually EC 56043 (g) (l) (h) EC 56341.5 (e) EC 56345 (a) (8)
 - Student informed of transfer of rights at age 18 Must be documented in the IEP when the student turns 17 that the transfer of rights has been discussed
- **Independent Education Evaluation (IEE) Request:** No specific statutory timeline, case law indicates SCS should respond without unnecessary delay 34 CFR 300.502 (b). All requests for IEEs are to be referred to the Director of Special Education.

- **Student Records Request:** Provide parent(s) with copies of student records after an oral or written request within 5 business days EC 56043 (n) EC 56504
 - Provide new LEA/District with special education records within 5 business days after request for records from new LEA/District is received

For specific details on scheduling IEPs within SCS, see Attachment A.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

IEP team meetings are designed to be non-adversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs. SCS shall initiate and conduct meetings for the purpose of developing, reviewing, and revising the IEP of each individual with exceptional needs. (EC 56340). SCS, Parents, or the Special Education Local Plan Area (SELPA) may electronically record an IEP meeting if the requesting party provides other members of the IEP team with 24 hours' written notice. If the recording is at the request of SCS or the SELPA, and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded.

The following individuals are required members of an IEP team, as defined in the California Education Code (Section 56341) for purposes of developing, revising or reviewing the IEP, determining eligibility, and/or recommending placement for any pupil.

- An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one general education teacher. SCS advises that the student's current general education teacher attend the meeting. It is not necessary that all general education teachers be in attendance.
- The student's special education teacher(s).
- The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.
- When appropriate, the IEP team may also include:
 - The student.
 - Other persons who possess expertise or knowledge necessary for the development of the IEP.
 - An assessor(s) who conducted an assessment and is presenting his/her report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor
 - For students with suspected learning disabilities, at least one member of the IEP team, other than the student's general teacher, shall be a person who has observed the student's educational performance in an appropriate setting.
 - Interpreter as needed for parents
 - In the event the parents require an interpreter to have meaningful participation in the IEP meeting, the Case Manager should contact the Administrative Assistant in the Special Education Office to request an interpreter. SCS will arrange for an interpreter to provide the necessary assistance.
 - Member Excusal: IDEA 2004 allows for the excusal of some IEP team members. Excusal includes members unable to attend the meeting at all, or members that may need to arrive late or leave early.

- Not Necessary: A member of an IEP team may not be required to attend an IEP meeting in whole or in part, if the parent of a child with a disability and SCS agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- Necessary, but excusable: A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:
 - A. The parent and SCS consent to the excusal in writing by completing the IEP Excusal Form (available in SEIS)
 - B. The excused IEP team member submits, in writing, to the parent and the IEP team input into the development of the IEP prior to the meeting.
- SCS expects that IEP meetings will be held in person whenever feasible. In general, the Admin Designee, Parent, Student (when appropriate), general education teacher, and special education teacher are to be present in the same room. Related service providers and assessors may call in to the meeting, with prior notification and agreement of the parent, when scheduling prohibits attendance. IEP Excusal Form should be used to document parent notification and agreement of teleconference participation.

For details on how to obtain signatures following a teleconference, see Appendix B.

IEP CONTENT

The IEP is a written statement determined in a meeting of the IEP team and shall include, but not be limited to, all of the following: (EC 56345)

- The present levels of the pupil's educational performance
- The measurable annual goals, including benchmarks or short-term instructional objectives
- The specific special educational instruction and related services and supplementary aides and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil in order to advance appropriately toward attaining the annual goals, to be involved and progress in general curriculum and to participate in extracurricular and other nonacademic activities
- The extent to which the pupil will be able to participate in regular educational programs
- The individual modifications in the administration of state or district wide assessments of pupil achievement that are needed in order for the pupil to participate in the assessment
- The projected date for initiation and the anticipated duration of the programs and services included in the IEP
- Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved
- A statement of how the pupil's parents or guardian will be regularly informed, at least as often as parents and guardian of non-disabled students, on their progress toward annual goals
- When appropriate the IEP shall also include:
 - Prevocational career education for pupils in kindergarten and grades 1 to 6, inclusive, or pupils of comparable chronological age. 07/ 14R 2/ 15 3
 - Vocational education, career education or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades 7 to 12, inclusive, or comparable chronological age

- For pupils in grades 7 to 12, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation
- For pupils whose primary language is other than English, linguistically appropriate goals, objectives, programs and services
- Extended school year services when needed, as determined by the IEP team
- Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school for any part of the school day
- For pupils with low-incidence disabilities, specialized services, materials, and equipment, consistent with guidelines
- At least one year before the pupil reaches the age of 18, a statement that the pupil has been informed that his or her rights will transfer to the pupil upon reaching the age of 18
- All IEPs must include an offer of FAPE

PRESENTATION OF ASSESSMENT REPORTS

Assessment reports should be presented by an individual who can interpret the instructional implications of evaluation results. Most often, reports should be presented by the assessor who conducted the assessment. Should the assessor be unable to present their findings (due to extenuating circumstances) at an IEP meeting, another individual with the same credential may share their results and answer questions during the IEP meeting. Should an assessor be unable to attend an IEP meeting in person, they may attend via telephone or computer. If an assessor is unable to attend the meeting entirely, and no replacement is available, a team member "Excusal" form would be required for the absent team members. Best practice would be to complete as much of the meeting as possible and reconvene at a different time to review the assessment results.

Outside Reports

The following are general guidelines for addressing the receipt of outside reports. Outside reports may be submitted by the parent for consideration by the IEP team. Information gathered from outside reports may guide team in identifying the need to assess for new areas of disability. Outside reports do not automatically determine eligibility or drive goals. SCS must conduct their own evaluations to examine student needs in the school setting and how those needs impact the student's education. An outside report may trigger the need for further assessment, but does not immediately change or determine eligibility in school setting (medical diagnosis versus educational eligibility). Conversely, a medical diagnosis is not required for determination of eligibility in the school setting.

ELIGIBILITY CRITERIA

A child shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of the child's impairment requires special education in one or more of the program options authorized by EC § 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team. The IEP team shall take into account all the relevant material that is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education (CCR Title 5 § 3030(a)). The disability terms used in defining an individual with exceptional needs under Title 5 §3030(b) include: (1) Autism, (2) Deaf-Blindness, (3) Deafness, (4) Emotional Disturbance, (5) Hearing Impairment, (6) Intellectual Disability, (7) Multiple Disabilities, (8) Orthopedic Impairment, (9) Other Health Impairment, (10) Specific Learning Disability, (11) Language or Speech Disorder, (12) Traumatic Brain Injury, and (13) Visual Impairment.

INTERIM PLACEMENT

Whenever a pupil with an IEP transfers into SCS the pupil will be provided a free appropriate public education, comparable to those described in the previously approved IEP, in consultation with the parent for a period not to exceed 30 days. SCS, shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law (EC 56325). SCS has an obligation to implement the student's last IEP, but the new placement does not have to exactly replicate the prior placement (Mrs. S. ex rel G. v. Vashon Island Sch. Dist. 337 F.3d 1115 (9th Cir. 2003)). If the student's goals can be met in a less restrictive environment, and the parent/guardian agrees, SCS will convene an IEP meeting to offer this alternative.

Comparable Services

Comparable services will be determined based on:

- The last agreed upon and implemented IEP obtained *directly* from the student's previous school
- IEP will be analyzed to determine what portions of the student's transfer IEP can be implemented, where, how soon and by whom
- If portions of the student's IEP that cannot be implemented, SCS will convene an IEP meeting to consider possible solutions to meet student needs

For detailed information on the Interim Placement Process see Appendix C.

VISION AND HEARING SCREENINGS

Pursuant to 5 CCRSection 3027, hearing and vision screening should occur prior to student's triennial, "All pupils being assessed for initial and three-year review for special education services shall have had a hearing and vision screening, unless parental permission was denied." Screening should take place prior to any formal testing and may be included as part of the student's assessment (EC Section 56320). Screenings completed within 6 months of the date of the Triennial are considered valid. In the event the student that is being assessed for an initial or a triennial does not have V/H results within 6 months, then the screening must be completed within the 60 day timeline of the assessment plan. The IEP team may consider an outside report from a physician. The IEP team may take into consideration and accept the results.

STATE TESTING

Students will participate in state testing in accordance with the testing schedule established by SCS. Students will receive all appropriate accommodations or modifications in accordance with their IEP. Special Education and Related services may be suspended for no more than 1 week (5 days) during the testing period.

General Office Procedures

Compliance Monitoring

Under the direction of the Director of Special Education, Compliance Technicians will:

- Utilize internal compliance monitoring tools to review incoming IEPs. Non-compliance issues will be addressed by the Director of Special Education. *See Appendix D for Compliance Monitoring Tool.*
- Maintain a daily schedule of filing documents in student files including, but not limited to: Progress Reports, SST/RtI documents, and all IEP documents
- Maintain a weekly schedule of utilizing SEIS and OASIS to monitor student data providing ongoing preparation for CASEMIS and CALPADS submissions in accordance with SELPA policies and to ensure compliance of all IEP timelines for all Annuals, Triennials, Initials, and Interims
- Develop a 60 day calendar based on SCS school year calendar at the beginning of each school year
- Maintain Communication Logs, including Enrollment notes, in OASIS.
Enrollment Logs will be printed by Special Education Administrative Support Staff and placed in IEP file

Maintenance of Pupil Records

- Pupil records are a necessary element in describing a pupil's development in school. It is also essential for the records to be accurate, appropriate, and secure, in accordance with state and federal laws. Only the parent (or pupil over 18) may authorize the release of any information except under the specific and narrow set of circumstances in accordance with state and federal laws.

Per the Title 5 California Code of Regulations (CCR, § 431) SCS will:

- Guarantee access to authorized persons within five (5) business days of the request
- Assure security of all confidential records by maintaining all pupil files in locked file cabinets
- Monitor and maintain access log in every pupil file
- Limit access to those school employees with an "educational need to know" and the parent (or pupil over 18 years of age)
- *Special Education Administrative Support Staff will send Special Education Records to Student Records Department within 48 hours of the request for records in order for Student Records staff to meet the 5 day timeline.*

Destruction of Pupil Records

Director of Special Education or Designee will oversee and approve the destruction of pupil records in accordance with the following guidelines.

All school records in California are divided into three groups for the purpose of defining how long records are kept before they are destroyed:

- Class I - Mandatory Permanent: Must be kept indefinitely by the school district unless microfilmed
- Class II - Mandatory Interim: Unless forwarded to another district, Mandatory Interim records (i.e., access log, health records, special education programs, language training records, progress reports, standardized tests administered in preceding 3 years) may be reclassified as Disposable when the pupil leaves the district or when their usefulness ceases. Such records must be maintained for a minimum three or five years after the completion of the activity for which grant funds were used. Destruction of the file shall be during the third school year following reclassification after parent notification.
- Class III – Disposable or Permitted: The only disposable records are Class III (i.e., objective staff ratings, standardized test results more than 3 years old, routine disciplinary data, behavior observations, disciplinary notices, and attendance records not otherwise required). Such records may be destroyed six months after the pupil completes or withdraws from the educational program. These are to be destroyed so as to maintain the confidentiality of the record.

For complete information and definitions related to Pupil Records, please refer to the Riverside County SELPA website at <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=1498103>

Appendix A

Scheduling IEP Meetings

Academy Students

- Special Education Department will provide a report from SEIS to each school site with the projected number of IEPs due for each month based on current enrollment prior to the end of the school year-update. This report will be provided within the first month of the school year, and will be updated monthly throughout the school year.
- IEP Administrative Designee and the Special Education Case Manager are responsible for identifying IEP dates throughout the school year to meet the needs of the projected IEPs
- Case Manager is responsible for monitoring IEP due dates and scheduling IEPs throughout the year-it is recommended that all IEPs for current caseloads be scheduled at the end of each school year and revised in the Fall
- Case Manager is responsible completing Notice of Meeting, notifying parents, and ensuring all Team Members are notified of the meeting via Calendar invite at least 2 weeks prior to the date of the meeting

Home School Students

- Special Education Department will provide each Home School Directors/Administrators/Designees with the projected number of IEPs due for each month. The report will be sorted by area based on current enrollment, prior to the end of the school year-update. This report will be provided within the first month of the school year, and will be updated monthly throughout the school year.
- Home School Directors/Administrators/Designees will identify IEP dates throughout the school year to meet the needs of the projected IEPs and provide list of available dates to Special Education Department
- Special Education Administrative Support Staff will develop Master IEP Calendar for Home School students and schedule all IEPs by June 30 of each school year and will revise by September 30
- Special Education Administrative Support Staff will send tentative calendar invites once schedule is finalized
- Special Education Department will monitor student enrollment and revise IEP schedule as needed
- Special Education Administrative Support Staff will send final calendar invitation to all Team Members least 2 weeks prior to the IEP meeting
- Case Manager is responsible for completing Notice of Meeting and notifying parents of the date of the meeting

In the event Administrative Support is needed from Special Education Department, Case Manager should contact the Special Education Department at 951-225-7731 at least 2 weeks prior to the meeting date to request assistance. Special Education Administrative Support staff will notify Special Education Director or Designee of the need and an available Administrator will be assigned.

Appendix B

Obtaining Signatures for IEP

SCS expects that IEP meetings will be held in person whenever feasible. In general, the Admin Designee, Parent, Student (when appropriate), general education teacher, and special education teacher are to be present in the same room. Related service providers and assessors may call in to the meeting, with prior notification and agreement of the parent, when scheduling prohibits attendance. IEP Excusal Form should be used to document parent notification and agreement of teleconference participation. In the event members must participate via teleconference, the following guidelines must be followed to ensure all appropriate signatures are obtained:

- Case manager (CM) is responsible for identifying if all team members will be physically present at the IEP.
- If a team member will be calling in or the IEP meeting will be held via teleconference, the CM will confirm parent is aware and in agreement prior to the IEP meeting.
- In the meeting notes, document if an individual is attending via phone, or if the meeting is being held via teleconference. Place in parenthesis next to the team member name (by phone).
- CM will obtain parent signature and signature of those team members present, upload signature page into SEIS, and include in the packet to be sent in to the SpEd office.
- CM documents in SEIS the parent signature is present.
- Each IEP team member NOT in person at the IEP meeting, will download the signature page, sign, upload into SEIS, mail in to Special Education office, and inform CM when completed.
- CM is responsible to oversee all signatures have been uploaded and sent in to the Special Education office.

Parent Signature

- If IEP is sent home for parent signature, process for IEP team members not present is the same; however, CM is responsible for following up with parent to ensure parent signature is obtained in a timely manner (within 1 to 2 weeks, maximum).
- CM needs to document the attempts to obtain signature, which may include sending an additional copy of the IEP home, setting up a meeting for parent to sign, etc.
- Include the ES/TOR in the attempts to obtain a signature.
- Remember, new goals, services etc. cannot be implemented until IEP is signed and returned to Springs Charter.
- If CM is unable to obtain signatures, CM is to inform Special Education Director of inability to obtain signature.
- Once IEP has been signed by parent, CM is responsible for changing SEIS to reflect the receipt of parent signature.

Appendix C
Interim IEP Placement Process
For New Springs Students with IEPs

1. Once a new student with an IEP has signed the Student Agreement, the ES, TOR, or designee will notify the Special Education department at special.education@springscs.org or via a secure internet site. The notification will include the student name, parent name and contact information, the program that the student has enrolled in, and the start day as noted on the Student Agreement. The email will also indicate if a copy of the IEP was provided or not, and the location of the IEP.
2. Enrollment staff may either upload a copy of the IEP that the parent provided into OASIS, or attach to the enrollment notification email with parent permission.
3. Special Education staff will contact parent within 24 hours to let them know the enrollment has been received and the IEP is being reviewed.
4. If IEP is not provided by parent, Special Education Administrative Support Staff will contact the previous district within 24 hours via phone/fax/e-mail or through SEIS to obtain copy of the IEP.
5. Special Education Administrative Support Staff will notify Director of Special Education or Designee of the new student and provide copy of the IEP.
6. When school is in session:
 - Director of Special Education or Designee will review IEP and contact parents within 48 hours of receipt to determine appropriate comparable services and placement for the Interim placement period.
 - Upon verification of special education services, student will be enrolled in the appropriate program
 - If there is a delay of more than 48 hours in receiving verification of special education services, the student will be enrolled as a General Education student.
 - Upon verification of special education services, the student's services will be implemented
 - If records are not received within 30 days, an assessment plan may be developed if there are any areas of suspected disabilities.
 - Special Education Administrative Support Staff will maintain contact with parent and the school site to provide updates on the progress.
7. When school is not in session:
 - Director of Special Education or Designee will review IEP and contact parents within 2 weeks to determine appropriate comparable services and placement for the Interim placement period.
 - All services will be in place and determined by the first day of the new school year.
 - If verification of Special Education services is not received before the start of the school year, the student will be enrolled as a General Education
 - Upon verification of special education services, student will be enrolled in the appropriate program
 - Upon verification of special education services, the student's services will be implemented
 - If records are not received within 30 days, an assessment plan may be developed if there are any areas of suspected disabilities.
 - Special Education Administrative Support Staff will maintain contact with parent and the school site to provide updates on the progress
8. Director of Special Education or Designee will assign Case Manager and contact Case Manager and Principal once placement is determined for processing of Interim Placement documentation, including 30 day due date for Interim Placement meeting.
9. In the event student is to be placed in program outside of SCS (RCOE class, NPS, etc.), placement decisions will be made within the timelines listed above; however, the actual start date of the student will be determined by the enrollment process of the receiving program.

10. Interim Placement form will be completed by Case Manager unless otherwise instructed by Director of Special Education or Designee.
- Academy Students: Interim Placement form should be signed by parent and Site Principal and scanned to secure internet site or emailed with written parent permission to special.education@springscs.org
 - Home School Students: Interim Placement form should be signed by parent and scanned to secure internet site or emailed with written parent permission to special.education@springscs.org for signature of Director of Special Education or Designee
 - Special Education Administrative Support Staff will complete data entry to SEIS and/or OASIS, upload to SEIS and place hard copy in Student's file
11. Case Manager is responsible for scheduling IEP within 30 calendar days of the first day of attendance.
12. Scheduling the Meeting
- Academy Students:
 - Case Manager is responsible for completing Notice of Meeting, notifying parents, and ensuring all Team Members are notified of the meeting within 1 week of the first day of attendance to ensure availability of all required Team Members
 - Home School Students:
 - Case Manager is responsible for contacting Special Education Administrative Support Staff to schedule the meeting within 1 week of the first day of attendance to ensure availability of all required Team Members
 - Special Education Administrative Support Staff will send calendar invitation to all Team Members based on IEP Calendar dates available within the 30 day requirement
 - Case Manager is responsible for completing Notice of Meeting and notifying parents of the date of the meeting

Special Notes

- School staff may contact the Special Education Reception Department at 951-225-7731 or via email at special.education@springscs.org during the enrollment process with any questions.

Springs Career Technical Education:

Preparing Students for the 21st Century and Beyond

"We seek the day when every enterprise in California—public and private—has access to a pool of talent that both attracts the world's leading businesses and hastens the development and success of new ones, creating opportunities for all."

What is a CTE Certificate?

Springs Charter Schools has a comprehensive (CTE) Career Technical Education Program designed to assist students in becoming career & college ready. CTE students include those planning on entering industry, attending community college, attending four-year universities, or any combination of these three. The intent of CTE is to provide students with real world application learning opportunities that reinforce core academic content through career focused project based learning.

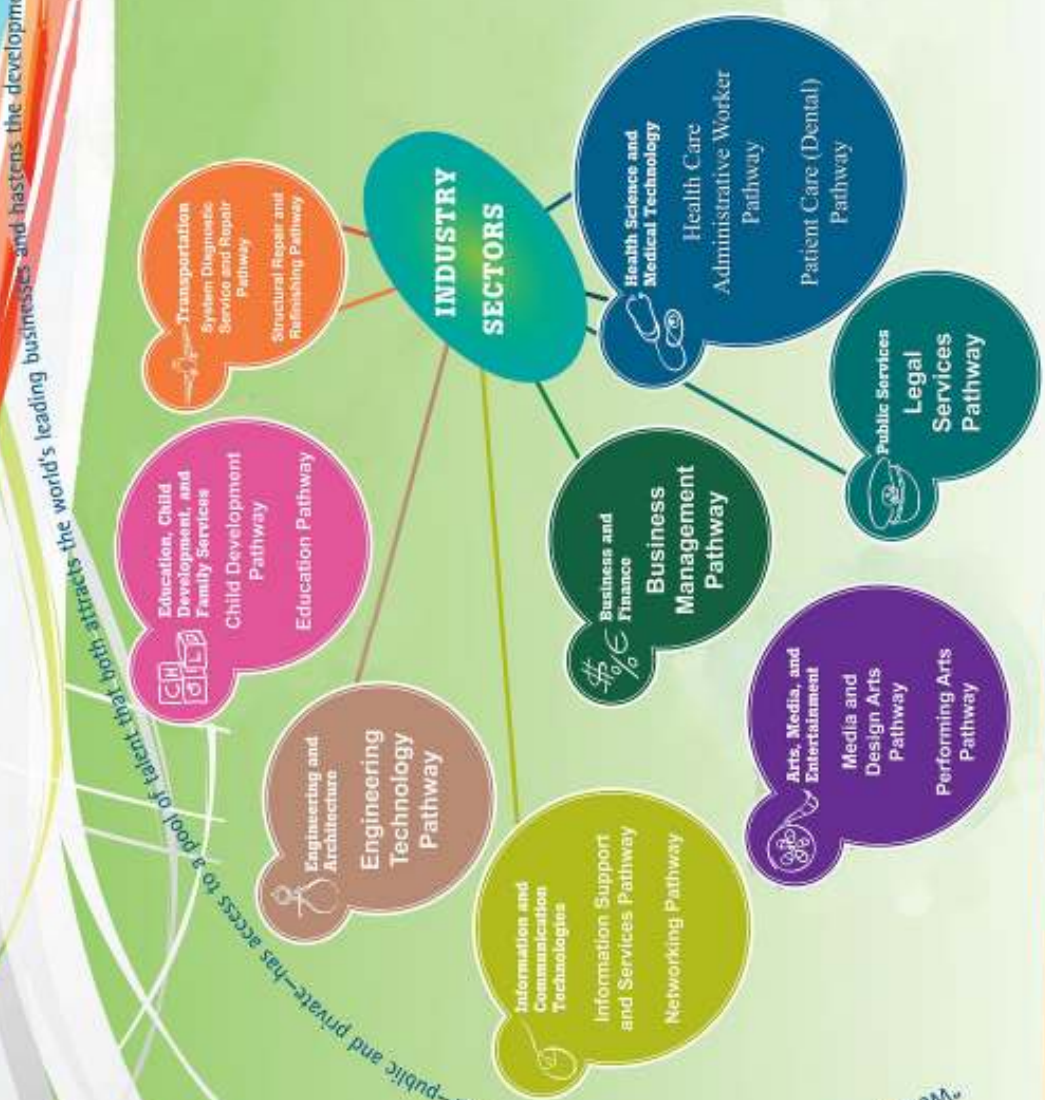
CTE begins in eighth grade with career exploration, self-assessments, and introductory CTE courses. Introductory CTE courses are also available for ninth and tenth grade students. During high school, students are encouraged to take at least two CTE courses in the same pathway, complete an internship in that pathway, and complete a culminating project. If all of this is accomplished prior to graduation, the student would receive a CTE Certificate. The CTE Certificate is in addition to the high school diploma and is equivalent to graduating from High School with a major education focus.

How do you get a CTE Certificate?

1. Select a Pathway
2. Complete two courses in that Pathway
3. Complete an industry related Internship
4. Complete a Culminating Project

Want to take it to the next level? Complete all the requirements above and the third course in your pathway. Then you will be a CTE Completer

For more information contact:
George Essel CTE Lead Coordinator george.essel@springcsd.org



<http://www.vscs.ca.gov/cte/cte/industrysectors.asp>





2017-18 CTE Course List

CTE Introduction to Photography: **a-g approved**
CTE Digital Art and Design: **a-g approved**
CTE Video Production: **a-g approved**
Anatomy and Physiology: **a-g approved**
CTE Kinesiology
CTE Treatment & Care
CTE Introduction to Game Design: **a-g approved**
CTE Intermediate Game Design
CTE Small Engine Maintenance & Repair
CTE Maintenance & Repair Vehicle Systems
CTE Maintenance Control Center Operations
CTE Medical Terminology
CTE Medical Front Office
CTE Medical Billing & Coding
CTE Engineering Essentials
CTE Electrical & Computer Engineering
CTE Mechanical Engineering with CAD: **a-g approved**
CTE Introduction to Business
CTE Marketing and Advertising: **a-g approved**
CTE Business Management
CTE Public Safety 1
CTE Enforcement Agencies and Procedures
CTE PC Essentials
CTE Networking Fundamentals
CTE PC Security
CTE Desktop Professional
CTE Computer Systems & Technologies
CTE Human Development
CTE Hospitality, Tourism & Recreation

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

C3565594

FILED Secretary of State State of California

DEC 21 2016

16

The undersigned certifies that:

- 1. They are the President and the Secretary of Harbor Springs Charter School, a California nonprofit public benefit corporation.
2. Article Two of the Articles of Incorporation of this corporation is amended to read as follows:

This Corporation is a Nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Harbor Springs Charter School, Vista Springs Charter School and Otay Springs Charter School.

Springs Charter Schools, Inc. a California nonprofit public benefit corporation, is the sole statutory member of this corporation. There are no other members.

- 3. The foregoing amendment of the Articles of Incorporation have been duly approved by the board of directors.
4. The foregoing amendment has been duly approved by the required vote of the sole member.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 12/20/16

Kathleen Hermsmeyer, President

DATE: 12/20/16

Pam Rivas, Secretary

BYLAWS
OF
HARBOR SPRINGS CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Harbor Springs Charter School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located in the City of Temecula, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws by amending this Section to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Harbor Springs Charter School, Vista Springs Charter School and Otay Springs Charter School. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This Corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
MEMBERSHIP**

Section 1. SOLE STATUTORY MEMBER. Unless and until these bylaws are amended to provide otherwise, Springs Charter Schools, Inc., a California nonprofit public benefit corporation, shall be the sole statutory member of this Corporation (the “Statutory Member”) as the term “member” is defined in Section 5056 of the California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article VI shall be construed as limiting the right of the Corporation to refer to persons associated with it as “members” even though such persons are not members of the Corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The Corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the corporation’s assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. RIGHTS OF STATUTORY MEMBER. The Statutory Member (as defined

in Section 5056 of the California Nonprofit Public Benefit Corporation Law) shall have the right, as set forth in these Bylaws, to elect or appoint members of the Board of Directors, to remove members of the Board of Directors, to vote on the disposition of all or substantially all of the Corporation's assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the Corporation, and as otherwise required under the California Nonprofit Public Benefit Corporation Law and/or set forth in these Bylaws.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of Directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. Board members shall be members of one of the following two groups: parents or community members. Board members must reside in San Diego County or in a contiguous county where HSCS students are served. All Directors shall be nominated by the Board, with nominations submitted to the Statutory Member, and appointed only with the written approval of the Statutory Member. In accordance with California Education Code Section 47604(b), the granting authority has a right to appoint a representative to the Board. If the granting authority appoints a representative, the Board shall have the right to appoint an additional Board Director to maintain an odd number of Directors.

Each director shall hold office unless otherwise removed from office in accordance with

these bylaws for three (3) years and until a successor director has been designated and qualified. Directors may serve no more than two (2) consecutive terms. Each Director must be reappointed to the Board by the last meeting of the fiscal year when their first term ends.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 5. DIRECTORS' TERM. Director shall hold office for three (3) years and until a successor Director has been designated and qualified.

Section 6. RESTRICTION ON BOARD AUTHORITY. The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

- a. Approve the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- b. Approve the principal terms of a merger of the corporation with another organization;
- c. Approve the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such dissolution exist;
- d. Approve the voluntary dissolution of the corporation or the revocation of such an election to dissolve it;
- e. Approve, repeal or amend the Bylaws; or
- f. Appoint or remove any member of the Board of Directors.
- g. Seek a material amendment to the charters of the schools operated by the Corporation pursuant to Education Code section 47607. The Board may not make any material amendments to the charters of the schools operated by the Corporation at any time, including, but not limited to, before submission of the charters to the granting authorities or upon renewal, without the prior written approval of the Statutory Member.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit

Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the Statutory Member to appoint the number of Directors required.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board as a whole. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 10. REMOVAL OF DIRECTORS. A Director may only be removed by action of the Statutory Member. The Statutory Member may remove a Director with or without cause.

Section 11. VACANCIES FILLED BY STATUTORY MEMBER. Vacancies on the Board of Directors shall be filled by approval of the Statutory Member.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings may be held at the principal office of the Corporation. Additionally, the Board of Directors may designate that a meeting be held at any place within San Diego County or adjacent counties that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. Prior written notice of all meetings shall be provided to the Statutory Member.

The Board shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board or in the notice of the meeting in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, or a majority of the

Board of Directors. If a Chairman of the Board has not been elected then the President of the Corporation is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board may be held only after at least twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors and the Statutory Member shall be notified of special meetings in the following manner:

- a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within San Diego County and adjacent counties;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda¹;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as Directors or officers and may only receive such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the Statutory Member or Board of Directors;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so

¹ This means that members of the Board who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

amendable or subject to repeal;

- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Directors has a material financial interest.

The Board may also create one or more advisory committees composed of Directors and non-Directors. It is the intent of the Board to encourage participation and involvement of faculty, staff, parents, students, and administrators through attending and participating in committee meetings. The Board may establish, by resolution adopted by a majority of the Directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION AND THE BOARD

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the Board's direction, may also have one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The Board may also appoint a Chairman of the Board and a Vice-Chair. The corporate officers in addition to the corporate duties set forth in this Article VIII may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be

held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no President, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board is elected, there shall also be a Vice-Chair. In the absence of the Chairman, the Vice-Chair shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 9. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of the Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the Directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII
INSURANCE**

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director’s, officer’s, employee’s, or agent’s status as such.

**ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS**

- Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:
- a. Adequate and correct books and records of account;
 - b. Written minutes of the proceedings of the Board and committees of the Board,

- c. which shall also be promptly provided to the Statutory Member; and
Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **RIGHT TO INSPECT.** The Statutory Member and every Director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Statutory Member or Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, the Statutory Member and any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Statutory Member interest as a Statutory Member or Director's interest as a Director. Any such inspection and copying may be made in person or by the Statutory Member or Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Statutory Member and itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and

- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with the provisions of California Corporations Code section 6322.

ARTICLE XVII BYLAWS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws, except that the following bylaws provisions may not be amended or repealed without the prior approval of the Statutory Member: Article VI; Article VII, Sections 3,6,7,10, 11, 14, and 17; and Articles XIV-XVII.

Further, no amendment shall make any provisions of these Bylaws inconsistent with the charters of the charter schools operated by the Corporation, the Corporation's Articles of Incorporation, or any applicable laws.

Section 2. BYLAWS EFFECTIVE. These Bylaws shall not be effective until approved by the Statutory Member.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

Subject: Conflict of Interest Code
Effective Date:
Revised Date:
Approved By: Board of Directors (Harbor Springs Charter School)
Policy: 7003.1

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, Harbor Springs Charter School hereby adopts this Conflict of Interest Code which shall apply to all governing board members, candidates for members of the governing board, and all other designated employees of Harbor Springs Charter School, as specifically required by California Government Code Section 87300. This Code also conforms with the requirements of Government Code Section 1090.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Persons at the Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing

officer shall make and retain a copy and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Superintendent, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e. categories 1, 2, and 3).
 - A. Members of the Governing Board
 - B. Candidates for Members of the Governing Board
 - C. Corporate Officers (Chair, Treasurer, Secretary)
 - D. Superintendent of Charter School
 - E. Assistant Superintendent of Business & Administrative Operations
 - F. Assistant Superintendent of Pupil Services
 - G. Assistant Superintendent of Education – Personalized Learning
 - H. Assistant Superintendent of Education – Academies
 - I. Assistant Superintendent of Personnel
 - J. Assistant Superintendent of Facilities & IT
 - K. Consultant: Delta Managed Solutions, LLC
 - L. Facilities Project Manager
 - M. Facilities General Contractor

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Controller

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Site Directors
 - B. Program Directors (Homeschool, Keys, Learning Centers)
 - C. Administrative Directors (Special Education, Guidance/Intake, Instructional Support, Charter Relations)
 - D. Director of Student Records
 - E. Risk Manager
 - F. Educational Activities Coordinator
 - G. Field Trip Coordinator
 - H. Assistant Director of Business & Administrative Operations
 - I. Data Analyst

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the county, or (2) within two miles of the boundaries of the county, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the county.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the county.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.



Subject: Student Suspension & Expulsion
Policy: 5015.1

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b) (5) (J)

This Student Suspension and Expulsion Policy (hereafter “Policy”) has been established in order to promote learning and protect the safety and well-being of all students at the charter school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the school’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments conform to legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion. It is the intent of the school to administer even-handed discipline and use alternative means of discipline that are “age appropriate and designed to address and correct the pupil’s specific misbehavior” in lieu of suspension and expulsion (AB 1729). Alternative means of discipline include but are not limited to, conferences between school personnel, parents, and the pupil, study teams, and participation in a restorative justice program, among others (AB 1729).

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Administration Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom school staff has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The school will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to:

- a) While on school grounds
- b) While going to or coming from school
- c) During the lunch period, whether on or off the school campus
- d) During, going to, or coming from a school-sponsored activity

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether

written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed

on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the

Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining

witness.

5. The person or panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

The student or the parent/guardian is entitled to file an appeal of the decision of the Governing Board for an expulsion or a suspended expulsion to the County Board of Education (RCOE). The appeal must be filed within 30 calendar days following the decision of the Governing Board to expel the student.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the

same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
RIVER SPRINGS CHARTER SCHOOL
EMPIRE SPRINGS CHARTER SCHOOL
HARBOR SPRINGS CHARTER SCHOOL
CITRUS SPRINGS CHARTER SCHOOL**

This Agreement (or “Memorandum of Understanding” or “MOU”) is executed by and between River Springs Charter School (“RSCS”), Empire Springs Charter School (“ESCS”), Harbor Springs Charter School (“HSCS”), and Citrus Springs Charter School (“CSCS”).

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, RSCS, ESCS, HSCS, and CSCS do hereby agree as follows:

AGREEMENTS:

I. TERM AND RENEWAL

- A. This Agreement shall commence on the date upon which it is fully executed by all parties.
- B. Any modification of this Agreement must be in writing and executed by duly authorized representatives of all parties specifically indicating the intent of the parties to modify this MOU and ratified by each Governing Board.
- C. This MOU will continue in effect until mutually modified in writing except that the MOU shall terminate upon the expiration, rescission, or revocation of any Charter.
- D. To the extent that this Agreement is inconsistent with any of the terms of any Charter, the Charter document shall supersede the terms of this Agreement, and all Parties shall meet to amend the Agreement to achieve consistency.

II. LEGAL RELATIONSHIP

- A. The Parties recognize that each Charter School is a separate legal entity. Each Charter School shall be operated as a non-profit public benefit corporation as defined in California Corporations Code and referenced under Education Code Section 47604. No party shall be responsible for the debts or obligations of the other.

III. INTERDEPENDENT SERVICES

- A. All charters recognize that they may receive services from/provide services to/from each of the other charters. If shared services are required, the Superintendent is given this authority, without Board approval. Shared services will be shown in all regularly scheduled finance updates/budget approvals. Any shared services will be pre-paid by the receiver with an itemized bill each month deducting from the credit. Annual service costs will be reconciled on July 15th, prior to the close of books for the fiscal year.
- B. Materials for homeschool students – Bookmart. As a warehouse, Bookmart supplies new and used books and materials to students at RSCS. ESCS, HSCS, and CSCS will use these services as a part of the independent contract above. Books/materials/technology will be charged separately based on actual use as follows: New items will be charged back to the Charter at 50% cost (cost of book, plus shipping, handling, and tax per vendor-invoiced amounts). Used books will be charged at 25% the retail cost of the item only (half of the used rate posted on Bookmart). The book cost includes packing materials. Shipping costs are paid separately by each charter school. Calculations for books/materials/technology will be completed and billed each quarter. Invoice terms are Net 30.

IV. INDEPENDENT SERVICES/CONTRACTS

- A. Each Charter will be contracted/obligated/charged and will pay independently and directly for everything not listed in the Section III or on separate agreement(s). With the exception of Section III, each charter is liable for their staffing, benefits, materials, operations, loan costs, and any other costs incurred by the Charter.

V. SENIOR LEADERSHIP

- A. Senior Leadership will be shared by RSCS, ESCS, HSCS, and CSCS, plus any additional charters affiliated with the cooperative Springs Charter Schools. The amount of their part-time status will be the same percent indicated in the Superintendent’s contract and will be shown on the Board-approved Preliminary Budget. The portion of the Senior Leadership’s salaries and benefits will be proportionately shared in conjunction with salary. Senior Leadership benefits will be held by RSCS, however the total employee package (salaries, benefits, etc.) will be paid by all schools according to their part-time status. Senior Leadership is defined as follows: the Assistant Superintendent of Administrative Operations, Assistant Superintendent of Business, Assistant Superintendent of Personnel, Assistant Superintendent of Pupil Services, Assistant Superintendent of Education – Academies, Assistant Superintendent of Education – Homeschool/Personalized Learning, and the Assistant Superintendent of IT/Facilities.
- B. The Superintendent’s contract will be approved by each Charter’s Board of Directors separately.

VI. ON-LOAN EMPLOYEES

- A. Excluding Supervising Teachers who must be employed by each school for which they work pursuant to Education Code § 51747.5, RSCS, ESCS, HSCS, and CSCS understand that some employees may complete tasks for all entities as required by job duties.

VII. LEGAL SERVICES

- A. Each Charter School will be responsible for procuring its own legal counsel and the costs of such service.

VIII. SEVERABILITY

- A. The terms of this MOU are severable. The Schools agree to meet to discuss and resolve any issues or differences relating to provisions in a timely, good faith fashion. In the event of any dispute, claim, question, or disagreement arising from or relating to this Agreement or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of 60 days, then, upon notice by any party to the other, all disputes, claims, questions, or differences shall be finally settled by arbitration administered by the American Arbitration Association in accordance with the provisions of its Commercial Arbitration Rules.

IX. NOTIFICATION

- A. All notices, requests, and other communications under this Agreement shall be in writing and mailed to the proper addresses as follows:
 - For RSCS:
 - Chairman of the Board
 - 43466 Business Park Drive

Temecula, CA 92590

For ESCS:
Chairman of the Board
43466 Business Park Drive
Temecula, CA 92590

For HSCS:
Chairman of the Board
43466 Business Park Drive
Temecula, CA 92590

For CSCS:
Chairman of the Board
43466 Business Park Drive
Temecula, CA 92590

X. ENTIRE AGREEMENT

A. This Agreement contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the parties with respect to the subject matter of this agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the parties.

XI. CHOICE OF LAW

This Agreement shall be governed by and construed in accordance with California law.

Dated:

Board Chair, River Springs Charter School

Dated:

Board Chair, Empire Springs Charter School

Dated:

Board Chair, Harbor Springs Charter School

Dated:

Board Chair, Citrus Springs Charter School

Approved and ratified by all parties on or before this ____ day of _____, 2016,
by the Board of Directors of each Charter School by the following vote:

River Springs:
Ayes: _____
Naes: _____
Abstains: _____

Empire Springs:

Ayes: _____

Naes: _____

Abstains: _____

Harbor Springs:

Ayes: _____

Naes: _____

Abstains: _____

Citrus Springs:

Ayes: _____

Naes: _____

Abstains: _____



SPRING INTO MATH Overview

Spring Into Math is a math curriculum for grades 5-8 that teaches the California State Standards and emphasizes the Standards of Mathematical Practice.

Each Spring Into Math lesson begins with setting Learning Targets for the students, and identifying the content vocabulary they will need to know to gain mastery of the content. The Standards of Mathematical Practice for lesson are also referenced at the beginning to allow the student to focus specifically on those skills.

The students begin with “Stretch your Brain,” a quiz that is designed to spiral prior content learned to keep the brain pathways well-traveled, providing students with a highway system of brain circuitry for mathematics.

Following Stretch your Brain, the students view an instructional video that teaches the concept for the day. The presenters in these videos are Springs Master Mathematics teachers, and were selected for this project because of their deep knowledge of content as well as their superior methods of delivery.

The next segment is Teach and Talk. This provides vital content knowledge to parents and gives them suggestions on how to talk to their student about this concept as well as connect the concept to real world phenomena.

Next the student does some practice and receives immediate feedback on his/her responses. Once any misperceptions have been addressed, the student completes a set of graded practice problems.

In addition, the student spends 30 minutes per day using supplementary online instruction targeted at their Zone of Proximal Development. This is done by utilizing lessons from iReady, ST Math, or Math IXL.

Each Spring Into Math Unit also includes a Performance Task, Practice Quiz (taken prior to the Mastery Quiz), and an End of Unit Assessment. The Units are designed to fit the Springs pacing guides and Milestones (our quarterly benchmark assessments).



December 20, 2016

Ed Manansala Ed.D.
County Superintendent of
Schools
El Dorado County
Office of Education

Rich Alderson
Board President
Vista Unified School District
1234 Arcadia
Vista, CA 92084

David M. Toston
Associate Superintendent
El Dorado County
SELPA/Charter SELPA

Re: Springs Charter Schools

Dear Mr. Alderson,

Citrus Springs Charter School joined the El Dorado Charter SELPA in July 2016. They are a member in good standing and have demonstrated the commitment and capacity to function as an LEA for special education services.

Pursuant to our Local Plan, we prioritize the admission of new schools operated by a current member of our SELPA. Accordingly, based on the aforementioned good standing, Vista Springs, has met the approval criteria and has been approved for membership within the El Dorado County Charter SELPA if they choose to do so.

Respectfully Submitted,

A handwritten signature in blue ink, appearing to read "David M. Toston", with a long horizontal flourish extending to the right.

David M. Toston
Associate Superintendent

DMT:kc

cc: Kathleen Hermsmeyer, Superintendent, Springs Charter School
Tanya Rodgers, Assistant Superintendent of Business, Springs Charter School
Amy Podratz, Assistant Superintendent Administrative Operations, Springs
Charter School



Master Plan for English Learners

Assessment Department

A Message from the Director

The ultimate goal of River Springs Charter School's English Learner Program is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. SCS recognizes that this goal can be accomplished through programs that are ELD standards-based, individualized, and well designed so that students can access the entire curriculum while acquiring English.

The purpose of the Master Plan for English Learners is to serve as a guide to our academic programs in the ongoing development, implementation and assessment of the delivery of instruction for English learners. With a common understanding of the goals and procedures, English learners will receive consistently implemented services designed to meet their academic needs.

Federal case law requires that the main goals of the English Learner Program be to develop in each English learner, fluency in English as effectively and as rapidly as possible, and to develop mastery of the core curriculum comparable to native English speakers. Springs Charter Schools will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the charter school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

Springs Charter Schools is committed to developing in English learners academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English learners bring to the community.

Initial Identification

Home Language Survey

At the time of enrollment, all parents fill out a Student Application which includes a Home Language Survey (HLS) which is used to determine the primary language of the student and is on file for each student in the SCS office in the cumulative folder and in the student's English Learner folder. The application with the home language survey is available in English and Spanish. All students, including English only students, must have a completed HLS on file. Each completed HLS must include a parent's signature and date.

If any of the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing. The results of these assessments enable school personnel to determine the English language proficiency level of the student. If the person administering the HLS suspects that the form is completed incorrectly or that there may actually be a home language other than English present, the school must continue with the identification process. In addition, the student's information will be reviewed in Cal Pads to ensure accuracy of the HLS.

For students who are transferring from a California school district, the application with the HLS will still be administered. **However, the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school district.** For placement purposes while cumulative student records are in transit, the Assessment Department will verify previous English Language status through the California Longitudinal Pupil Achievement Data System (CaLPADS). The student's language status, as determined by the **originating** district, shall be honored.

English Language Assessment

The state-approved instrument used for language assessment is the California English Language Development Test (CELDT). The test assessment determines the student's English language proficiency level (1, 2, 3, 4 or 5). The CELDT test should be given only once for initial identification, and each year thereafter for annual progress monitoring.

The speaking portion of the CELDT is designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually and it is scored as the student responds to each item.

For students in grades 2-12, the test proceeds with the reading and writing assessment. The reading and writing portion of the test can be administered as group tests. The reading test is multiple-choice. The writing test has picture cues for writing samples, which are scored holistically. Students in grades K-1 will be given a simplified reading and writing assessment to test beginning reading and writing skills appropriate to their grade level. Scores from each test are used to determine the designation of the student as either an English Learner (EL) or the basis for re-designation to Fluent English Proficient (IFEP). Reading and writing scores are not used in determining English Learner status for students in grades TK-1. The assessment shall be conducted by qualified and trained assessors who report to the SCS Assessment Department. Test results are recorded on an assessment information sheet and placed in the SCS student assessment folder and the cumulative folder. The proficiency level is entered and recorded in the student information system (OASIS) database.

Notification of Assessment Results

Parents are notified in writing in a language they can understand (and orally, if they are unable to understand written communication), of the results of the initial language assessment within 30 days of receipt of the assessment scores. The parent notification includes test results of, English language proficiency (and primary language proficiency as testing resources allow), the programs offered by the school, and the student's initial placement. The notification is provided in English and in Spanish (if applicable). In addition, the Director of Assessment will review monthly CELDT score reports and notify school administrators and teachers of student performance levels.

Documentation

After testing is completed, the following documents are filed in the student's cumulative folder:

- Application including the Home Language Survey (kept with enrollment documents).
- Original language assessment score sheet
- Language assessment results
- Parent Notification form copies
- Transition/reclassification forms

(See Appendix for sample parent notification letters.)

Instructional Program

To ensure that all students have access to core curriculum, instructional programs for English learners are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through providing English language development (ELD) instruction in conjunction with core curriculum instruction, or as a separate daily component if core curriculum instruction occurs in the student's primary language. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. EL students will be placed with teachers or Education Specialists who hold appropriate credential authorizations.

English Language Development (ELD)

English Language Development is a part of each English learner's instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD may be incorporated within the language arts curriculum and is taught daily for a minimum of 20 minutes per instructional day in grades K-12. However, SCS recommends 30 minutes per instructional day. The exception to this schedule is our La Fuente Dual Immersion program, which uses an ELD model of 1 hour per day every other week.

The curriculum is based on the English Language Development Standards and may include the High Point, Rosetta Stone, or Hampton Brown “Into English” programs, as well as supplemental English Language Development materials.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students’ development of the skills necessary to meet the SCS charters’ standards in English language arts and the content areas. The ELD standards describe what students should know and be able to do at each of the five levels of English proficiency. By the end of the early-advanced proficiency level, students are expected to be reclassified and meet the same standards that native English speakers are expected to master.

In order to determine the student’s annual progress in English, each English Learner is assessed annually with the CELDT. Additional assessment obtained from the ELD curriculum, and teacher observation are considered to determine progress aligned to the Catch-up Plan, according to a continuum of skills in the development of English language proficiency.

English Language Development

The ELD Standards provide expectancy and achievement at the Beginning, Early-Intermediate, Intermediate, Early-Advanced, and Advanced proficiency levels for EL students. The ELD Standards address skills ELs must acquire in initial English learning to enable them to become proficient in English language arts. The ELD Standards integrate listening, speaking, reading and writing, and create a distinct pathway to reading in English, rather than delaying the introduction of English reading. The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English. ELD can occur in a variety of instructional settings. ELD must be a planned, specific, explicit component of the total education of the EL student.

The English Language Development component of all instructional program models are research-based, and recognize that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Specific characteristics and behaviors are expected of ELs as they progress through the levels of fluency (Beginning, Early-Intermediate, Intermediate, Early-Advanced, and Advanced). Teachers use these descriptors to guide lesson planning for the English Learners.

It may take from three to seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures)
- Positive feedback and correction by modeling are used

A number of assessments are used to track each student’s progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessments embedded in textbooks
- Teacher-made assessments aligned with the ELD Standards
- CELDT outcomes
- Web-based, ELD-standards based assessments

Access to Core Content Instruction

Springs Charter Schools believes that the best learning occurs when:

- The parent is directly involved in the teaching/learning process
- Learning styles are tailored to each individual student's needs
- One-to-one teaching is the primary arrangement
- Real life "context-based" learning is emphasized
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology
- Schooling is viewed as one aspect of an education
- The entire community serves as the school campus

Springs strives to uphold parent rights and choice in education. Through choice of curriculum, teachers, and program options, parents can monitor materials that affect their children's attitudes, values, and beliefs.

The strength of Springs Charter Schools lies in our ability to personalize learning that directly meets the specific needs of each student. When designing a course of study for English Learners, our Education Specialist, in conjunction with the parents, designs a program to enable English learners to acquire English and learn appropriate academic content. Students enrolled in any of our program models are expected to master the ELD standards and progress toward mastery of SCS student standards in the core academic subject areas. Within a reasonable amount of time, as defined by the Catch-up Plan, students in each program are expected to meet the growth-area goals in English as well as their native languages.

Springs Charter School’s programs incorporate tutoring, which has been proven to be the most effective teaching strategy available for most students. Tutoring enhances both the tutor’s and the student’s academic performance and attitude toward subject matter (Cohen, Kulik, and Kulik, 1982; Fager, 1996).

An additional benefit of our program is that it makes use of the parent’s intimate knowledge of the student. This understanding helps ensure *Developmentally Appropriate Practice (DAP)*. Teachers must understand and take into account the strengths, interests, and needs of each child, as well as the social and cultural contexts in which a child lives, so that learning can be made meaningful, relevant, and respectful of the child (National Association for the Education of Young Children, 1997).

Other research indicates that the keys to home-schooled students’ success involves the following interdependent features (Ray, 2000): (1) “... learning at home becomes an interactive process rather than a series of tasks to be tackled” allowing for complex student-teacher discussion, individualization, the ability to capitalize on teachable moments, and to ensure mastery before moving ahead (Thomas, 1998, p. 127; Tizard and Hughes, 1984); (2) tutoring (which involves concentrated time on task and individualization of curriculum), (3) social capital and value communities, (4) increased academic “time on task”, (5) positive, multi-age social interactions, and (6) high parental involvement (Haury and Milbourne, 1999).

The English learner’s progress toward meeting the ELD standards and the RSCS student standards in the core subject areas is measured using Multiple Measures and the Catch-up Plan.

Multiple Measures

Springs Charter Schools employs a number of multiple measures to monitor student progress. Twice each year our Chief Administrative Office and Director of Assessment meet with the coordinator of EL services to determine if each EL student is on-target for meeting expectations based on the level of English proficiency at enrollment and the number of years in the English Learner program. If the ES/teacher, parent, Director of Assessment, or Coordinator of EL services has expressed concerns regarding the student’s progress, we implement the Catch-Up Plan to remediate any deficits in the student’s academic growth.

Results of these multiple measures are reported through the Department of Business and Administrative Operations. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself shall directly target the identified academic need. Delivery of the intervention shall be monitored and documented monthly in the anecdotal learning record. The effectiveness of the intervention will then be determined based on student performance on subsequent administrations of the on-going assessments.

(See Appendix for Multiple Measures table.)

River Springs Charter School Catch-Up Plan

Due to the one-on-one tutorial nature of our program each student should make at least one year’s growth per school year. When we find that students are not meeting expected growth in English, or are sustaining deficits in content areas, we institute our Catch-Up Plan.

The catch-up plan will be instituted for all students who are assessed and found to be one grade- level or more below their expected level in English language development and/or core subjects. A number of diagnostic tools will be used to pinpoint the student's areas of difficulty. The evaluation procedure may include use of the WRAT, CAASPP test results, I-Ready, benchmark assessments, teacher observation and evaluation of student work. After the initial identification a student support team, including the teacher/ES, the Coordinator of EL services and the Chief Administrative Officer, or designee, will meet to develop a personalized learning plan for the student, which may include modified curriculum, modified teaching methods, and support services.

The students who are not meeting expected growth in learning areas should be assessed three times per year by their teacher to check progress; curriculum will continue to be modified or changed by the Education Specialist and Coordinator of EL services, with regular review and analysis of assessments and regular feedback to the parents. Narrative anecdotal records will be kept monthly, charting student progress toward learning goals. These anecdotal records will be available for review by each member of the support team. The support team will meet at least twice per year to review student progress. If the student does not progress at a steady rate SCS may recommend a transfer to a more traditional school setting.

Interventions used to help students reach grade-level targets include but are not limited to:

- Professional tutoring
- Small group instruction
- Video-based mastery learning
- Modifications of current curriculum
- Changes in curriculum
- Modified and varied teaching methods

English Learners in Special Education

Identification of Bilingual Special Education Students:

Before a student is referred to special education, their level of English proficiency is determined to insure that their acquisition of language skills is not the reason for their poor academic performance. Personnel fluent in a student's native language and familiar with their native culture participate during the Student Study Team process, and during the referral, assessment, and identification processes for determining the eligibility of bilingual special education students.

The LEP/FEP status of a student is used to determine the language in which he/she will be assessed when a formal referral to special education is made. Bilingual personnel are utilized to translate during IEP meetings, and available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc). At all IEP meetings involving second language learners, the IEP and team notes document whether eligible students will be provided special education services in their L-1 or L-2. All goals and objectives for bilingual students are developed in collaboration with CLAD certified general education staff to insure linguistically appropriate goals and objectives are developed, and that the student's second language needs were taken into account when the IEP was developed.

When native speaking personnel cannot be recruited in a specific special education field, bilingual staff members are teamed with CLAD certified English-speaking special education personnel to provide services outlined on the student's IEP.

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English learner whose IEP indicates that instructional services will be provided through an Alternative Program.

Curriculum

The primary goal of Springs Charter Schools is to maximize learning opportunities for students, and to guarantee that our students can master the necessary skills to succeed in the workplace of today and tomorrow. Springs Charter Schools allow for wide differences in student learning styles, abilities, and interests which are difficult to accommodate in a traditional classroom setting. Unlike a traditional public school, parents work with an Educational Specialist or Teacher of Record to tailor the learning plan to the individual needs of their children. Because of our school's unique system, a "one-size-fits-all" curriculum is not mandated. Through the individually assigned Education Specialist and extensive online information systems, we provide training for our parents in curriculum choices, learning styles, computer literacy and other areas as needed.

Our Education Specialists and Teachers of Record are credentialed teachers who oversee each student's educational progress.

The following is a listing of some of the most popular and widely used curriculum within Springs Charter Schools. This is only a partial listing of the materials available to each family:

Resource	Description
Brain Pop ESL	Web-based, comprehensive English language learning program for teachers and students. Using meaningful content, it teaches English to speakers of other languages by incorporating four essential language skills: listening, speaking, reading, and writing.
Raz-Kids ELD	<ul style="list-style-type: none"> • Online learning program for students that builds skills by providing regular contact with clearly spoken and written English, and many opportunities to speak English aloud and answer questions in English. • English oral language models are presented through instruction, vocabulary exercises, story line, and comprehension activities, all with engaging animations. • Students have the opportunity to make oral responses and check the accuracy of their own responses.
Vocabulary Teacher's Book of Lists ESL Teacher's Book of Lists Reading Teacher's Book of Lists	Teacher reference with comprehensive word lists used to build vocabulary and support development of reading and grammar skills.
Pay Attention Please Listen, Look, and DoLaugh and Learn Grammar	Supplemental teaching books to teach listening skills and build vocabulary through fun, interactive activities and lessons.
ELD and Vocabulary Moodle Course	Online resource created by Springs staff that includes helpful tips, teaching resources, instructional strategies, and contacts to further support ELD instruction.
Houghton-Mifflin ELL manual	Supplemental manual used to support English Learners with the stories and skills taught in the Reading Anthology. Includes vocabulary resources, small group activities, and fluency development practice.

Staffing Authorizations

Under the management of the Executive Director, Springs Charter Schools take an active role in the recruitment and staffing of authorized personnel for all English learner programs and makes it a priority to hire CLAD and BCLAD teachers. The charter schools seek CLAD and BCLAD teachers by working closely with the San Diego, San Bernardino or Riverside County Offices of Education, local universities, by attending job fairs and career days and through a variety of job announcements. The charter school prides itself in having an abundant number of teaching staff that hold CLAD and BCLAD certification along with BCLAD Special Education Resource teachers and bilingual school psychologists.

Teachers not currently authorized but who are serving English learners shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Executive Director, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Professional Development

Several Springs Charter Schools departments work jointly to provide on-going professional development opportunities to all teachers and staff working with English learners. The goal of this training is to help educators acquire specific skills needed to work with English learners in the areas of ELD instruction, comprehensible core content instruction, individual program designs, curriculum expectations, the Catch-up Plan, processes and services for English learners, and multiculturalism. Staff development opportunities include, but are not limited to the following:

- Teaching to the ELD Standards
- Personalized Learning Plans for English Learners
- ELD strategies, techniques, and assessments
- SDAIE strategies and techniques
- Differentiated instruction
- Teaching to Multiple Intelligences
- CATESOL training
- Catch-up Plan training

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach. These opportunities are provided through on-site trainings, in-services, educational conferences, and staff meetings. In addition, at least 30 minutes of monthly PLC time will be designated for training and discussion of ELD practices. Each site will be assigned an ELD mentor or coordinator to help facilitate staff development.

Participant attendance is monitored through sign-in forms. Training attendance is then reported to the Chief Personnel Officer to ensure that all teachers assigned to provide specialized services to English learners are appropriately trained. Sign-in forms are collected and filed at the SCS office.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (R-FEP). Springs Charter Schools recognize the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through multiple measures including: 1) teacher evaluation of the student's classroom performance, 2) objective assessment of the student's English language proficiency (CELDT), and 3) core content achievement as measured by district Common Core benchmark assessments and/or CAASPP.

Reclassification Criteria

The State Board of Education's Reclassification Guidelines serve as the foundation for Springs Charter Schools' reclassification criteria. Students must meet the first 3 of the minimum scores to be reclassified. Classroom grades (criteria 4) can be used to provide further evidence for reclassification purposes. Minimum scores required for each of the reclassification criteria are:

Evaluation	Minimum Scores
1. CELDT	-Level 4 overall -No domain score less than 3 *Listening and Speaking only for K-2
2. District Benchmark Assessments and/or CAASPP- English Language Arts	-Mid Basic for benchmark -Mid Level 2 (Nearly Met) for CAASPP
3. Teacher and parent/guardian Input and Observation	-Grade-level achievement of ESLRs -SOLOM 20+ points
4. ELA Classroom Grades	-No less than a C or a 3 in English Language Arts on the report card *Report Card grades can be waived in some cases, as determined by teacher and Director of Assessment.

Reclassification process

- 1) The Assessment Department will screen all CELDT scores to create a list of students who met the first criteria above.
- 2) The Assessment department will check benchmark and CAASPP scores for students who met the CELDT score criteria. The resulting list will include all reclassification candidates.
- 3) The Assessment Department distributes to the teacher(s) of each reclassification candidate a form requesting the teacher 1) conduct an evaluation of the student's achievement in the core content areas, 2) assess the student's oral English proficiency by using the SOLOM, 3) Consult the student's parents by at least one of the following: personal conference, in writing, or by telephone, 4) provide the student's current report card grades for ELA, 5) recommend or deny the student's reclassification to fluent English proficient

*Springs does not recommend reclassification for students below grade 3

**Students must meet the criteria above in order to be reclassified. They cannot be reclassified on CELDT scores, teacher input, or parent input alone.

***The Director of Assessment and the CELDT coordinator must review and sign the Student Reclassification Worksheet in order to be approved. Until the worksheet is approved and finalized, the student MUST continue to receive ELD and be marked as an EL on attendance.

Monitoring of reclassified students

The Elementary and Secondary Education Act (formerly No Child Left Behind), Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The Coordinator of EL Services and the Chief Administrative Officer supervise the process of monitoring reclassified students. School staff will use the district benchmarks, Multiple Measure scores, and teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 24 months after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need (see EL 3b, Catch-up Plan). This monitoring of R-FEP students is recorded and filed in each student's cumulative file.

Accountability and Evaluation

Program Implementation and Monitoring

In order to ensure that English learners are receiving a program of instruction in accord with parent choice and teacher design, Springs Charter Schools conduct regular monitoring of ELD and content instruction. This monitoring is intended to result in consistent program implementation. Staff from the Instructional Support Department train personnel in the following areas:

- ELD curriculum and instruction
- SDAIE strategies
- Personalized Learning Plans for EL students
- Differentiated instruction
- Designs for SEI, Mainstream, and Alternative Bilingual programs

The Program Director provides the teachers with monthly observations of English learners. These observations are conducted with the use of two checklists to ensure that students: 1) receive daily ELD instruction, 2) use the ELD curriculum and assessments, and that teachers 3) make use of appropriate SDAIE strategies, and 4) provide differentiated instruction targeted to specific linguistic needs. Consistent implementation of the SCS program design is monitored by administrators through a semi-annual review of teacher lesson plans, and/or a monthly review of anecdotal learning records. In addition, the Instructional Support Department staff may review documentation for each EL program compliance area semi-annually. These semi-annual reviews include a review of the procedures and expectations delineated in this document.

Program Evaluation and Modification

Springs Charter Schools provides clearly defined standards and expectations for student learning and has a primary goal that all students will meet the Springs Charter Schools Expected School- Wide Learning Results (ESLRs).

Through the SCS assessment program, Program Directors carefully consider what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English learners. SCS seeks information about the ongoing academic progress of English learners. Through multiple forms of assessment, the Director is able to determine to what degree English learners are achieving English proficiency and meeting academic achievement goals.

SCHOOL-WIDE ASSESSMENT		
Assessment Instrument	Target Population	Purpose
Standardized Testing and Reporting CAASPP	All students, grades 3-8 and grade 11	State Requirement School Accountability
Standards-Based Test in Spanish (STS)	All Spanish-speaking English learners, grades 2-11 enrolled in a CA school less than 12 months.	Optional state test
Language Arts Multiple Measures	All students, grades K-12	School Accountability
Mathematics Multiple Measures	All students, Grades K-12	School Accountability
California English Language Development Test (CELDT)	All English learners Grades TK-12	Articulation School Accountability Reclassification
ELD Writing Measure	All English learners Gr. 2-12	Reclassification

The SCS assessment practices with respect to English learners are designed to:

- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of each EL Program option by disaggregating results for each program
- Assess academic achievement in both the first and second language
- Assess the strengths and weaknesses of the instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent input based on the conclusions found

Assessment data is compiled, analyzed and reported annually by the Business and Administrative Operations Department. This report is then analyzed by the Coordinator of EL services to produce a set of suggested program modifications which are then shared with the teachers and administrators. The Director of Assessment annually distributes performance-based assessment results to the teachers for monitoring and evaluation.

Using the "English Learner Self-Review Guide," SCS further reviews the programs for student progress and evaluating procedures for every Coordinated Compliance Review (CCR) item.

SCS annually determines the number and percentage of English Learners reclassified to fluent English proficient (R-FEP) when completing the annual language census via CALPADS.

Funding

Sufficient General Funds

Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in Springs Charter Schools.

English Learner Specific Funds

If Springs is allocated funds through Title III, the funds are put directly into program budgets based on English Learner student count. These funds help supplement English Language Development programs and needs of these students.

Acknowledgements

The River Springs Charter School *Master Plan for English Learners* was developed with the dedicated effort and collaboration of the education specialists, teachers, instructors, administrators, and support staff working in our numerous programs. We also greatly appreciate the guidance and support of personnel in the California Department of Education, the Office for Civil Rights and the San Diego County Office of Education. Further, we are grateful for the models of excellence provided by other districts constructing *Master Plans*, with special thanks extended to the Encinitas Union School District, the Newport-Mesa Unified School District, the Ramona Unified School District and the Julian Union High School District.

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Appendix



Assessment Instruments for English Learners and Re-Designated Students

		K	1	2	3	4	5	6	7	8	9	10	11	12
CELDT	Listening and Speaking													
CELDT	Reading and Writing													
RSCS	Writing Samples													
Parent interview	All Subjects													
Anecdotal Learning Plans or Teacher Gradebook	All Subjects													
Teacher Evaluation	All subjects													
Progress reports	All Subjects													
Report Cards	All Subjects													
WRAT	Reading, Spelling, Math													
SOLOM	Oral language													

Student Oral Language Observation Matrix (SOLOM)

The SOLOM is not a test per se. A test is a set of structured tasks given in a standard way. The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations - class discussions, playground interactions, and encounters between classes. The teacher matches a student's language performance in a five mains - listening comprehension, vocabulary, fluency, grammar, and pronunciation - to descriptions on a five-point scale for each (See Figure 1). The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level.

Because it describes a range of proficiency from non-proficient to fluent, the SOLOM can be used to track annual progress. This, in turn, can be used in program evaluation, and as some of the criteria for exit from alternative instructional programs. However, to be used for these purposes, it is important to ensure that all teachers who use it undergo reliability training so that scores are comparable across teachers. For this purpose, a training video has been produced by Montebello School District in California.

The SOLOM does not require a dedicated testing situation. To complete it, teachers simply need to know the criteria for the various ratings and observe their students' language practices with those criteria in mind. Therein lies the greatest value of the SOLOM and similar approaches:

- It fixes teachers' attention on language-development goals;
- It keeps them aware of how their students are progressing in relation to those goals; and
- It reminds them to set up oral-language-use situations that allow them to observe the student, as well as provide the students with language-development activities.

While observing, teachers should be attuned to the specific features of a student's speech that influenced their rating. They can use this information as a basis of instruction. The SOLOM is sufficiently generic to be applicable to other language besides English.

The SOLOM is not commercially published. It was originally developed by the San Jose Area Bilingual Consortium and has undergone revisions with leadership from the Bilingual Education Office of the California Department of Education. It is within the public domain and can be copied, modified, or adapted to meet local needs.

Directions for Administering the SOLOM:

Based on your observation of the student, indicate with an "X" across the category which best describes the student's abilities.

- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.
- Students scoring at level "1" in all categories can be said to have no proficiency in the language.

Student Oral Language Observation Matrix (SOLOM)

Student's Name: _____ Date: _____

Grade: _____

Administered By (signature): _____ Language Observed: _____

	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited: comprehension quite difficult.	Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.



La Fuente Dual Immersion Academy Scope & Sequence

La Fuente Dual Immersion Academy uses the following primary and supplemental instructional materials for students in grades K-8. Following this cover page is a separate scope and sequence for each subject area, organized by grade level.

	Writing	ELA	Math	Science	Social Studies
Primary Instructional Materials	6 Traits	Engage NY	Origo (K-4) Spring Into Math (5-8)	Springs Integrated	Springs Integrated
Supplemental Resources	Reading A-Z	Tradebooks Khan Academy iReady Raz Kids Reading A-Z Read Works Newsela San Diego Quick DIBELS Daily 5 Teaching Channel Achieve the Core	ST Math Math IXL iReady DIBELS Math	Brain Pop Discovery Kids Tradebooks Read Works Newsela NASA Resources Discovery Ed Science Techbook	Brain Pop Discovery Kids Tradebooks Read Works Newsela Discovery Ed Social Studies Techbook

Grade K | Scope & Sequence

9 pages
please scroll
down

UNIT	WEEK	TOPIC	FOCUS CONVENTION	MENTOR TEXT	AUTHOR
Getting Started	1	Introduction to Writing	—	Not A Box	Antonette Peris
	2	Introduction to Writing	—	Ten Black Dots	Donald Crews
	3	Introduction to Writing	—	Let's Play in the Forest (When the Wolf is Not Around)	Claudia Rueda
	4	Introduction to Writing	—	My Lucky Day	Keiko Kasza
	5	Introduction to Writing	—	Dinosaurs, Dinosaurs	Byron Barton
	6	Introduction to Writing	—	Gummy Bird	Jeremy Tankard
	7	Introduction to Writing	—	Do Like Kyla	Angela Johnson
	8	Introduction to Writing	Punctuating Powerfully	Pigeon Finds A Hot Dog	Mo Williams
	9	Introduction to Writing	Spelling Well	Bunny Cakes	Rosemary Wells
	10	Introduction to Writing	Capitalizing Correctly	What Should I Make?	Nandini Nayyar
Getting Started	1	Ideas and the Writing Process	Spelling Well	What Do Whisks Do All Day?	April Jones Prince
	2	Learning About Ideas	Applying Basic Grammar	Ten Black Dots	Donald Crews
	3	Learning More About Ideas	Spelling Well	Pabbot's Tree	Pa' Mōra
	1	Organization and the Writing Process	Punctuating Powerfully	Not A Box	Antonette Peris
	2	Learning About Organization	Spelling Well	Let's Play in the Forest (When the Wolf is Not Around)	Claudia Rueda
	3	Learning More About Organization	Capitalizing Correctly	A Car and a Dog (Un Caro Y Un Perro)	Clare Masuroi
	1	Voice and the Writing Process	—	What Should I Make?	Nandini Nayyar
	2	Learning About Voice	Spelling Well	Ruby In Her Own Time	Jonathan Emmett
	3	Learning More About Voice	Applying Basic Grammar	Do Like Kyla	Angela Johnson
	3	Learning More About Voice	Spelling Well	Gummy Bird	Jeremy Tankard
Reality Check 3	—	Presentation/Publishing	—	The Little Mouse, The Red Ripe Strawberry, And The Big Hungry Bear,	Don and Audrey Wood
	1	Word Choice and the Writing Process	Punctuating Powerfully	Water Hole Washing	Jane and Christopher Kurtz
	2	Learning About Word Choice	Spelling Well	Highest, Highest!	Leslie Patricelli
	3	Learning More About Word Choice	Capitalizing Correctly	Three Little Bears	Paul Galdone
	4	Learning More About Word Choice	—	Animal Action ABC	Karen Pendell
	5	Sentence Fluency and the Writing Process	Spelling Well	Up, Down, And Around	Katherine Ayres
	6	Learning About Sentence Fluency	Applying Basic Grammar	Bark George	Julie Felifer
	7	Learning More About Sentence Fluency	Spelling Well	Pigeon Finds A Hot Dog	Mo Williams
	8	Presentation/Publishing	—	Dinosaurs, Dinosaurs	Byron Barton
	9	Presentation/Publishing	—	My Lucky Day	Keiko Kasza
Reality Check 4	—	Putting the Traits Together, Part 1	Punctuating Powerfully (review)	Whistle For Willie	Ezra Jack Keats
	1	Putting the Traits Together, Part 2	Capitalizing Correctly (review)	Two of Everything	Lily Toy Hong
	2	Putting the Traits Together, Part 3	Applying Basic Grammar (review)	Car Washing Street, The	Denise Lewis Patrick
	3	Presentation/Publishing	—	My River	Shari Haddem
	4	Learning More About Ideas	—	Bunny Cakes	Rosemary Wells
	5	Learning More About Ideas	—	Library Mouse	Daniel Kirk
	6	Learning More About Ideas	—	—	—
	7	Learning More About Ideas	—	—	—
	8	Learning More About Ideas	—	—	—
	9	Learning More About Ideas	—	—	—
Reality Check 5	—	Celebrating All We've Learned	—	—	—
	1	—	—	—	—
	2	—	—	—	—
	3	—	—	—	—
	4	—	—	—	—
	5	—	—	—	—
	6	—	—	—	—
	7	—	—	—	—
	8	—	—	—	—
	9	—	—	—	—
Reality Check 6	—	—	—	—	—
	1	—	—	—	—
	2	—	—	—	—
	3	—	—	—	—
	4	—	—	—	—
	5	—	—	—	—
	6	—	—	—	—
	7	—	—	—	—
	8	—	—	—	—
	9	—	—	—	—
Wrapping Up	1	—	—	—	—
	2	—	—	—	—
	3	—	—	—	—
	4	—	—	—	—
	5	—	—	—	—
	6	—	—	—	—
	7	—	—	—	—
	8	—	—	—	—
	9	—	—	—	—
	10	—	—	—	—

Grade 1 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	WRITING PROJECT	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	—	—	—
	2	Prewriting	—	—	—	Getting Ready to Write Posters	Dear June	Soyung Pak
	3	Drafting	—	—	—	Travel Brochure	My Truck Is Stuck!	Kevin Lewis and Daniel Kim
	4	Revision	—	—	—	Picture Book Revision	Hello Ocean	Pam Muñoz Ryan
	5	Editing	—	—	—	Editing Hats	Piggy	Mark Teague
2	1	Ideas	—	—	—	Class Wildlife Guide	Yo! Yes?	Christopher Raschka
	2	Organization	—	—	—	Class Wildlife Guide	Blubs	Kevin Henkes
	3	Voice	—	—	—	Diary Entry	Roller Coaster	Audi Barrett
	4	Word Choice	—	—	—	Class Monster Book	Dear June	Maria Frazee
	5	Sentence Fluency	—	—	—	Last Animal Poster	If You're a Monster and You Know It	Rebecca and Ed Emberley
3	1	Ideas	—	—	—	Class Monster Book	Lost and Found	Oliver Jeffers
	2	Organization	—	—	—	Last Animal Poster	Scaredy Squirrel	Mélanie Watt
	3	Voice	—	—	—	Scaredy Critters Book	Scaredy Squirrel	Audi Barrett
	4	Word Choice	—	—	—	Class Alphabet Book	Animals Should Definitely Not Wear Clothing	Joseph Bruchac
	5	Sentence Fluency	—	—	—	Picture and Caption	Mary Nansos: An Alphabet of Native America	Martin Jenkins
4	1	Ideas	—	—	—	Class Thanks Book	Feeling Thankful	Shelley Rotner and Sheila Kelly
	2	Organization	—	—	—	Class Thanks Book	Feeling Thankful	Angela Johnson
	3	Voice	—	—	—	Class Thanks Book	Feeling Thankful	Phyllis Nunn Lyttle
	4	Word Choice	—	—	—	Class Thanks Book	Feeling Thankful	Margery Cuyler
	5	Sentence Fluency	—	—	—	Class Thanks Book	Feeling Thankful	Peter McCarty
5	1	Ideas	—	—	—	Class Thanks Book	Feeling Thankful	Martin Jenkins
	2	Organization	—	—	—	Class Thanks Book	Feeling Thankful	Donald Crews
	3	Voice	—	—	—	Class Thanks Book	Feeling Thankful	Debbie S. Miller
	4	Word Choice	—	—	—	Class Thanks Book	Feeling Thankful	Lizzy Rodwell
	5	Sentence Fluency	—	—	—	Class Thanks Book	Feeling Thankful	Peter H. Reynolds
6	1	Ideas	—	—	—	Class Thanks Book	Feeling Thankful	Angela Johnson
	2	Organization	—	—	—	Class Thanks Book	Feeling Thankful	David Shannon
	3	Voice	—	—	—	Class Thanks Book	Feeling Thankful	Peter Reynolds
	4	Word Choice	—	—	—	Class Thanks Book	Feeling Thankful	Lizzy Rodwell
	5	Sentence Fluency	—	—	—	Class Thanks Book	Feeling Thankful	Gail Gibbons
7	1	Ideas	—	—	—	Class Thanks Book	Feeling Thankful	Jonah Winter
	2	Organization	—	—	—	Class Thanks Book	Feeling Thankful	Sally B. Beecher
	3	Voice	—	—	—	Class Thanks Book	Feeling Thankful	—
	4	Word Choice	—	—	—	Class Thanks Book	Feeling Thankful	—
	5	Sentence Fluency	—	—	—	Class Thanks Book	Feeling Thankful	—
8	1	Ideas	—	—	—	Class Thanks Book	Feeling Thankful	—
	2	Organization	—	—	—	Class Thanks Book	Feeling Thankful	—
	3	Voice	—	—	—	Class Thanks Book	Feeling Thankful	—
	4	Word Choice	—	—	—	Class Thanks Book	Feeling Thankful	—
	5	Sentence Fluency	—	—	—	Class Thanks Book	Feeling Thankful	—
9	1	Ideas	—	—	—	Class Thanks Book	Feeling Thankful	—
	2	Organization	—	—	—	Class Thanks Book	Feeling Thankful	—
	3	Voice	—	—	—	Class Thanks Book	Feeling Thankful	—
	4	Word Choice	—	—	—	Class Thanks Book	Feeling Thankful	—
	5	Sentence Fluency	—	—	—	Class Thanks Book	Feeling Thankful	—

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 2 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS/CONVENTION	WRITING PROJECT	MENTOR TEXT	AUTHORS
1 Getting Started	1	Writing Process	—	—	—	—	—	—
	2	Prewriting	—	—	—	—	The Relatives Came	Gynthe Pylant
	3	Drafting	—	—	—	Story About a Friend Postcard	My Brother Charlie	Holly Robinson Peete / Don Ertanen Peete
	4	Revision	—	—	—	Picture Book Revision	They Thought They Saw Him	Craig Kee Steere
	5	Editing	—	—	—	Eating Eyeglasses	Poor Poor Puppy	Nick Bruel
2	1	Ideas	—	—	—	Fable	My Friend Is Sad!	Mo Williams
	2	Organization	—	—	—	Personal Narrative	The Lion and the Mouse	Bernadette Watts
	3	Voice	—	—	—	Journal Entry	I'm the Biggest Thing in the Ocean	Kevin Sherry
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	Grandma's Records	Eric Velasquez
	1	Word Choice	—	—	—	Action Commentary	Chameleons Are Cool	Marin Jenkins
	2	Sentence Fluency	—	—	—	Class Photo Album	Pele: King of Soccer / El rey del fútbol	Monica Brown
3	Ideas	—	—	—	—	Bigger-to-Smaller Cards	I Lost My Tooth in Africa	Penda Diakité
	3	Ideas	—	—	—	—	Do Unto Others: A Book About Manners	Laurie Keller
	3	Ideas	—	—	—	—	Goldilocks Returns	Lisa Campbell Ernst
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	Mice and Beans	Pam Muñoz Ryan
	1	Organization	—	—	—	Week-Long Log	Diary of a Spider	Doreen Cronin
	2	Voice	—	—	—	Cartoon	The Lamb Who Came for Dinner	Steve Smallman
4	Word Choice	—	—	—	—	—	An Egg Is Quiet	Diana Aston
	2	Organization	—	—	—	Annual Fantasy Story	Storms	Melvin and Gilda Berger
	3	Word Choice	—	—	—	—	Big & Little	Steve Jenkins
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	Surprising Sharks	Nicla Davies
	1	Sentence Fluency	—	—	—	Class Nature Record	The Relatives Came	Gynthe Pylant
	2	Ideas	—	—	—	Pattern Book	The Ugly Vegetables	Grace Lin
5	Ideas	—	—	—	—	Expert Essay	Storms	Angela Johnson
	3	Organization	—	—	—	Context Entry	The Ugly Vegetables	Melvin and Gilda Berger
	3	Organization	—	—	—	Fractured Folklore	Goldilocks Returns	Lisa Campbell Ernst
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	Julius	Melvin and Gilda Berger
	1	Voice	—	—	—	Spelling Well	Storms	Angela Johnson
	2	Word Choice	—	—	—	Spelling Well	Storms	Angela Johnson
6	Sentence Fluency	—	—	—	—	Fractured Folklore	Goldilocks Returns	Melvin and Gilda Berger
	2	Word Choice	—	—	—	Spelling Well	Julius	Angela Johnson
	3	Sentence Fluency	—	—	—	Spelling Well	Julius	Angela Johnson
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	—	—
	1	Ideas	—	—	—	—	—	—
	2	Organization	—	—	—	—	—	—
7	Organization	—	—	—	—	—	—	—
	2	Organization	—	—	—	—	—	—
	3	Voice	—	—	—	—	—	—
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	—	—
	1	Word Choice	—	—	—	—	—	—
	2	Sentence Fluency	—	—	—	—	—	—
8	Sentence Fluency	—	—	—	—	—	—	—
	2	Sentence Fluency	—	—	—	—	—	—
	3	All Traits	—	—	—	—	—	—
9 Wrapping Up	1	All Traits	—	—	—	—	—	—
	2	All Traits	—	—	—	—	—	—
	3	All Traits	—	—	—	—	—	—

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 3 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	MENTION TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	Looking Like Me	Walter Dean Myers
1 Getting Started	2	Prewriting	—	—	—	26 Fairmount Avenue	Tomie deFola
1 Getting Started	3	Drafting	—	—	—	Supercop: The Heart of a Hero	Carolyn Baehner
1 Getting Started	4	Revision	—	—	—	Sophie the Awesome	Lara Bergen
1 Getting Started	5	Editing	—	—	—	Go, Go America	Dan Yaccano
2	1	Ideas	Finding a Topic	Info./Expl.	Punctuating Effectively	Snow	Gymba Bryant
2	2	Organization	Creating the Lead	Info./Expl.	Checking Spelling	The Respiratory System	Christine Taylor-Butler
2	3	Voice	Establishing a Tone	Info./Expl.	Capitalizing Correctly	Party Penguins Recipe	(chef)
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	—
3	1	Word Choice	Applying Strong Verbs	Narrative	Checking Spelling	Frank & Ernest Cartoon Strip	(cartoonist)
3	2	Sentence Fluency	Crafting Well-Built Sentences	Narrative	Applying Grammar and Usage	Ron's Big Mission	Rise Blue and Corinne J. Naden
3	3	Ideas	Focusing the Topic	Narrative	Checking Spelling	Lun Po Po	Ed Young
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	—
4	1	Organization	Using Sequence Words and Transition Words	Opinion	Punctuating Effectively	Labrie Across America	Mark Teague
4	2	Voice	Conveying the Purpose	Opinion	Checking Spelling	"Night at the Museum" Brochure	(publicist)
4	3	Word Choice	Selecting Striking Words and Phrases	Opinion	Applying Grammar and Usage	Bobby the Brave (Sometimes)	Lisa Yee
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	—
5	1	Sentence Fluency	Varying Sentence Types	Info./Expl.	Checking Spelling	Panda Kindergarten	Jeanne Oyler
5	2	Ideas	Developing the Topic	Info./Expl.	Applying Basic Grammar and Usage	Welcome to My Neighborhood!	Quara Alegria Hudes
5	3	Organization	Structuring the Body	Info./Expl.	Structuring the Body	Brownstone Buddies Product Description	(product developer)
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	—
6	1	Voice	Creating a Connection to the Audience	Narrative	Punctuating Effectively	Raising Dragons	Jeremie Milner
6	2	Word Choice	Using Specific and Accurate Words	Narrative	Checking Spelling	Wordfall Script	(television scriptwriter)
6	3	Sentence Fluency	Capturing Smooth and Rhythmic Flow	Narrative	Applying Basic Grammar and Usage	If the Shoe Fits	Gary Soto
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	—
7	1	Ideas	Using Details	Opinion	Checking Spelling	Penguins	Seymour Simon
7	2	Organization	Ending With a Sense of Resolution	Opinion	Applying Grammar and Usage	Movie Reviews: Toy Story 3	(movie reviewer)
7	3	Voice	Taking Risks to Create Voice	Opinion	Checking Spelling	Guinea Dog	Patrick Jennings
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	—
8	1	Word Choice	Choosing Words That Deepen Meaning	Info./Expl.	Reviewing Conventions	An Orange in January	Diana Hurts Aston
8	2	Sentence Fluency	Breaking the "Rules" to Create Fluency	Info./Expl.	Reviewing Conventions	"Washing Hands" Poster	(public health director)
8	3	All Traits	All Key Qualities	Info./Expl.	Reviewing Conventions	Winter's Tail	Juliana, Isabella, and Craig Haklork
9 Wrapping Up	1	—	—	—	—	—	—
9 Wrapping Up	2	—	—	—	—	—	—
9 Wrapping Up	3	—	—	—	—	—	—
9 Wrapping Up	4	—	—	—	—	—	—

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 4 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	MEMOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	Because of Winn-Dixie	Kate DiCamillo
	2	Prewriting	—	—	—	Genene!	Willie Perdomo
	3	Drafting	—	—	—	The Hamaker's Sign	Candace Fleming
	4	Revision	—	—	—	Bobby vs. Girls (Accidentally)	Lisa Yee
	5	Editing	—	—	—	Tall Tales	Charles R. Smith Jr.
2	1	Ideas	Finishing a Big Idea	Info./Expl.	Punctuating Effectively	Zero Is the Leaves on a Tree	Betsy Franco
	2	Organization	Creating the Lead	Info./Expl.	Checking Spelling	Bigfoot Article	(journalist)
	3	Voice	Establishing a Tone	Info./Expl.	Capitalizing Correctly	Living Sunlight	Molly Bang and Penny Cheskin
3	1	Word Choice	—	—	—	—	—
	2	Sentence Fluency	Apply Strong Verbs	Narrative	Checking Spelling	Bad Kitty	Nick Bruel
	3	Ideas	Crafting Well-Built Sentences	Narrative	Applying Grammar and Usage	"World's Largest Twine Ball"	(travel writer)
4	1	Organization	—	—	—	—	—
	2	Voice	Focusing the Topic	Narrative	Checking Spelling	Dexter the Tough	Margaret Peterson Haddix
	3	Word Choice	—	—	—	—	—
5	1	Sentence Fluency	Using Sequence Words and Transition Words	Opinion	Applying Grammar and Usage	The Shocking Truth about Energy	Lauren Leddy
	2	Ideas	Conveying the Purpose	Opinion	Checking Spelling	Water Bottle Labels	(product developer)
	3	Organization	Selecting Striking Words and Phrases	Opinion	Applying Grammar and Usage	You Wouldn't Want to Be an Egyptian Mummy!	David Stewart
6	1	Voice	—	—	—	—	—
	2	Word Choice	Varying Sentence Types	Info./Expl.	Checking Spelling	My Brother Martin	Christine King Farris
	3	Organization	Developing the Topic	Info./Expl.	Applying Grammar and Usage	Silkwater Doll	(toy company writer)
7	1	Organization/Publishing	Structuring the Body	Info./Expl.	Checking Spelling	Spiders	Nic Bishop
	2	Voice	—	—	—	—	—
	3	Word Choice	Creating a Connection to the Audience	Narrative	Applying Grammar and Usage	"Ultrafighter" Comic	(comic book author)
8	1	Organization	Using Specific and Accurate Words	Narrative	Checking Spelling	Carto and the Squash Plant	Jan Rimmens-Stewens
	2	Voice	Capturing Smooth and Rhythmic Flow	Narrative	Applying Grammar and Usage	Hello Muddah, Hello Faddah!	Allan Sherman and Lou Busch
	3	Organization	—	—	—	—	—
9	1	Organization	Using Details	Opinion	Checking Spelling	Don't Let the Pigeon Drive the Bus!	Mo Willems
	2	Voice	Ending With a Sense of Resolution	Opinion	Applying Grammar and Usage	Hope is an Open Heart	Lauren Thompson
	3	Organization/Publishing	Taking Risks to Create Voice	Opinion	Checking Spelling	How to Eat Like a Child, Lesson #21	(playwright)
10	1	Word Choice	—	—	—	—	—
	2	Sentence Fluency	Choosing Words That Deepen Meaning	Info./Expl.	Conventions Review	"World's Greatest Dad" Birthday Card	Avis Hanley
	3	All Traits	Breaking the "Rules" to Create Fluency	Info./Expl.	Conventions Review	Manicist: A Story of Jacques Cousteau	(greeting card writer)
11	1	All Traits	—	—	—	—	—
	2	Organization/Publishing	—	—	—	—	—
	3	Organization/Publishing	—	—	—	—	—
12	1	All Traits	—	—	—	—	—
	2	Organization/Publishing	—	—	—	—	—
	3	Organization/Publishing	—	—	—	—	—

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 5 | Scope & Sequence

UNIT	WEEK	TASK/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	MENTION TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	—	—
	2	Prewriting	—	—	—	—	—
	3	Drafting	—	—	—	—	—
	4	Revision	—	—	—	—	—
	5	Editing	—	—	—	—	—
	2	Ideas	Finding a Big Idea	Info./Expl.	Punctuating Effectively	My Barten Bedheaded Older Brother	Jerdine Nolen
	2	Organization	Creating the Lead	Info./Expl.	Checking Spelling	Doodle 4 Google	Lane Smith
	2	Voice	Establishing a Tone	Info./Expl.	Capitalizing Correctly	How Big is it? A Big Book All About Bigness	Kimiko Kajikawa
	3	Word Choice	—	—	—	Achoo! The Most Interesting Book You'll Ever Read About Germs	Christopher Paul Curtis
	3	Sentence Fluency	Apply Strong Verbs	—	—	—	Patricia Polacco (contest writer)
Reality Check 1	1	Organization/Publishing	—	—	—	—	Ben Hillman
	2	Word Choice	Using Sequence Words and Transition Words	—	—	—	Tudde Romanek
	2	Sentence Fluency	Conveying the Purpose	Opinion	Checking Spelling	Brave as a Mountain Lion	—
	3	Ideas	Selecting Striking Words and Phrases	Opinion	Applying Grammar and Usage	Crow Call	Alan Herbert Scott
	3	Organization	—	Opinion	Checking Spelling	Lincoln's Lincoln	Lois Lowry (historian)
	4	Word Choice	Varying Sentence Types	Opinion	Applying Grammar and Usage	Eats, Shoots & Leaves	Lynne Truss
	4	Organization/Publishing	Developing the Topic	Opinion	Checking Spelling	The Many Rides of Paul Revere	James Cross Giblin
	4	Word Choice	Structuring the Body	Opinion	Applying Grammar and Usage	Puffins Cereal Box	(food writer)
	5	Sentence Fluency	—	—	—	—	—
	5	Ideas	Creating a Connection to the Audience	Info./Expl.	Checking Spelling	X-treme X-toy	Nick Wesely
Reality Check 2	1	Organization/Publishing	Using Specific and Accurate Words	Info./Expl.	Applying Grammar and Usage	101 Animal Secrets	Melvin and Gilda Berger (health and safety writer)
	2	Sentence Fluency	Capturing Smooth and Rhythmic Flow	Info./Expl.	Checking Spelling	Adeline Safety Information Card	—
	2	Ideas	—	—	—	—	—
	3	Organization	Using Details	Narrative	Applying Grammar and Usage	1 Perman Catalog Description	(copywriter)
	3	Word Choice	Ending With a Sense of Resolution	Narrative	Checking Spelling	Becoming Naomi Ledn	Pam Muñoz Ryan
	3	Organization/Publishing	Taking Risks to Create Voice	Narrative	Applying Grammar and Usage	Eight Days: A Story of Haiti	Edwidge Danticat
	7	Ideas	—	—	—	—	—
	7	Organization	—	Opinion	Applying Grammar and Usage	Splash Country Brochure	(publicity writer)
	7	Voice	—	Opinion	Checking Spelling	Common Ground: The Water, Earth, and Air We Share	Molly Bang
	8	Word Choice	Choosing Words That Deepen Meaning	Opinion	Applying Grammar and Usage	Labae for Mayor	Mark Teague
Reality Check 6	1	Organization/Publishing	Breaking the "Rules" to Create Fluency	Info./Expl.	Conventions Review	Mariana Game Brochure	(game company writer)
	2	Sentence Fluency	All Key Qualities	Info./Expl.	Conventions Review	Duke Ellington	Andrea Davis Pinkney
	3	All Traits	—	Info./Expl.	Conventions Review	Puppies, Dogs, and Blue Northerns	Gary Paulsen
	1	—	—	—	—	—	—
	2	—	—	—	—	—	—
	3	—	—	—	—	—	—
	3	—	—	—	—	—	—
	4	—	—	—	—	—	—
	4	—	—	—	—	—	—
	4	—	—	—	—	—	—

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 6 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	THEME	FOCUS CONVENTION	MENTION TEXT	AUTHOR
1 - Getting Started	1	Writing Process						
	2	Prewriting						
	3	Drafting						
	4	Revising						
	5	Editing						
2	1	Ideas	Finding a topic	Narrative	Courage	Grammar and Usage: Interjections	The Missouri Review: Interview with Sonnet Genovos <i>How to Write Your Life Story</i> Harlem Summer	Sandra Cisneros Ralph Fletcher Walker Dean Myers (speechwriter)
	2	Organization	Creating the lead	Narrative	Courage	Word Study: Latin Root <i>aud</i>	David Harrison Elementary School Opening Address <i>Leo the Snow Leopard</i>	Juliana, Isabella, and Craig Harkoff (film reviewer)
	3	Voice	Establishing a tone	Narrative	Courage	Grammar and Usage: Compound subject and predicates	<i>Perry Jackson and the Olympians: The Lightning Thief</i> Film Review <i>Sissy: Little Sister is not my name</i> <i>Lawrence of Arabia</i>	Sharon Draper Lauren Tarshis
Reality Check 1		Presentation/Publishing						
3	1	Word Choice	Applying Strong Verbs	Info./Expl.	Humor	Word Study: Greek Root <i>auto</i>	San Diego Zoo Sign <i>Oh My Good!</i>	(communications director) Megan E. Bryant
	2	Sentence Fluency	Grafting Well-Built Sentences	Info./Expl.	Humor	Grammar and Usage: Predicate adjectives	<i>On My Good!</i>	Seymour Simon
	3	Ideas	Focusing the topic	Info./Expl.	Humor	Word Study: Latin Root <i>dic</i>	<i>The Brain</i>	
Reality Check 2		Presentation/Publishing						
4	1	Organization	Organization	Argument	Social Awareness	Grammar and Usage: Progressive verbs	<i>Words I Love: The younger grammarbooker's guide to better English in plain English</i> <i>Tour de Blue</i>	Patricia T. O'Connor Gynthia Lund (fund-raiser)
	2	Voice	Selecting Striking Words and Phrases	Argument	Social Awareness	Word Study: Greek Root <i>dic</i>	<i>Fund-Raising T-Shirts</i>	
	3	Word Choice	Varying Sentence Types	Argument	Patience	Grammar and Usage: Subject and object pronouns	<i>Stomped Wong Flunks Big Time</i> <i>Ask Me No Questions</i> <i>Sherman's Log Cabin Comic Strip</i>	Lisa Yee Marina Budhos (cartoonist)
5	Ideas	Developing the topic	Narrative	Patience	Word Study: Latin Root <i>act</i>			
5	Ideas	Structuring the body	Narrative	Patience	Grammar and Usage: Review verb forms: action, to be, helping, irregular			
Reality Check 3		Presentation/Publishing						
4	1	Organization	Creating a Connection to the Audience	Info./Expl.	Curiosity	Grammar and Usage: Review verb forms: action, to be, helping, irregular	<i>Wild Weather</i>	Kris Hirschmann and Ryan Herndon (author)
	2	Word Choice	Using Specific and Accurate Words	Info./Expl.	Curiosity	Word Study: Greek Root <i>dic</i>	<i>Recipe for Tinkertown Museum</i>	
	3	Sentence Fluency	Capturing Smooth and Rhythmic Flow	Info./Expl.	Curiosity	Grammar and Usage: Review verbs with direct objects	<i>Exposition Rising</i>	Pam Munko Ryan
6	Voice	Using Details	Argument	Motivation	Word Study: Greek Root <i>lysis</i>	<i>Motivational Posters</i>		
6	Organization	Ending With a Sense of Resolution	Argument	Motivation	Grammar and Usage: Review verb tense	<i>Surge: the most interesting book you'll ever read about</i> <i>Bad Kitty Gets a Bath</i>	Diane Swanson Nick Buehl	
7	Voice	Taking Risks to Create Voice	Argument	Motivation	Word Study: Latin Root <i>rupt</i>			
Reality Check 4		Presentation/Publishing						
8	1	Word Choice	Choosing Words That Deepen Meaning	Narrative	Imagination	Grammar and Usage: verbs and predicate adjectives	Newman's Own Premium Dog Treats Package	(copywriter)
	2	Sentence Fluency	Breaking the "rules" to Create Fluency	Narrative	Imagination	Word Study: Latin Root <i>rub</i>	<i>The Moody True Adventures of Homer P. Figg</i>	Rodman Philbrick
	3	All Traits	Putting the Traits Together	Narrative	Imagination	Grammar and Usage: Irregular verb and homophones	<i>Greenlings from Planet Earth</i>	Barbara Kelley
8	Word Choice	Choosing Words That Deepen Meaning	Narrative	Imagination	Grammar and Usage: verbs and predicate adjectives	Newman's Own Premium Dog Treats Package	(copywriter)	
8	Sentence Fluency	Breaking the "rules" to Create Fluency	Narrative	Imagination	Word Study: Latin Root <i>rub</i>	<i>The Moody True Adventures of Homer P. Figg</i>	Rodman Philbrick	
8	All Traits	Putting the Traits Together	Narrative	Imagination	Grammar and Usage: Irregular verb and homophones	<i>Greenlings from Planet Earth</i>	Barbara Kelley	

Grade 7 | Scope & Sequence

UNIT	WEEK	TRAIL/PROCESS STEP	REGULARITY	MODE	THEME	FOCUS CONVENTION	ALIGNED TEXT	AUTHOR
1 - Getting Started	1	Writing Process						
1 - Getting Started	2	Prewriting					On Writing: a memoir of the craft	Stephen King
1 - Getting Started	3	Drafting					Immigrant Kids	Russell Freedman
1 - Getting Started	4	Revising					The Hunger Games	Suzanne Collins
1 - Getting Started	5	Editing					The Dreamer	Pam Muñoz Ryan
2	1	Ideas	Finding a topic	Info./Expl.	Survival	Grammar and Usage: Active and passive voice	Korean War Veterans Memorial brochure about	(public safety writer)
2	2	Organization	Creating the lead	Info./Expl.	Survival	Word Study: Latin root scrib/script	Tsunami Evacuation guide	John D'Onofrio
2	3	Voice	Establishing a tone	Info./Expl.	Survival	Grammar and Usage: Clauses and phrases	Blood Suckers: Deadly Mosquito Bites	Gary Paulsen
Reality Check 1		Presentation/Publishing					Gulls	
3	1	Word Choice	Applying Strong Verbs	Narrative	Determination	Word Study: Greek root meter	Widows Go to Birmingham—1963	Christopher Paul
3	2	Sentence Fluency	Crafting Well-Built Sentences	Narrative	Determination	Grammar and Usage: Singular and compound subjects and predicates	Stratego Game Introduction	(board game developer)
3	3	Ideas	Focusing the topic	Narrative	Determination	Word Study: Latin root spect	Tales from Outer Suburbia	Shaun Tan
Reality Check 2		Presentation/Publishing						
4	1	Organization	Using Sequence Words and Transition Words	Argument	Confidence	Grammar and Usage: Verb forms	The Greatest: Muhammad Ali	Walter Dean Myers
4	2	Voice	Conveying the Purpose	Argument	Confidence	Word Study: Greek root oblyg	Baby Carrots Ad Campaign	(creative director)
4	3	Word Choice	Selecting Striking Words and Phrases	Argument	Confidence	Grammar and Usage: Noun forms	Sawny	Ingrid Law
Reality Check 3		Presentation/Publishing						
5	1	Sentence Fluency	Varying Sentence Types	Info./Expl.	Integrity	Word Study: Latin root struct	George Washington Carver	Tonya Bolden
5	2	Ideas	Developing the Topic	Info./Expl.	Integrity	Grammar and Usage: Adverb forms	Heroes of the Environment	Harriet Rohmer
5	3	Organization	Structuring the Body	Info./Expl.	Integrity	Word Study: Latin root port	*"Lost Apple Founder Has No Regrets" Web Article	(journalist)
Reality Check 4		Presentation/Publishing						
6	1	Voice	Creating a Connection to the Audience	Narrative	Friendship	Grammar and Usage: Adjective forms	Confetti Girl	Diana Lopez
6	2	Word Choice	Using Specific and Accurate Words	Narrative	Friendship	Word Study: Latin root tort	Granny Torelli Makes Soup	Sharon Creech
6	3	Sentence Fluency	Capturing Smooth and Rhythmic Flow	Narrative	Friendship	Grammar and Usage: Pronoun forms	"Ballad of Gilligan's Isle"	(songwriter)
Reality Check 5		Presentation/Publishing						
7	1	Ideas	Using Details	Argument	Lightheartedness	Word Study: Greek root scope	Squattered Bug Poxer and Blog Entry	(blogger)
7	2	Organization	Ending With a Sense of Resolution	Argument	Lightheartedness	Grammar and Usage: Usage review	Fables	Arnold Lobel
7	3	Voice	Taking Risks to Create Voice	Argument	Lightheartedness	Word Study: Latin root vis	March Toward the Thunder	Joseph Bruchac
Reality Check 6		Presentation/Publishing						
8	1	Word Choice	Choosing Words That Deepen Meaning	Info./Expl.	Honesty	Grammar and Usage: Verbs and adverbs	The Stone Goddess	Mifeng Ho
8	2	Sentence Fluency	Breaking the "Rules" to Create Fluency	Info./Expl.	Honesty	Word Study: Greek root tort	Calm and Heeb's Comic Strip	(cartoonist)
8	3	All Trails	Putting the Trails Together	Info./Expl.	Honesty	Grammar and Usage: Adjectives and pronouns	The Extraordinary Mark Train (According to Susy)	Barbara Kerley

Grade 8 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	THEME	FOCUS CONVENTION	MENTOR TEXT	AUTHOR																
Getting Started	1 - Getting Started	1 - Getting Started	1 - Getting Started	1 - Getting Started	1 - Getting Started	1 - Getting Started	1 - Getting Started	1 - Getting Started																
									Writing Process	Prewriting	Argument	Responsibility	Grammar and Usage: Active and passive voice	Understand Courage	Stephen E. Ambrose									
									Drafting	Revising	Argument	Responsibility	Word Study: Greek root tele	Taking Sides Click	Gary Soto									
									Editing	Ideas	Narrative	Truth	Grammar and Usage: Possessive pronouns	Carnivore Word Board Game Box	Linda Sue Park (copywriter)									
									Ideas	Organization	Narrative	Truth	Word Study: Greek root polis	The Skin I'm In	Sharon G. Flake (humor writer)									
									Organization	Creating the Lead	Argument	Responsibility	Grammar and Usage: Clauses and phrases	Warning Labels for Bloggers	Jean Bauer									
									Voice	Establishing a Tone	Argument	Responsibility		Peeled	John A. Stokes									
									Word Choice	Applying Strong Verbs	Info./Expl.	Mysteriousness	Word Study: Greek root thom	Grand Avenue Comic Strip	(cartoonist)									
									Sentence Fluency	Crafting Well-Built Sentences	Info./Expl.	Mysteriousness	Grammar and Usage: Singular and compound subjects and predicates	The Doom Machine	Mark Teague									
									Ideas	Focusing the Topic	Info./Expl.	Mysteriousness	Word Study: Greek root each	LEOs: What Scientists Say May Shock You!	N.B. Grace									
									Reality Check 1	Presentation/Publishing														
									Reality Check 2	2	2	2	2	2	2	2	2							
Organization	Using Sequence Words and Transition Words	Narrative	Success	Grammar and Usage: Verb forms	Two Miserable Presidents	Steve Sheinkin (nonfiction)																		
Voice	Conveying the Purpose	Narrative	Success	Word Study: Latin root ezo	David's Killer Bread Package	(nonfiction)																		
Voice	Selecting Striking Words and Phrases	Narrative	Success	Grammar and Usage: Noun forms	Football Hero	Tim Green																		
Sentence Fluency	Varying Sentence Types	Argument	Hope	Word Study: Latin root urb	"Lost Generation" Video Transcript	(video author)																		
Ideas	Developing the Topic	Argument	Hope	Grammar and Usage: Adverb forms	Chasing Lincoln's Killer	James L. Swanson																		
Organization	Structuring the Body	Argument	Hope	Word Study: Latin root orin	G is for goop!: A Math Alphabet Book	David M. Schwartz																		
Presentation/Publishing	Creating a Connection to the Audience	Info./Expl.	Strength	Grammar and Usage: Adjective forms	World War II Posters	(public affairs writer)																		
Word Choice	Using Specific and Accurate Words	Info./Expl.	Strength	Word Study: Greek root geo	The Adventures of Marco Polo	Russell Freedman																		
Sentence Fluency	Capturing Smooth and Rhythmic Flow	Info./Expl.	Strength	Grammar and Usage: Pronoun forms	A Picture of Freedom: The Story of Colore, a Slave Girl, Belmont Plantation, Virginia, 1859	Patricia C. McKissack																		
Reality Check 3	Presentation/Publishing																							
Reality Check 4	3	3	3	3	3	3	3	3																
									Ideas	Using Details	Narrative	Truth	Word Study: Latin root scio	All in The Family!	Steven Orfanoki									
									Organization	Ending With a Sense of Resolution	Narrative	Truth	Grammar and Usage: Possessive pronouns	A Long Way From Chicago	Rhidian Peck (songwriter)									
									Voice	Taking Risks to Create Voice	Narrative	Truth	Word Study: Greek root polis	"Ballad of a Teenage Queen"	(songwriter)									
									Presentation/Publishing	Choosing Words That Deepen Meaning	Argument	Power	Grammar and Usage: Irregular adjectives and active and passive voice	How Strong Is It?	Ben Hillman									
									Word Choice	Breaking the "Rules" to Create Fluency	Argument	Power	Word Study: Latin root fac	TED Talk: Adara Swiak	(public speaker)									
									Sentence Fluency	Putting the Traits Together	Argument	Power	Grammar and Usage: Irregular verbs and adverbs	The Danger Box	Blue Balliett									
									Reality Check 5	Presentation/Publishing														
									Reality Check 6	3	3	3	3	3	3	3	3							
																		Ideas	Using Details	Narrative	Truth	Word Study: Latin root scio	All in The Family!	Steven Orfanoki
																		Organization	Ending With a Sense of Resolution	Narrative	Truth	Grammar and Usage: Possessive pronouns	A Long Way From Chicago	Rhidian Peck (songwriter)
																		Voice	Taking Risks to Create Voice	Narrative	Truth	Word Study: Greek root polis	"Ballad of a Teenage Queen"	(songwriter)
Presentation/Publishing	Choosing Words That Deepen Meaning	Argument	Power	Grammar and Usage: Irregular adjectives and active and passive voice	How Strong Is It?	Ben Hillman																		
Word Choice	Breaking the "Rules" to Create Fluency	Argument	Power	Word Study: Latin root fac	TED Talk: Adara Swiak	(public speaker)																		
Sentence Fluency	Putting the Traits Together	Argument	Power	Grammar and Usage: Irregular verbs and adverbs	The Danger Box	Blue Balliett																		
Reality Check 6	Presentation/Publishing																							

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion. For a unit-by-unit alignment of Skills learning objectives to the Common Core State Standards, please visit <http://www.engageny.org/resource/kindergarten-english-language-arts>.

Unit 1 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Drawing on a Vertical Surface
Lesson 2	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Vertical Line*
Lesson 3	Awareness of Noises Left/Right Discrimination *			Prewriting Skills: Vertical Line
Lesson 4	Awareness of Noises Left/Right Discrimination Blending Pretest			Prewriting Skills: Horizontal Line*
Lesson 5	Awareness of Noises and Words* Left/Right Discrimination			Prewriting Skills: Circle*
Lesson 6	Awareness of Noises, Words, and Phrases*			Writing Strokes Pretest Prewriting Skills: Circle
Lesson 7	Awareness of Noises and Words Tracking Practice			Prewriting Skills: Diagonal Line*
Lesson 8	Awareness of Words			Prewriting Skills: Square; Vertical and Horizontal Lines—Review
Lesson 9	Awareness of Words *			Prewriting Skills: Triangle; Circle and Diagonal Line—Review
Lesson 10	Awareness of Words and Phrases Tracking Assessment*			Prewriting Skills Assessment
Pausing Point	Review: Awareness of Noises, Words, and Phrases Review: Directionality and Tracking			Review: Prewriting Skills

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 2 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Tracking Practice			Prewriting Skills: Cup*
Lesson 2	Blending Syllables and Sounds			Prewriting Skills: Hump*
Lesson 3	Blending Sounds into Words Differentiating Shapes			Prewriting Skills: Zigzag * *
Lesson 4	Blending Sounds into Words Beginning/End Recognition			Prewriting Skills: Wavy Line* *
Lesson 5	Blending Sounds into Words			Prewriting Skills: Spiral Handwriting: Own Name* *
Lesson 6	Blending Sounds into Words			Prewriting Skills: X, +* Handwriting: Own Name
Lesson 7	Blending Sounds into Words			Prewriting Skills: Loop Handwriting: Own Name* *
Lesson 8	Blending Sounds into Words			Prewriting Skills: Cane* Handwriting: Own Name
Lesson 9	Blending Sounds into Words			Prewriting Skills: Hook* Handwriting: Own Name
Lesson 10	Blending Sounds into Words Sound Blending Assessment *			Handwriting: Own Name Prewriting Skills Assessment
Pausing Point	Review: Syllable and Sound Blending, Blending Sounds into Words Review: Tracking			Review: Prewriting Skills Review: Handwriting—Own Name

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 3 (14–17 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /m/ Spelled 'm'			Handwriting 'm': Letter
Lesson 2	Sound /a/ Spelled 'a'			Handwriting 'a': Letter
Lesson 3	Sound /t/ Spelled 't'			Handwriting 't': Letter
	Chaining: One-Syllable Short Vowel Sounds			
Lesson 4	Sound /d/ Spelled 'd'			Handwriting 'd': Letter
	Chaining: One-Syllable Short Vowel Sounds *			
Lesson 5	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds†		Chaining: One-Syllable Short Vowel Sounds†	Review: Handwriting 'm', 'a', 't', 'd'—Letter
Lesson 6	Sound /o/ Spelled 'o'			Handwriting 'o': Letter
	Chaining: One-Syllable Short Vowel Sounds *			Handwriting 'm', 'a', 't', 'd': Words*
Lesson 7	Sound /k/ Spelled 'c'			Handwriting 'c': Letter
	Chaining: One-Syllable Short Vowel Sounds *			
Lesson 8	Sound /g/ Spelled 'g'			Handwriting 'g': Letter
	Chaining: One-Syllable Short Vowel Sounds			
Lesson 9	Sound /i/ Spelled 'i'			Handwriting 'i': Letter and Word*
	Chaining: One-Syllable Short Vowel Sounds*			
Lesson 10	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds† *		Chaining: One-Syllable Short Vowel Sounds†	Review: Handwriting 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'— Letters and Words*
Lesson 11	Chaining: One-Syllable Short Vowel Sounds† Reading Assessment *		Chaining: One-Syllable Short Vowel Sounds†	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Chaining: One-Syllable Short Vowel Sounds† Reading Assessment		Chaining: One-Syllable Short Vowel Sounds†	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 13	* Reading Assessment *		Stomp and Spell: One- Syllable Short Vowel VC and CVC Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 14	Reading Assessment *		Stomp and Spell: One-Syllable Short Vowel CVC Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Pausing Point	Review: Oral Blending and Sound Spelling		Chaining: One-Syllable Short Vowel Sounds	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

† Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

Unit 4 (15–18 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /n/ Spelled 'n' Chaining: One-Syllable Short Vowel Words			Handwriting 'n': Letter and Words
Lesson 2	Sound /h/ Spelled 'h'* Chaining: One-Syllable Short Vowel Words			Handwriting 'h': Letter and Words
Lesson 3	Sound /s/ Spelled 's' Chaining: One-Syllable Short Vowel Words			Handwriting 's': Letter and Words
Lesson 4	Sound /f/ Spelled 'f' Chaining: One-Syllable Short Vowel Words			Handwriting 'f': Letter and Words*
Lesson 5	Practice Reading Words		Chaining: One-Syllable Short Vowel Words	
Lesson 6	Sound /v/ Spelled 'v'* Chaining: One-Syllable Short Vowel Words			Handwriting 'v': Letter and Words*
Lesson 7	Sound /z/ Spelled 'z'* Chaining: One-Syllable Short Vowel Words		Dictation: Sounds	Handwriting 'z', 'c', 'a', 'd', 'g': Letters
Lesson 8	Sound /p/ Spelled 'p'* Chaining: One-Syllable Short Vowel Words			Handwriting 'p': Letter and Words
Lesson 9	Sound /e/ Spelled 'e' Chaining: One-Syllable Short Vowel Words			Handwriting 'e': Letter and Words
Lesson 10	*	Introduction to Phrases	Chaining: One-Syllable Short Vowel Words Dictation: Sounds	
Lesson 11	Practice Reading Phrases Reading Assessment *		Chaining: One-Syllable Short Vowel Words Dictation: Sounds	Review: Handwriting 'm', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'e'—Letters
Lesson 12	Demonstration Story Practice Reading Words Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 13	Demonstration Story Practice Reading Words* Reading Assessment		Dictation: Sounds and Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Reading: Wiggle Cards Practice Reading Words Reading Assessment		Dictation: Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 15	Practice Reading Words* Reading Assessment			Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Pausing Point	Review: Segmenting and Sound Spelling Practice Reading Words and Phrases Demonstration Story		Dictation: Sounds and One-Syllable Short Vowel CVC Words	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 5 (16–19 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /b/ Spelled 'b'* Sound /d/ Spelled 'd'*		Chaining: One-Syllable Short Vowel Words	Handwriting 'b': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 2	Sound // Spelled 'l'*			Handwriting 'l': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 3	Sound /r/ Spelled 'r'			Handwriting 'r': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 4	Sound /u/ Spelled 'u'* Reading: Wiggle Cards			Handwriting 'u': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 5	*		Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 6	Sound /w/ Spelled 'w'		Chaining: One-Syllable Short Vowel Words	Handwriting 'w': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 7	Sound /j/ Spelled 'j'			Handwriting 'j': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 8	Sound /y/ Spelled 'y'*			Handwriting 'y': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 9	Sound /x/ Spelled 'x' *		Chaining: One-Syllable Short Vowel Words	Handwriting 'x': Letter and Words Phrase Writing: One-Syllable Short Vowel CVC Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10	Spelling Alternative for /k/ Spelled 'k' Practice Reading Words		Chaining: One-Syllable Short Vowel Words	Handwriting 'k': Letter and Words Phrase Writing: One- Syllable Short Vowel VC and CVC Words (with Cues) Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 11	*		Dictation: Sounds Practice Spelling Words: Stomp and Spell	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Reading Assessment *		Chaining: One-Syllable Short Vowel Words	Review: Handwriting 'b', 'l', 'r', 'u', 'w', 'k', 'y', 'x', 'j'—Letters
Lesson 13	Demonstration Story Practice Reading Words Reading Assessment		Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Demonstration Story Practice Reading Phrases Reading Assessment		Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
Lesson 15	Demonstration Story Reading Assessment			Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 16	Demonstration Story Practice Reading Phrases* Reading Assessment		Dictation: Sounds Practice Spelling Words: Spelling Hopscotch	
Pausing Point	Review: Sound Spelling		Chaining: One-Syllable Short Vowel Words Review: Dictation— Sounds	Word Writing: One- Syllable Short Vowel CVC Words (with Cues) Review: Handwriting— Letters and Words

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

Unit 6 (15–18 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Alphabet/Letter Names Demonstration Story *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	
Lesson 2	Alphabet/Letter Names Demonstration Story		Chaining Dictation: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs (with Cues)
Lesson 3	Alphabet/Letter Names* Sound /z/ spelled 's' Demonstration Story*		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One-Syllable Short Vowel VC and CVC Words (with Cues)
Lesson 4	Sounds /s/ and /z/ Partner Reading			Word Writing: One-Syllable Short Vowel Words in which 's' > /s/ or /z/ (with Cues)*
Lesson 5	Alphabet/Letter Names Demonstration Story Small Group Reading *			
Lesson 6	Reading: Wiggle Cards Small Group Reading* *		Chaining: One-Syllable Short Vowel CVC Words	
Lesson 7	Demonstration Story Small Group Reading* *		Dictation: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
Lesson 8	Rhyming Words Small Group Reading *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	
Lesson 9	Demonstration Story Partner Reading* *		Dictation: One-Syllable Short Vowel CVC, CVCC, CCVC, and CCVCC Words	
Lesson 10	Demonstration Story Small Group Reading* *		Practice: Tap and Spell	
Lesson 11	Review: Rhyming Words Small Group Reading		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 12	Review: Letter Names, Rhyming Words* Demonstration Story Whole Group Reading*			
Lesson 13	Review: Letter Names* *		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs	Word Writing: One- Syllable Short Vowel CVCC and CCVCC Words (with Cues)
Lesson 14	Demonstration Story Small Group Reading *		Dictation: One-Syllable Short Vowel CVC, CCVC, CVCC, and CCVCC Words	
Lesson 15	Assessment: Letter Names, Rhyming Words Small Group Reading Reading Assessment Analysis and Interpretation Assessment			Word Writing: One- Syllable Short Vowel CVCC, CCVC, and CCVCC Words (with Cues)
Pausing Point	Review: Sound Spelling, Letter Names, Rhyming Words* Demonstration Stories Partner Reading*		Chaining: One-Syllable Short Vowel Words with Digraphs Dictation: Words and Phrases	Word Writing: One- Syllable Short Vowel CVCC, CVCCC, and CCVCC Words (with Cues) Review: Handwriting— Letters and Words

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

Unit 7 (17–20 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /ch/ Spelled 'ch'			Handwriting 'ch': Letters and Words Word Writing: One-Syllable Short Vowel CCVCC and CVCCC Words (with Cues)
Lesson 2	Sound /sh/ Spelled 'sh'*		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'sh': Letters and Words
Lesson 3	Review: Sounds /ch/ Spelled 'ch' and /sh/ Spelled 'sh'* Reading: Wiggle Cards		Chaining: One-Syllable Short Vowel Words with Digraphs	
Lesson 4	Sound /th/ Spelled 'th'		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'th': Letters and Words
Lesson 5	Sound /th/ Spelled 'th'*			Handwriting 'th': Letters and Words
Lesson 6			Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting: One-Syllable Short Vowel Words Word Writing: One-Syllable Short Vowel CVCC and CVCCC Words (with Cues)
Lesson 7	Sound /qu/ Spelled 'qu'*		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'qu': Letters and Words
Lesson 8	Sound /ng/ Spelled 'ng'			Handwriting 'ng': Letters and Words Word Writing: One-Syllable Short Vowel CVCC, CCVC, and CCVCC Words (with Cues)
Lesson 9	Practice: Segmenting into Phonemes Demonstration Story*		Dictation: Sounds with Digraph Spellings	Handwriting: Review
Lesson 10	Demonstration Story Partner Reading		Dictation Identification: One-Syllable Short Vowel CCVC, CVCC, and CCVCC Words	Handwriting: One-Syllable Short Vowel CCVC, CVCC, and CCVCC Words

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 11	Practice Reading Phrases Reading Assessment Demonstration Story Small Group Reading* *			
Lesson 12	Chaining: One-Syllable Short Vowel Words with Digraphs Reading Assessment Small Group Reading*			Word Writing: One-Syllable Short Vowel CCVC, CVCC, CVCCC, and CCVCC Words (with Cues)
Lesson 13	Demonstration Story Partner Reading Reading Assessment		Chaining: One-Syllable Short Vowel Words with Digraphs	
Lesson 14	Reading Assessment Demonstration Story Small Group Reading*			Word Writing: One-Syllable Short Vowel CCVC and CVCC Words (with Cues)
Lesson 15	Reading Assessment Small Group Reading* *		Practice: Tap and Spell	Word Writing: One-Syllable Short Vowel CVCC and CCVCC Words (with Cues)
Lesson 16	Reading: Wiggle Cards Practice Reading Words Reading Assessment Demonstration Story Small Group Reading			Word Writing: One-Syllable Short Vowel CVCC, CVCCC, CCCVCC, and CCVC Words (with Cues)
Lesson 17	Practice Reading Phrases Reading Assessment Small Group Reading* *			
Pausing Point	Review: Sounds Spelling Practice Reading Words and Phrases* Demonstration Stories Partner Reading*			Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CCVC, CVCC, CCVCC, CCCVCC and CCVCCC Words (with Cues)

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

Unit 8 (20–23 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Tricky Words: <i>the, a</i> * Demonstration Story			Word Writing: One-Syllable Tricky Words* Generative Sentence Writing: Including Tricky Words Handwriting: Words Vocabulary: Pictorial Representations
Lesson 2	Tricky Words: <i>of, all</i> Small Group Reading			Word Writing: One-Syllable Short Vowel Tricky Words* Generative Sentence Writing: Including Tricky Words
Lesson 3	Review: Tricky Words* Demonstration Story Small Group Reading		Dictation: Tricky Words	Handwriting: Words, including Tricky Words Vocabulary: Pictorial Representations
Lesson 4	Review: Tricky Words, Rhyming Words Small Group Reading			
Lesson 5	Tricky Words: <i>from, one</i> Demonstration Story Partner Reading*			Word Writing: One-Syllable Short Vowel Tricky Words (with Cues) Handwriting: Words Vocabulary: Pictorial Representations
Lesson 6	Demonstration Story Small Group Reading*		Dictation: One Syllable Short Vowel Words with Initial or Final Blends and/or Clusters	Handwriting: Words Vocabulary: Pictorial Representations
Lesson 7	Chaining: One-Syllable Short Vowel Words with Initial or Final Blends, Clusters, or Digraphs Small Group Reading			Phrases Writing: Including One-Syllable Short Vowel Words with Digraphs (with Cues)
Lesson 8	Tricky Word: <i>was</i> * Demonstration Story Partner Reading		Dictation: Tricky Words	Handwriting: Tricky Words
Lesson 9	Review: Rhyming Words Practice Reading Phrases *		Dictation: Tricky Words	Handwriting: Tricky Words

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10	Double-Letter Spellings for Consonant Sounds Chaining: One-Syllable Short Vowel Words with Initial or Final Blends, Clusters, or Consonant Digraphs Demonstration Story*			Word Writing: One Syllable Short Vowel Words with a Double Consonant Final Spelling (with Cues)
Lesson 11	Chaining: One-Syllable Short Vowel Words with Initial or Final Blends, Clusters, or Consonant Digraphs Partner Reading		Dictation: Tricky Words	
Lesson 12	Double-Letter Spellings for Consonant Sounds* Demonstration Story Whole Group Reading			Handwriting: Words Vocabulary: Pictorial Representations
Lesson 13	Practice Reading Sounds, Words, and Sentences Demonstration Story* *			Handwriting: Words Vocabulary: Pictorial Representations
Lesson 14	Practice Reading Phrases Partner Reading*			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 15	Word Recognition Assessment Demonstration Story Whole Group Reading			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 16	Lowercase Letter Name Assessment Small Group/Partner Reading Practice: Rhyming Words Reading Assessment			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 17	Tricky Word Assessment Demonstration Story Practice Reading Phrases Code Knowledge Diagnostic Assessment *			Handwriting: Words Vocabulary: Pictorial Representations

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 18	Partner Reading* Story Reading Assessment Code Knowledge Diagnostic Assessment			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 19	Demonstration Story Small Group Reading*			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 20	Review: Rhyming Words Small Group Reading		Dictation: Tricky Words	Handwriting: Tricky Words
Pausing Point	Review: Tricky Words, Sound Spelling, Rhyming Words Partner Reading*		Dictation: Words and Phrases	Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues) Review: Handwriting— Double-Letter Spellings for Consonant Sounds, Words—Tricky Words

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

Unit 9 (23–26 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Tricky Words: <i>when</i> , <i>word</i> * Uppercase Letters: 'A', 'B', 'C', 'D'			Handwriting 'A' 'B' 'C' 'D'; Tricky Words: Letters and Words*
Lesson 2	Tricky Words: <i>why</i> , <i>to</i> Whole Group Reading			Response to Text Vocabulary: Pictorial Representations
Lesson 3	Uppercase Letters: 'E' 'F' 'G' 'H' Small Group Reading			Handwriting 'E' 'F' 'G' 'H'; Tricky Words: Letters and Words* Vocabulary: Pictorial Representations
Lesson 4	Review: Uppercase Letters Small Group Reading*			Response to Text
Lesson 5	Tricky Words: <i>where</i> , <i>no</i> , <i>I</i>			Sentence Writing (with Cues) Word Writing: Tricky Words (with Cues)
Lesson 6	Uppercase Letters: 'I' 'J' 'K' 'L' 'M' Whole Group Reading			Handwriting 'I' 'J' 'K' 'L' 'M'; Tricky Words: Letters and Words* Response to Text Vocabulary: Pictorial Representations
Lesson 7	Tricky Words: <i>what</i> , <i>so</i> Uppercase Letters: 'N' 'O' 'P' 'Q' 'R'			Handwriting 'N' 'O' 'P' 'Q' 'R'; Tricky Words: Letters and Words*
Lesson 8	Small Group Reading*		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Consonant Digraphs Dictation: Letters	
Lesson 9	Review: Tricky Words Small Group Reading			Word Writing: Tricky Words (with Cues) Response to Text
Lesson 10	Tricky Word: <i>which</i> Uppercase Letters: 'S' 'T' 'U' 'V' 'W' Small Group Reading*			Handwriting 'S' 'T' 'U' 'V' 'W'; Tricky Words: Letters and Words Vocabulary: Pictorial Representations

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 11	Review: Uppercase Letters Tricky Word: <i>once</i> Small Group Reading			Response to Text *
Lesson 12	Uppercase Letters: 'X' 'Y' 'Z' Partner Reading*			Handwriting 'X' 'Y' 'Z'; Tricky Words: Letters and Words Word Writing: Tricky Words (with Cues) Response to Text
Lesson 13	Tricky Words: <i>said, says</i> Small Group Reading			Word Writing: Tricky Words
Lesson 14	Small Group Reading*			Review: Handwriting—Capital Letters Response to Text
Lesson 15	Reading: Wiggle Cards Practice Reading Sentences			Word Writing: Tricky Words (with Cues)
Lesson 16	Tricky Words: <i>are, were</i> Partner Reading*			Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 17	Tricky Words: <i>here, there</i> * Whole Group Reading			Word Writing: Tricky Words Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 18	Review: Tricky Words Small Group Reading*		Dictation: Phrases	Word Writing: Tricky Words (with Cues) Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 19	Small Group Reading* Reading Assessment			Handwriting '?' '!' '!' Response to Text
Lesson 20	Small Group Reading Reading Assessment			Word Writing: Tricky Words (with Cues) Sentence Writing (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 21	Small Group Reading* Reading Assessment			Review: Handwriting— Capital Letters Response to Text
Lesson 22	Whole Group Reading* Reading Assessment			Response to Text Handwriting: One- Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 23	Partner Reading* Reading Assessment			Sentence Writing (with Cues) Response to Text Handwriting: One- Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Pausing Point	Review: Tricky Words, Uppercase Letters Partner Reading*		Review: Spelling Dictation	Response to Text Review: Handwriting— Capital Letters, Tricky Words Word Writing: Tricky Words (with Cues)

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

Unit 10 (29–32 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /ee/ Spelled 'ee' Small Group Reading			Handwriting 'ee': Letters and Words Handwriting: One-Syllable Short Vowel Words Vocabulary: Pictorial Representations
Lesson 2	Small Group Reading			Word Writing: One Syllable 'ee' Words (with Cues)* Response to Text
Lesson 3	Chaining: One-Syllable Long Vowel Words Tricky Words: <i>he, she, we</i> Small Group Reading			
Lesson 4	Small Group Reading		Dictation: One-Syllable Short and Long Vowel CVC, CCVC, CVCC, CVVC, and CCVC Words	Response to Text
Lesson 5	Tricky Words: <i>be, me</i> Whole Group Reading*			Response to Text
Lesson 6	Reading: Wiggle Cards Review: Tricky Words		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words, Long 'e' Words
Lesson 7	Sound /ae/ Spelled 'a_e' Small Group Reading*			Handwriting 'a_e': Words Writing the Spelling
Lesson 8	Tricky Words: <i>they, their</i> Small Group Reading		Large Card Chaining	Response to Text *
Lesson 9	Whole Group Reading*			Response to Text Word Writing: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 10	Partner Reading*		Dictation Identification: One-Syllable Long and Short Vowel Words	Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 11	Sound /ie/ Spelled 'i_e' Small Group Reading*			Handwriting 'i_e': Words Word Writing: One-Syllable Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 12	Small Group Reading			Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text
Lesson 13	Tricky Word: <i>my</i> Small Group Reading		Chaining: One-Syllable Short and Long Vowel Words with the Final -e Spelling	Word Writing: One-Syllable Long Vowel Words (with Cues)* Vocabulary: Pictorial Representations
Lesson 14	Practice: Reading Words with the Final -e Spelling Small Group Reading*			Response to Text
Lesson 15	Tricky Word: <i>by</i> Reading: Wiggle Cards Partner Reading *			Response to Text Word Writing: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 16	Review: Tricky Words *		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words
Lesson 17	Sound /oe/ Spelled 'o_e' Small Group Reading*			Handwriting 'o_e': Words Word Writing: One-Syllable Short Vowel Words Vocabulary: Pictorial Representations
Lesson 18	Small Group Reading			Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text
Lesson 19	Review: Sound Spelling Partner Reading*			Response to Text Word Writing: One-Syllable Short and Long Vowel Words Vocabulary: Pictorial Representations

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 20	Small Group Reading		Dictation Identification: One-Syllable Long Vowel Words	Word Writing: One- Syllable Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 21	Small Group Reading*		Chaining: One-Syllable Long and Short Vowel Words	Response to Text
Lesson 22	Sound /ue/ Spelled 'u_e' Small Group Reading*			Handwriting 'u_e': Words Word Writing: One- Syllable Short and Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 23	Tricky Words: <i>you, your</i> Small Group Reading		Chaining: One-Syllable Long Vowel Words with the Final –e Spelling	Response to Text *
Lesson 24	Whole Group Reading*		Chaining: One-Syllable Long Vowel Words with the Final –e Spelling	Response to Text Word Writing: One- Syllable Short Vowel Words (with Cues)
Lesson 25	Reading: Wiggle Cards		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words
Lesson 26	End-of-the-Year Assessment: Word Reading Partner Reading*			Response to Text Word Writing: One- Syllable Short and Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 27	Whole Group Reading* End-of-the-Year Assessment: Letter Sounds		End-of-the-Year Assessment: Sound Writing	Response to Text Word Writing: One- Syllable Short and Long Vowel Words (with Cues)
Lesson 28	End-of-the-Year Assessment: Uppercase Letter Names Small Group Reading* End-of-the-Year Assessment: Letter Sounds		Chaining: One-Syllable Long Vowel Words with the Final –e Spelling	End-of-the-Year Assessment: Writing Lowercase Letters
Lesson 29	Small Group Reading* End-of-the-Year Assessment: Letter Sounds		Chaining: One-Syllable Short and Long Vowel Words	Response to Text

	Phonics & Reading	Grammar	Spelling	Writing
Pausing Point	Review: Digraphs, Sound Spelling, Tricky Words Reading: Wiggle Cards Partner Reading*		Chaining: One-Syllable Long Vowel Words with the Final -e Spelling Dictation: One-Syllable Short and Long Vowel Words	Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text Handwriting: Tricky Words

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion. For a unit-by-unit alignment of Skills learning objectives to the Common Core State Standards, please visit <http://www.engageny.org/resource/grade-1-english-language-arts>.

Unit 1 (32–35 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sounds /p/, /k/, /g/, /n/, /a/ Spelled 'p'—'P', 'c'—'C', 'g'—'G', 'n'—'N', 'a'—'A' Chaining: One-Syllable Short Vowel Words			Handwriting 'a' 'A' 'p' 'P' 'n' 'N' 'c' 'C' 'g' 'G': Letters and Words
Lesson 2	Sounds /i/, /o/, /t/, /d/ Spelled 'i'—'I', 'o'—'O', 't'—'T', 'd'—'D'* Chaining: One-Syllable Short Vowel Words			Handwriting 'i' 'I' 'o' 'O' 't' 'T' 'd' 'D': Letters Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 3	Tricky Words: a, /	Identifying Nouns		Review: Handwriting— Letters Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Lesson 4	Sounds /m/, /f/, /v/ Spelled 'm'—'M', 'f'—'F', 'v'—'V'* Chaining: One-Syllable Short Vowel Words			Handwriting 'm' 'M' 'f' 'F' 'v' 'V': Letters Phrase Writing: One- Syllable Short Vowel Words (with Cues)
Lesson 5	Sounds /s/, /z/, /h/ Spelled 's'—'S', 'z'—'Z', 'h'—'H' Tricky Words: no, so, of Practice Reading Phrases		Large Card Chaining: One-Syllable Short Vowel Words	Handwriting 's' 'S' 'z' 'Z' 'h' 'H': Letters and Words
Lesson 6	Word Recognition Assessment Partner Reading			
Lesson 7	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Lesson 8	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Lesson 9	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Lesson 10	Reading Assessment Independent Reading			Word Writing: Using Letters to Make Words
Lesson 11	Sister Sounds /s/ and /z/, /f/ and /v/* Tricky Words: is, to		Chaining: One-Syllable Short Vowel Words	Review: Handwriting— Letters and Words

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 12	Sounds /b/, /l/, /r/ Spelled 'b'—'B', 'l'—'L', 'r'—'R'		Chaining: One-Syllable Short Vowel Words	Handwriting 'b' 'B' 'l' 'L' 'r' 'R': Letters and Words Word Writing: One-Syllable Short Vowel CVC and CVCC Words (with Cues)
Lesson 13	Sounds /w/, /e/, /u/ Spelled 'w'—'W', 'e'—'E', 'u'—'U' Tricky Words: <i>all, some*</i>		Chaining: One-Syllable Short Vowel Words	Handwriting 'w' 'W' 'e' 'E' 'u' 'U': Letters Word Writing: Tricky Words (with Cues)
Lesson 14	Tricky Words: <i>from, word</i> Reading Phrases	Identifying Nouns		Review: Handwriting— Letters and Words
Lesson 15	Sounds /j/, /y/ Spelled 'j'— 'J', 'y'—'Y' Tricky Words: <i>are, have, were*</i> Reading Phrases		Chaining: One-Syllable Short Vowel Words	Handwriting 'j' 'J' 'y' 'Y': Letters and Words
Lesson 16	Sounds /x/, /k/ Spelled 'x'—'X', 'k'—'K' Chaining: One-Syllable Short Vowel Words ^t Tricky Words: <i>one, once</i>		Chaining: One-Syllable Short Vowel Words ^t	Handwriting 'x' 'X' 'k' 'K': Letters and Words
Lesson 17	Sounds /ch/, /sh/ Spelled 'ch', 'sh' Chaining: One-Syllable Short Vowel Words Tricky Words: <i>do, two*</i>	Identifying Nouns		Handwriting 'ch' 'sh': Letters and Words
Lesson 18	Sister Sounds /th/ and /th/* Chaining: One-Syllable Short Vowel Words Practice Reading Phrases and Sentences			Handwriting 'th': Letters and Words
Lesson 19	Tricky Words: <i>the, who</i> Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
Lesson 20	Sounds /ng/, /qu/ Spelled 'ng', 'qu'* Tricky Words: <i>said, says</i> Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Handwriting 'ng' 'qu': Letters and Words Response to Text: Sentences

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 21	Review: Vowel Sounds Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
Lesson 22	Review: Consonant and Vowel Sounds Small Group Reading*	Identifying Nouns		
Lesson 23	Sounds /k/, /b/, /d/, /f/, /g/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff', 'gg', 'll', 'mm', 'ss' Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Lesson 24	Sounds /k/, /n/, /p/, /r/, /t/, /z/ Spelled 'cc', 'nn', 'pp', 'rr', 'tt', 'zz' Sound /k/ Spelled 'c', 'ck', 'k', 'cc'			Word Writing: One Syllable Short Vowel Words with Double-Letter Spellings (with Cues)
Lesson 25	Sister Sounds /s/ and /z/ Tricky Words: <i>was, when,</i> <i>why</i> *			
Lesson 26	Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns*		Response to Text: Sentences
Lesson 27	Tricky Words: <i>where,</i> <i>what, which</i>	Review: Question Mark		
Lesson 28	Partner Reading Review: Tricky Words *			Response to Text: Sentences
Lesson 29	Tricky Words: <i>here, there</i> Partner Reading	Identifying Nouns Review: Question Mark	Dictation: One-Syllable Short Vowel Words	
Lesson 30	Review: Letter Names Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice *		Dictation: One-Syllable Short Vowel Words with Double-Letter Spellings	Response to Text: Sentences
Lesson 31	Review: Tricky Words Partner Reading			Response to Text: Sentences

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 32	Review: Tricky Words Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Pausing Point	Review: Sound Spelling, Tricky Words, Alphabet Partner Reading* Practice Reading Phrases* Reading Comprehension: Multiple Choice		Chaining Dictation	Review: Handwriting— Letters Word and Phrase Writing: One-Syllable Short Vowel Words (with Cues) Response to Text: Sentences

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

†Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

Unit 2 (19–22 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Vowel Digraph 'ee'* Demonstration Story Reading Comprehension: Multiple Choice			Handwriting 'ee': Letters and Words Response to Text: Sentences
Lesson 2	Chaining: One-Syllable Long Vowel Words Tricky Words: <i>he, she, be,</i> <i>me, we</i> Demonstration Story* Reading Comprehension: Multiple Choice	Identifying Proper Nouns		Response to Text: Sentences
Lesson 3	Vowel Digraph 'a_e' Small Group Reading*		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs
Lesson 4	Review: Vowel Digraphs Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice		Chaining: One-Syllable Long Vowel Words	Response to Text: Sentences, Pictorial Representation
Lesson 5	Tricky Words: <i>they, their</i> * Whole Group Reading Small Group Reading Reading Comprehension: Multiple Choice		Chaining: One-Syllable Long Vowel Words	Response to Text: Sentences
Lesson 6	Vowel Digraph 'i_e' Partner Reading *		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 7	Review: Tricky Words Demonstration Story Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Lesson 8	Vowel Digraph 'o_e' *		Chaining: One-Syllable Long Vowel Words Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Handwriting 'o_e': Words
Lesson 9	Small Group Reading	Identifying Nouns	Chaining: One-Syllable Long Vowel Words	

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10	Tricky Words: <i>my, by</i> Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences *
Lesson 11	Review: Tricky Words Partner Reading Reading Comprehension: Multiple Choice *	Identifying Nouns	Chaining: One-Syllable Long Vowel Words	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 12	Vowel Digraph 'u_e' Demonstration Story*		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 13	Partner Reading Reading Comprehension: Multiple Choice *		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 14	Tricky Words: <i>you, your</i> Small Group Reading			
Lesson 15	Review: Tricky Words Demonstration Story* Review: Sound Spelling	Review: Identifying Nouns		
Lesson 16	Small Group Reading Review: Sound Spelling, Tricky Words	Review: Identifying Nouns		
Lesson 17	Partner Reading Reading Comprehension: Multiple Choice Reading: Wiggle Cards Review: Sound Spelling, Tricky Words*	Review: Identifying Nouns		Response to Text: Sentence, Pictorial Representation
Lesson 18	Word Recognition Assessment Reading: Wiggle Cards			
Lesson 19	Small Group Reading	Assessment: Identifying Nouns		

	Phonics & Reading	Grammar	Spelling	Writing
Pausing Point	Review: Sound Spelling, Tricky Words* Partner Reading* Reading Comprehension: Multiple Choice	Review: Identifying Nouns	Chaining: One-Syllable Words Dictation Identification: One-Syllable Words with Long Vowel Digraphs	Review: Handwriting—Words with Vowel Digraphs, Tricky Words Word Writing: One-Syllable Words with Long Vowel Digraphs (with Cues) Response to Text: Sentences, Pictorial Representation

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

Unit 3 (19–22 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /oo/ Spelled 'oo' Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: <i>same,</i> <i>green, stone, line, make,</i> <i>hide, seed, they*</i>	Handwriting 'oo': Letters and Words Response to Text: Sentences (with Citation)
Lesson 2	Tricky Word <i>because</i> *		Dictation: One-Syllable Words	Planning a Fictional Narrative Response to Text
Lesson 3	Review: Sound /oo/ Partner Reading			Drafting a Fictional Narrative
Lesson 4	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Editing a Fictional Narrative Response to Text: Sentences (with Citation)
Lesson 5	Review: Tricky Words Sound /oo/ Spelled 'oo' *		Spelling Assessment	Handwriting 'oo': Letters and Words
Lesson 6	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: <i>frog, moth,</i> <i>quote, wood, took,</i> <i>spoon, tooth, why*</i>	Planning and Drafting a Book Report Response to Text: Sentences (with Citation)
Lesson 7	Tricky Spelling 'oo'* Tricky Words: <i>could,</i> <i>should, would</i>			Editing a Book Report Word Writing: One- Syllable 'oo' Words (with Cues)
Lesson 8	Small Group Reading	Identifying Verbs		Writing a Book Report Word Writing: One- Syllable Words (with Cues)
Lesson 9	Sound /ou/ Spelled 'ou' Small Group Reading			Handwriting 'ou': Letters and Words
Lesson 10	Tricky Word <i>down</i> Chaining: One-Syllable Words Whole Group Reading*	Identifying Verbs	Spelling Assessment	Word Writing: One- Syllable Words (with Cues) Vocabulary: Pictorial Representations
Lesson 11	Chaining: One-Syllable Words Reading: Wiggle Cards Review: Tricky Words Reading Comprehension: Yes/No Questions		Spelling Words Introduction: <i>brook,</i> <i>stood, booth, room,</i> <i>south, proud, shout,</i> <i>down</i>	Word Writing: One- Syllable Words (with Cues)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 12	Sound /oi/ Spelled 'oi'* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Handwriting 'oi': Letters and Words Response to Text: Sentences, Pictorial Representation (with Citation)
Lesson 13	Review: Sounds Small Group Reading	Identifying Past- and Present-Tense Verbs	Chaining: One-Syllable Words	
Lesson 14	Small Group Reading		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
Lesson 15	Sound /aw/ Spelled 'aw' Reading: Wiggle Cards		Spelling Assessment	Handwriting 'aw': Letters and Sounds
Lesson 16	Review: Tricky Words* Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Identifying Present- and Past-Tense Verbs		Response to Text: Pictorial Representation
Lesson 17	Small Group/Partner Reading*		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
Lesson 18	Review: Tricky Words Chaining: One-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: One-Syllable Words Response to Text: Sentences, Pictorial Representation (with Citation)
Lesson 19	Word Recognition Assessment Reading: Wiggle Cards Story Comprehension Assessment			Story Comprehension Assessment
Pausing Point	Review: Sound Spelling, Tricky Words, Words with Vowel Digraphs Practice Reading Phrases and Sentences Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Identifying Verbs, Identifying Nouns	Chaining: One-Syllable Words Dictation Identification: One-Syllable Words, Phrases, and Sentences	Word Writing: One-Syllable Words, Tricky Words (with Cues) Review: Handwriting—Words with Double-Letter Consonant Sounds Response to Text: Sentences, Pictorial Representation (with Citation)

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

Unit 4 (28–31 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /er/ Spelled 'er'		Spelling Words Introduction: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*</i>	
Lesson 2	Review: Sound /er/ Speller 'er'* Whole Group Reading	Contractions		Word Writing: One-Syllable Words (with Cues)
Lesson 3	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Contractions		Handwriting 'er': Letters and Words Word Writing: One-Syllable Words (with Cues) Response to Text: Sentences
Lesson 4	Medial Sounds Sound /ar/ Spelled 'ar'* Whole Group Reading			Handwriting 'ar': Letters and Words
Lesson 5	Review: Medial Sounds Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment Dictation: One-Syllable Words with /er/ and /ar/	Word Writing: One-Syllable Words with /er/ and /ar/ Response to Text: Sentences (with Citation)
Lesson 6	Reading: Wiggle Cards	Contractions	Spelling Words Introduction: <i>sharp, fern, start, spoil, verb, shark, crawl, because*</i>	Word Writing: One-Syllable Words (with Cues)
Lesson 7	Minimal Pairs Reading: Wiggle Cards Sound /or/ Spelled 'or'	*	Two-Syllable Words	Handwriting 'or': Letters and Words *
Lesson 8	Two-Syllable Words Tricky Words: <i>yesterday, today, tomorrow</i> Small Group Reading*		Dictation: Tricky Words	Word Writing: Tricky Words
Lesson 9	Two-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns and Verbs	Dictation: One-Syllable Words with Digraph Vowel Sounds or an <i>r</i> -Controlled Syllable	Word Writing: One-Syllable Words with Digraph Vowel Sounds or an <i>r</i> -Controlled Syllable Response to Text: Sentences

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10	Chaining: Two-Syllable Words Whole Group Reading* Reading Comprehension: Multiple Choice		Spelling Assessment	Response to Text: Sentences
Lesson 11	Chaining with Two-Syllable Words Reading: Wiggle Cards *		Spelling Words Introduction: <i>barking, carpet, zipper, perfume, border, morning, forest, today*</i> Dictation Identification: Two-Syllable Words (with Cues)	Word Writing: Two-Syllable Words (with Cues)
Lesson 12	Reading: Wiggle Cards Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Verb Identification: Present and Past Tense		Sentence Writing (with Cues) Response to Text: Fill-in-the-Blank, Sentence
Lesson 13	Small Group Reading *	Past, Present, and Future Verb Tenses		Word Writing: Two-Syllable, Past-Tense Verbs (with Cues)
Lesson 14	Clapping and Reading Two-Syllable Words Review: Vowel Sounds Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice			Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences
Lesson 15	Partner Reading		Spelling Assessment Chaining: One-Syllable Words	Response to Text: Sentences
Lesson 16	Whole Group Reading	Verb Identification	Spelling Words Introduction: <i>sounded, lifted, pointed, parked, waved, grinned, tripped, have*</i>	Response to Text: Sentences
Lesson 17	Small Group Reading	Identifying Nouns and Verbs		*
Lesson 18	Chaining: Two-Syllable Words with Endings – <i>ness</i> and <i>-less</i> ^t *	Using Adjectives	Chaining: One-Syllable Words ^t	
Lesson 19	Partner Reading	Past-Tense Verbs		Word Writing: Two-Syllable, Past-Tense Verbs (with Cues) Response to Text: Sentences

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 20	Review: Sounds /ar/ and /er/		Spelling Assessment	Descriptive Writing: Planning Word Writing: Two-Syllable Words (with Cues)
Lesson 21	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Descriptive Writing: Drafting* Response to Text: Sentences
Lesson 22	*	Past-Tense Marker –ed		Descriptive Writing: Planning and Research Using Informational Text Word Writing: Two-Syllable, Past-Tense Verbs
Lesson 23	Small Group Reading	*		Descriptive Writing: Drafting
Lesson 24	Review: Word Reading			Descriptive Writing: Editing Word Writing: Two-Syllable, Compound Words (with Cues)
Lesson 25	Small Group Reading	Grammar Assessment	Dictation Assessment	Dictation Assessment Descriptive Writing: Review
Lesson 26	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Lesson 27	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Lesson 28	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Pausing Point	Review: Recognizing and Isolating Sounds, Tricky Words, Minimal Pairs Reading Phrases and Sentences Reading Decodable Stories*	Identifying Verbs and Adjectives in Phrases/Sentences Understanding Past, Present, and Future Tense	Dictation Identification: One-Syllable Words Chaining: One-Syllable Words	Review: Handwriting—Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences, Paragraph

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Unit 5 (22–25 days)*

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives 'p' and 'pp' for /p/	Plural Nouns Root Words	Spelling Words Introduction: <i>horn, porch, short, park, barns, herd, verb, said*</i>	Word Writing: One-Syllable Singular and Plural Nouns (with Cues); Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings
Lesson 2	Tricky Word <i>how</i> Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Plural Nouns		Word Writing: One-Syllable Singular and Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
Lesson 3	Spelling Alternatives 'b' and 'bb' for /b/	Statements and Questions		Word Writing: Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings (with Cues) Handwriting '?' ': Marks and Sentences *
Lesson 4	Spelling Alternatives 'c' 'k' 'cc' 'ck' for /k/* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation) *
Lesson 5	Spelling Alternatives 'c' 'k' 'cc' 'ck' for /k/	Root Words Statements and Questions	Spelling Assessment	Word Writing: Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings (with Cues) Sentence Writing: Correcting Punctuation and Capitalization
Lesson 6	Spelling Alternatives 'ch' and 'tch' for /ch/ Small Group Reading		Spelling Words Introduction: <i>chips, much, catch, fetch, marsh, shine, flash, how*</i>	Word Writing: One- and Two-Syllable Words (with Cues)
Lesson 7	Spelling Alternatives 'g' and 'gg' for /g/ Partner Reading Reading Comprehension: Multiple Choice (with Citation) *	Statements and Questions		Sentence Writing: Correcting Punctuation and Capitalization Response to Image Response to Text: Sentences, Pictorial Representation
Lesson 8	Spelling Alternatives 'j' 'g' 'ge' for /j/ Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences, Pictorial Representation

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 9	Tricky Spelling 'g' for /g/ and /j/ Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Plural Nouns*		Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/ (with Cues) Response to Text: Sentences (with Citation)
Lesson 10	Review: Sound Spelling Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Paragraph
Lesson 11	Spelling Alternatives 't' 'tt' 'ed' for /t/ *	Statements, Questions, and Exclamations	Spelling Words Introduction: <i>jumping, jars, germ, gem, charged, fringe, magic, your*</i>	Word Writing: One- and Two-Syllable Words with 't', 'tt', or 'ed' > /t/ (with Cues) Handwriting '! ' ? ' . ': Marks and Sentences
Lesson 12	Review: Sister Sounds Spelling Alternatives 'd' 'dd' 'ed' for /d/ Tricky Word (<i>stage</i>) <i>coach</i> Small Group Reading Reading Comprehension: Multiple Choice (with Citation) *			Word Writing: One- and Two-Syllable Words with 'd', 'dd', 'ed' > /d/ (with Cues) Response to Text: Sentences (with Citation)
Lesson 13	Spelling Alternatives 'f' 'ff' for /f/ Small Group Reading	Statements, Questions, and Exclamations		Word Writing: One- and Two-Syllable Words (with Cues) Handwriting '! ' ? ' . ': Marks and Sentences Response to Text: Fill-in-the-Blank, Sentence, Pictorial Representation (with Citation)
Lesson 14	Spelling Alternatives 'v' 've' for /v/ Tricky Word <i>picture</i> Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Statements, Questions, and Exclamations		Word Writing- One- and Two-Syllable Words (with Cues) Response to Text: Sentence (with Citation)
Lesson 15	Partner Reading		Spelling Assessment	Introduction to Opinion Writing

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 16	Spelling Alternatives 'r' 'rr' 'wr' for /r/		Spelling Words Introduction: <i>trucker, kitten, parked, duck, add, planned, offer, was*</i>	Word Writing: One- and Two-Syllable Words with 'r', 'rr', 'wr' > /r/ (with Cues) Writing an Opinion Paragraph (Whole Group)
Lesson 17	Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Writing and Opinion Paragraph (Independent) Response to Text: Sentences (with Citation) *
Lesson 18	*	Sentence Building		Editing an Opinion Paragraph
Lesson 19	Spelling Alternatives 'l' 'll' for /ll/ Partner Reading			Word Writing: One-Syllable Words with 'l', 'll' > /l/ (with Cues)
Lesson 20	Reading: Wiggle Cards Review: Tricky Words Partner Reading*	Review: Adjectives	Spelling Assessment	Response to Text: Sentences (with Citation)
Lesson 21	Review: Two-Syllable Words Partner Reading Reading Comprehension: Multiple Choice (with Citation) *			Word Writing: Two-Syllable Words (with Cues) Response to Text: Sentences (with Citation)
Lesson 22	Word Recognition Assessment Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Grammar Assessment		Response to Text Response to Text: Sentences (with Citation)
Pausing Point	Review: Sound Spelling, Tricky Words, Minimal Pairs, Sister Sounds, Tricky Spellings Partner Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Statements, Questions, and Exclamations; Building Sentences	Chaining: One- and Two-Syllable Words Dictation Identification: One- and Two-Syllable Words	Review: Handwriting—Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Sentence Writing (with Cues) Response to Text: Sentences, Friendly Letter (with Citation)

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Unit 6 (25–28 days)*

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternative 'c' for /s/		Spelling Words Introduction: <i>swimming, rotten, hidden, batter, shredded, popping, nodded, their*</i>	Introduction to Personal Narratives
Lesson 2	Tricky Spelling 'c' for /s/ and /k/			Planning a Personal Narrative (Whole Group)* Word Writing: One- and Two-Syllable Word with 'c' > /k/ or /s/ (with Cues)
Lesson 3	Review: Tricky Spelling 'c'			Writing a Personal Narrative (Whole Group)
Lesson 4	Spelling Alternatives 'ce' 'se' for /s/			Planning and Writing a Personal Narrative (Individual) Word Writing: One-Syllable Words with 'ce' or 'se' > /s/ (with Cues)
Lesson 5			Spelling Assessment	Editing and Publishing a Personal Narrative
Lesson 6	Review: Tricky Spelling 'c', Spelling Alternatives for /s/ Whole Group Reading Reading Comprehension (with Citation)		Spelling Words Introduction: <i>sun, kiss, cent, prince, jazz, pigs, zip, here*</i>	Response to Text: Sentence (with Citation)
Lesson 7	Small Group Reading*	Nouns and Pronouns		Word Writing: Pronouns
Lesson 8	Review: Tricky Spelling 'g', Spelling Alternatives for /j/ Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 9	Small Group Reading	Nouns and Pronouns		Word Writing: Pronouns, One-Syllable Words (with Cues)* Response to Text: Sentences (with Citation)
Lesson 10	Spelling Alternative 'kn' for /n/ Small Group Reading		Spelling Assessment	Response to Text: Sentences (with Citation) Word Writing: One- and Two-Syllable Word with 's', 'ss', or 'c' > /s/ (with Cues)*

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 11	Review: Spelling Alternatives for /s/ and /n/ Small Group Reading		Spelling Words Introduction: <i>maps, mice, hammer, trimmed, skipped, scrub, space, could*</i>	Word Writing: One- or Two-Syllable Words with 'n', 'nn', or 'kn' > /n/ (with Cues), One-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings Response to Text: Sentences (with Citation)
Lesson 12	Review: Tricky Words Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 13	Small Group Reading*	Nouns and Pronouns		Word Writing: Pronouns Response to Text: Sentences (with Citation)
Lesson 14	Small Group Reading	Building Sentences with Adjectives and Prepositions		Response to Text: Sentences (with Citation)
Lesson 15	Partner Reading	Review: Plural Nouns	Spelling Assessment	Word Writing: One-Syllable Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
Lesson 16	Spelling Alternative 'wh' for /w/ Small Group Reading		Spelling Words Introduction: <i>knit, kneel, nose, center, nugget, running, winner, which*</i>	Response to Text: Sentences (with Citation)
Lesson 17	Partner Reading		Dictation: Consonant Sounds	Response to Text: Sentences (with Citation)
Lesson 18	Spelling Alternative 'n' for /ng/ Small Group Reading*			
Lesson 19	Tricky Spelling 'n' for /n/ and /ng/ Small Group Reading			Word Writing: One-Syllable Words with 'n' > /n/ or /ng/ (with Cues) Response to Text: Sentences (with Citation)
Lesson 20	Partner Reading	Review: Pronouns	Spelling Assessment	Response to Text: Sentences (with Citation)
Lesson 21	Review: Root Words and Endings Small Group Reading*			Word Writing: Two-Syllable Words with <i>-ed</i> or <i>-ing</i> Endings Response to Text: Sentences (with Citation)
Lesson 22	Small Group Reading		Dictation: Words with Vowel Digraphs	Response to Text: Sentences (with Citation)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 23	Tricky Word cow Small Group Reading	*		Word Writing: One- and Two- Syllable Words (with Cues) Response to Text: Sentences (with Citation)
Lesson 24	Word Recognition Assessment Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 25	Story Comprehension Assessment Wiggle Cards			Response to Text: Sentences (with Citation)
Pausing Point	Review: Sound Spelling, Tricky Words Partner Reading*	Review: Building Sentences with Adjectives and Prepositions, Pronouns	Dictation Identification: One- and Two-Syllable Words	Word Writing: One- and Two-Syllable Words (with Cues) Planning and Drafting Descriptions Response to Text: Sentences (with Citation)

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Unit 7 (20–23 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives for /ae/ Reading: Wiggle Cards		Spelling Words Introduction: <i>fade, knocked, knitting, pitch, wrapper, hands, drinking, by*</i>	Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)
Lesson 2	Chaining: One-Syllable Words Whole Group Reading			Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)*
Lesson 3	Small Group Reading	Review: Plural Nouns		Response to Text: Sentences (with Citation)
Lesson 4	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement		Word Writing: Nouns and Verbs, One- and Two-Syllable Words (with Cues) Response to Text: Paragraph
Lesson 5	Reading Comprehension: Multiple Choice Small Group Reading*		Spelling Assessment	
Lesson 6	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement	Spelling Words Introduction: <i>rain, hair, explain, stay, stray, display, escape, your*</i>	Word Writing: Nouns and Verbs (with Cues) Response to Text: Sentences (with Citation)
Lesson 7	Partner Reading	Commas in a Series		Response to Text: Sentences (with Citation), Friendly Letter
Lesson 8	Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Root Words and Endings		Word Writing: Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings Sentence Writing Response to Text: Sentence (with Citation)
Lesson 9	Partner Reading	Review: Punctuation*		Response to Text: Sentences (with Citation)
Lesson 10	Small Group Reading	Review: Punctuation	Spelling Assessment	
Lesson 11	Spelling Alternatives for /oe/ Small Group Reading		Spelling Words Introduction: <i>classmate, airplane, gain, brainstorm, railway, layer, playground, who*</i>	Response to Text: Sentences (with Citation)
Lesson 12	Small Group Reading	Building Sentences with Conjunctions		Word Writing: One-Syllable Words with 'oa' > /oe/ or 'ai', 'ay' > /ae/ (with Cues) Response to Text: Sentences (with Citation)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 13	Whole Group Reading			Response to Text: Sentences (with Citation), Pictorial Representation Instructional Writing: Introduction
Lesson 14	Small Group Reading*			Instructional Writing: Sequencing Steps
Lesson 15	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Sentences (with Citation) Instructional Writing: Giving Good Oral Instructions
Lesson 16	Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation) Instructional Writing: Planning and Drafting
Lesson 17	Small Group Reading			Instructional Writing: Editing and Publishing
Lesson 18	Small Group Reading*	Noun-Verb Agreement Commas in a Series		Response to Text: Sentences (with Citation)
Lesson 19	Silent Reading Comprehension Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 20	Fluency Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 21	Word Reading in Isolation Assessment Reading: Wiggle Cards			Word Writing: One- and Two-Syllable Words (with Cues)
Pausing Point	Review: Spelling Alternatives Reading: Wiggle Cards Reading Comprehension: Multiple Choice	Review: Quotation Marks, Commas	Chaining: One-Syllable Words Dictation Identification: Sounds, Words, Phrases, and Sentences	Word Writing: One- and Two-Syllable Words (with Cues)

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The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion. For a unit-by-unit alignment of Skills learning objectives to the Common Core State Standards, please visit <http://www.engageny.org/resource/grade-2-english-language-arts>.

Unit 1 (22–25 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Basic Code Spellings for /a/, /i/, /p/, /b/, /t/, /d/ Chaining: One-Syllable Short Vowel Words Whole Group Reading Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
Lesson 2	Basic Code Spellings for /o/, /e/, /u/, /k/, /g/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
Lesson 3	Basic Code Spellings for /k/, /j/, /v/, /f/, /h/, /l/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
Lesson 4	Basic Code Spellings for /th/, /th/, /n/, /ng/, /sh/, /ch/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
Lesson 5	Basic Code Spellings for /s/, /z/, /m/, /w/, /r/, /y/, /x/, /qu/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 6	Story Reading Assessment			Word Writing: Creating Compound Words
Lesson 7	Story Reading Assessment Word Reading Assessment			Multi-Sentence Description Pictorial Representation
Lesson 8	Story Reading Assessment Word Reading Assessment			
Lesson 9	Story Reading Assessment Word Reading Assessment			Pictorial Representation Word Writing: Creating Compound Words
Lesson 10	Word Reading Assessment			Pictorial Representation Multi-Sentence Description
Lesson 11	Tricky Words: <i>the, he, she, we, be, me</i> Double Letter Spellings 'bb', 'cc', 'ck', 'dd', 'ff', 'gg', 'll' Partner Reading		Spelling Words Introduction: <i>bandit, shelf, sprang, munch, picnic, think, wish, drift, box, she*</i>	
Lesson 12	Tricky Words: <i>was, of, a*</i> Double Letter Spellings 'mm', 'nn', 'pp', 'rr', 'ss', 'tt', 'zz'; Whole Group Reading Reading Comprehension: Order of Events			
Lesson 13	Two-Syllable Words Small Group Reading* Reading Comprehension: Multiple Choice			Word Writing: Two- Syllable Words with <i>-ing</i> Endings Response to Text: Sentence
Lesson 14	Tricky Words: <i>do, down, how, to</i> Tricky Spelling 'g' Small Group Reading			Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/
Lesson 15	Tricky Spelling 'c' Small Group Reading		Spelling Assessment	Word Writing: One- and Two-Syllable Words with 'c' > /k/ or /s/

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 16	Spelling Alternatives 'qu', 'wh', 'wr', 'kn' Whole Group Reading		Spelling Words Introduction: <i>snacking, mixing, smelling, running, kissing, buzzing, hitting, until, problem, how*</i>	Word Writing: One-Syllable Words (with Cues)
Lesson 17	Spelling Alternatives 'ge', 've' Tricky Words: <i>what, where, why, from*</i> Whole Group Reading*			
Lesson 18	Tricky Words: <i>once, one</i> Spelling Alternatives 'se', 'ce', 'tch' Whole Group Reading*			
Lesson 19	Small Group Reading Reading Comprehension: Multiple Choice	Past Tense <i>-ed</i>		Word Writing: Two-Syllable Words with <i>-ed</i> Endings Response to Text: Sentences
Lesson 20	Tricky Spelling 's'		Spelling Assessment	Word Writing: One- and Two-Syllable Words with 's' > /s/ or /z/
Lesson 21	Tricky Spelling 'n' Tricky Words: <i>could, would, should</i> Partner Reading* Reading Comprehension: Multiple Choice		Spelling Words Introduction: <i>sand, sang, sank, hunt, hung, hunk, thin, thing, think, should*</i>	Response to Text: Sentences
Lesson 22	Tricky Words: <i>there, said, says, word</i> Reading: Wiggle Cards	Skills Assessment	Spelling Assessment Dictation Identification Assessment	
Pausing Point	Reading: Wiggle Cards Chaining: One-Syllable Short Vowel Words Review: Sound Spelling, Digraphs, Spelling Alternatives, Tricky Words, Tricky Spellings	Review: Capitalization, Punctuation, Past Tense <i>-ed</i>		Word Writing: One- and Two-Syllable Words (with Cues)

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Unit 2 (16–19 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Review: Basic Code Spellings for /ae/ and /ie/ Chaining: One-Syllable Words with Magic 'e' Ending Tricky Words: <i>I, you, your, street</i> Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: <i>yelled, yanked, slumped, limped, plopped, smiled, shrugged, liked, patted, you*</i>	Response to Text: Sentences (with Citation) *
Lesson 2	Review: Basic Code Spellings for /oe/ and /ue/* Chaining: One-Syllable Words with Magic 'e' Ending Reading Two-Syllable Words Tricky Words: <i>my, by, have</i> Partner Reading			
Lesson 3	Basic Code Spellings /ee/ Chaining: One-Syllable Words with Magic 'e' Close Reading*			Response to Text: Multi-Sentence Description
Lesson 4	Tricky Words: <i>all, who</i> Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Quotation Marks		Handwriting: Quotations Response to Text: Sentences (with Citation)*
Lesson 5	Review: Tricky Spelling 'oo' Tricky Words: <i>no, go, so</i> Small Group Reading		Spelling Assessment	
Lesson 6	Tricky Words: <i>are, were, some</i>		Spelling Words Introduction: <i>smiling, racing, hoping, baking, inviting, confusing, tasting, competing, hopping, were*</i>	Planning a Fictional Narrative *
Lesson 7	Basic Code 'ou' and 'ow' for /ou/			Drafting a Fictional Narrative (Whole Group)
Lesson 8	Basic Code 'oi' and 'oy' for /oy/ *		Chaining: One-Syllable Words	Editing a Fictional Narrative (Whole Group)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 9	Close Reading Reading Comprehension: Multiple Choice	Quotation Marks		Handwriting: Quotations Word Writing: One-Syllable Words (with Cues) Response to Text: Multi-Sentence Description (with Citation)
Lesson 10	Tricky Words: <i>they, their</i> Review: Basic Code Spellings for /er/ Partner Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Word and Sentence Writing: Two-Syllable Words with /er/ Endings (with Cues) Response to Text: Sentences (with Citation)
Lesson 11	Review: Basic Code Spellings for /or/ and /ar/ *	Quotation Marks	Spelling Words Introduction: <i>it's, that's, she's, isn't, aren't, wasn't, I'll, you'll, she'll, their*</i>	Word Writing: One- and Two-Syllable Words (with Cues) Handwriting: Quotations *
Lesson 12	Close Reading*			Planning and Drafting a Narrative Book Report Response to Text: Multi-Sentence Description
Lesson 13	Partner Reading* Reading Comprehension: Multiple Choice, Sequencing	Antonyms		Editing a Narrative Book Report Response to Text: Sentence
Lesson 14		Antonyms		Editing and Writing a Final Narrative Book Report
Lesson 15	Whole Group Reading		Spelling Assessment	Response to Text: Fill-in-the-Blank, Multi-Sentence Description, Pictorial Representation
Lesson 16	Reading Comprehension Assessment Words Correct Per Minute Assessment		Dictation Identification Assessment	

	Phonics & Reading	Grammar	Spelling	Writing
Pausing Point	Review: Sound Spelling, Tricky Words, Tricky Spelling Reading: Wiggle Cards, Two-Syllable Words Reading Comprehension: Yes/No Questions, Multiple Choice Independent Reading	Review: Quotation Marks	Chaining: One-Syllable Words Dictation Identification: One-Syllable Words	Review: Fictional Narrative Writing, Narrative Book Report Writing Word Writing: One- and Two-Syllable Words (with Cues) Sentence Writing Response to Text: Pictorial Representation, Multi-Sentence Description, Sentences

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Unit 3 (25–28 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives for /ae/ Review: Tricky Words Whole Group Reading* *		Spelling Words Introduction: <i>sister, letter, expert, born, sports, short, mark, started, backyard, some*</i>	*
Lesson 2	Spelling Alternatives for /ae/: 'a_e', 'ai', 'ay'* Partner Reading Reading Comprehension: Multiple Choice*			Word Writing: One- and Two-Syllable Words with 'ai', 'ay', or 'a_e' > /ae/ Response to Text: Sentences (with Citation)
Lesson 3	Spelling Alternatives for /ae/: 'a' Tricky Spelling 'a' Partner Reading* Reading Comprehension: Fill-in-the-Blank		Chaining	Word Writing: One- and Two-Syllable Words with /ae/ Sound Spelling (with Cues) Response to Text: Sentences (with Citation)
Lesson 4	Review: Spelling Alternatives Tricky Spelling 'a' Close Reading Reading Comprehension: Fill-in-the-Blank			Response to Text: Venn Diagram
Lesson 5	Review: Spelling Alternatives		Spelling Assessment	Word and Sentence Writing: One- and Two-Syllable Words with 'a_e', 'a', 'ai', or 'ay' > /ae/
Lesson 6	Spelling Alternatives for /oe/ Whole Group Reading* Reading Comprehension: Yes/No Questions*		Spelling Words Introduction: <i>page, germ, digit, gray, space, face, cell, center, carpet, are*</i>	
Lesson 7	Spelling Alternatives for /oe/: 'oa', 'oe'* Chaining: One-Syllable Words	Common Nouns		Word and Sentence Writing: One- and Two-Syllable Words with 'oa', 'oe', or 'o_e' > /oe/, Nouns
Lesson 8	Spelling Alternatives for /oe/: 'o' Tricky Spelling 'o' Close Reading *			Word Writing: One- and Two-Syllable Words with 'o', 'oa', 'oe', 'o_e' Response to Text: Venn Diagram*

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 9	Review: Spelling Alternatives Tricky Spelling 'o' Small Group Reading Reading Comprehension: Fill-in-the-Blank			Word Writing: Building Two-Syllable Words (with Cues)
Lesson 10	Review: Spelling Alternatives Small Group Reading Reading Comprehension: Fill-in-the-Blank		Spelling Assessment	Word Writing: One- and Two-Syllable Words with /oe/ Sound Spelling (with Cues)
Lesson 11	Spelling Alternatives for /ie/ Close Reading Reading Comprehension: Fill-in-the-Blank, Sequencing Events		Spelling Words Introduction: <i>knotted, knitting, knocked, wringing, wronged, whipped, whined, quitting, quacked, all*</i>	Writing the Spelling Word Writing: One- and Two-Syllable Words (with Cues)
Lesson 12	Spelling Alternatives for /ie/: 'ie', 'i'	Common and Proper Nouns		Sentence Writing: Common and Proper Nouns
Lesson 13	Tricky Spelling 'i' Review: Spelling Alternatives Small Group Reading* Reading Comprehension: Fill-in-the-Blank*			Word Writing: One- and Two-Syllable Words with /ie/ Sound Spelling (with Cues) *
Lesson 14	Partner Reading	Capitalization Common and Proper Nouns		Word and Sentence Writing: Correcting Grammar (with Cues)*
Lesson 15	Dictation Decoding Assessment	Plural Nouns	Spelling Assessment	Word Writing: Plural Nouns
Lesson 16	Spelling Alternatives for /ue/ Partner Reading Reading Comprehension: Fill-in-the-Blank		Spelling Words Introduction: <i>under, noise, open, brave, cute, over, silence, close, scared, ugly, minus, last, foe, robber, road, subtract, final, rival, bandit, street*</i>	Word Writing: One- and Two-Syllable Words (with Cues) *
Lesson 17	Spelling Alternatives for /ue/: 'u', 'u_e', 'ue' Reading Comprehension: Fill in the Blank	Plural Nouns		Word Writing: One-, Two-, and Three-Syllable Words (with Cues), Plural Nouns

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 18	Review: Spelling Alternatives Close Reading Reading Comprehension: Fill in the Blank			Word and Sentence Writing: One-, Two-, and Three- Syllable Words with /ue/ Sound Spelling (with Cues) Response to Text: Adjectives *
Lesson 19	Spelling Alternatives for /aw/: 'aw', 'au' Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentence (with Citation)
Lesson 20	Spelling Alternatives for /aw/: 'augh' Close Reading		Spelling Assessment	Response to Text: Adjectives
Lesson 21	Review: Spelling Alternatives for /aw/ Reading Comprehension: Yes/No Questions*			Planning a Personal Narrative (Whole Group)* *
Lesson 22		Action Verbs		Planning and Drafting a Personal Narrative (Whole Group)*
Lesson 23		Action Verbs		Planning and Drafting a Personal Narrative (Independent) Sentence Writing*
Lesson 24				Edit and Rewrite a Personal Narrative (Independent) *
Lesson 25	Reading Comprehension Assessment Reading: Wiggle Cards	Grammar Assessment	Dictation Identification Assessment	
Pausing Point	Review: Spelling Alternatives, Tricky Words Chaining: One- and Two-Syllable Words Reading Comprehension: Fill in the Blank, Yes/No Questions, Multiple Choice	Review: Nouns, Verbs, Synonyms and Antonyms	Chaining: One- and Two-Syllable Words Dictation: Long Vowel Words	Sentence Writing (with Cues) Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Pictorial Representation, Sentences Narrative Writing

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Unit 4 (25–28 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives for /er/: 'er', 'ur', 'ir' Reading Comprehension: Yes/No Questions Review: Tricky Words		Spelling Words Introduction: <i>hawk, yarn, crawl, vault, haunted, causes, oil, spoiled, coin, cowboy, enjoy, destroy, moon, spool, cartoon*</i>	
Lesson 2	Spelling Alternatives for /er/: 'er', 'ur', 'ir*' Reading Comprehension: Yes/No Questions Whole Group Reading			
Lesson 3	Spelling Alternative for /i/: 'y' Reading Comprehension: Yes/No Questions Fill in the Blank* Partner Reading*			Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
Lesson 4	Spelling Alternatives for /ie/: 'i' in One-Syllable Words Reading Comprehension: Fill in the Blank Close Reading			Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Multi-Sentence Description
Lesson 5	Spelling Alternative for /ie/: 'igh' Partner Reading Reading Comprehension: Multiple Choice	Synonyms and Antonyms	Spelling Assessment	Word Writing: Synonyms and Antonyms (with Cues) Response to Text: Sentence
Lesson 6	Spelling Alternative for /ie/: 'y' Reading: Wiggle Cards Changing 'y' to 'i' and Adding -es Partner Reading		Spelling Words Introduction: <i>car, bar, store, chore, nerve, serve, stir, shirt, girl, bird, fur, hurt, turn, purse, all*</i>	Word Writing: Plural Words
Lesson 7	Whole Group Reading	Singular and Plural Nouns		Word Writing: Plural Words Response to Text: Sentences
Lesson 8	Tricky Spelling 'o' Spelling Alternative for /oe/: 'o' in One-Syllable Words Reading Comprehension: Fill in the Blank Close Reading*	Action Verbs		Word Writing: One-Syllable Words Response to Text: Summary Paragraph*

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 9	Spelling Alternative for /oe/: 'ow' Tricky Spelling 'ow' Whole Group Reading	Nouns and Action Verbs		Word Writing: One-Syllable Words with 'ow' > /oe/ or /ow/
Lesson 10	Partner Reading	Regular and Irregular Singular and Plural Nouns	Spelling Assessment	Word and Sentence Writing: Plural Nouns Response to Text: Sentences
Lesson 11	Tricky Spelling 'e' Spelling Alternative for /ee/: 'e' Whole Group Reading *		Spelling Words Introduction: <i>below, yellow, elbow, rainbow, snow, sorrow, arrow, plow, flowers, growling, powder, shower, meow, chow, your*</i>	
Lesson 12	*	Proper Nouns		Word and Sentence Writing: Proper Nouns Introduction to a Persuasive Writing
Lesson 13	*	Proper Nouns		Word and Sentence Writing: Proper Nouns Planning and Drafting a Persuasive Letter *
Lesson 14		Introduction of <i>to be</i> as a Verb		Word and Sentence Writing: Verb 'to be' Writing the Spelling Planning and Drafting a Persuasive Letter
Lesson 15	Close Reading		Spelling Assessment	Response to Text: Multi-Sentence Description Planning and Drafting a Persuasive Letter
Lesson 16	Partner Reading Reading Comprehension: Fill in the Blank		Spelling Words Introduction: <i>eve, complete, creek, week, meeting, she, we, fever, zero, pretend, squeak, meal, wheat, seal, people*</i>	Word Writing: One-, Two-, Three-Syllable Words with /ie/ Sound Spelling Editing a Persuasive Letter
Lesson 17	Tricky Spelling 'y' Spelling Alternatives for /ee/: 'y', 'ey' Reading Comprehension: Fill in the Blank* Close Reading			Word Writing: One- and Two-Syllable Words (with Cues)* Response to Text: List

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 18	Tricky Spelling 'y' Changing 'y' to 'i' and Adding -es Small Group Reading Partner Reading* *			Word Writing: One-, Two-, and Three-Syllable Words with 'y' (with Cues), Nouns and Verbs *
Lesson 19	Small Group Reading Partner Reading	Present and Past Tense: <i>to be</i>		Word and Sentence Writing: <i>to be</i>
Lesson 20		Grammar Review	Spelling Assessment	Editing a Persuasive Letter
Lesson 21	Spelling Alternative for /aw/: 'a' + 'l' Reading Comprehension: Fill in the Blank* Whole Group Reading			Word Writing: One-, Two-, and Three-Syllable Words (with Cues)*
Lesson 22	Reading Comprehension Assessment Reading: Wiggle Cards	Grammar Assessment		Response to Text
Lesson 23	Oral Reading Fluency Assessment			
Lesson 24	Oral Reading Fluency Assessment Word Identification and Decoding Skills Assessment			
Lesson 25	Oral Reading Fluency Assessment			
Pausing Point	Review: Sound Spelling, Tricky Spelling Independent Reading Reading Comprehension: Fill in the Blank, Yes/No Questions	Review of Synonyms and Antonyms Review of Singular, Plural, Proper Nouns Review of Action Verbs	Dictation: High- Frequency Words	Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Sentences

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Unit 5 (30–33 days)*

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives for /u/: 'o', 'ou', 'o_e'	Introducing Adjectives	Spelling Words Introduction: <i>quickly, slowly, daddy, neatly, funny, happy, ugly, angry, pretty, jelly, empty, grumpy, chilly, mommy, alphabet*</i>	
Lesson 2	Spelling Alternative for /u/: 'o' Reading Comprehension: Fill in the Blank Whole Group Reading*			Word Writing: One- and Two-Syllable Words with 'u' or 'o' > /u/ *
Lesson 3	Spelling Alternative for /u/: 'o_e', 'ou' Partner Reading*			Word and Sentence Writing: Words with /u/ Sound Spelling *
Lesson 4	Close Reading *	Adjectives		Response to Text: Defining <i>well</i>
Lesson 5	Review: Spelling Alternatives for /u/ Partner Reading Reading Comprehension: Fill in the Blank, Multiple Choice		Spelling Assessment	Word Writing: Words with /u/ Sound Spelling (with Cues) Response to Text: Multi-Sentence Description
Lesson 6	Review: Spelling Alternatives for /u/ *	Subject and Predicate	Spelling Words Introduction: <i>knight, light, nearby, might, bright, trying, high, crying, sky, right, pry, drying, frightened, why, kingdom*</i>	Response to Text: Parts of Speech (with Citation), Sentence or Story
Lesson 7	Spelling Alternatives for Schwa /ə/: 'a', 'e' Close Reading			Response to Text: List, Sentences *
Lesson 8	Spelling Alternatives for /ə/: 'a', 'e' Whole Group Reading*		Dictation: One-, Two-, and Three-Syllable Words with /ə/ or /u/	Word Writing: One-, Two-, and Three-Syllable Words with /ə/ or /u/ Response to Text: Sentences, Parts of Speech
Lesson 9	Spelling Alternatives for /ə/: 'a', 'e' Small Group Partner Reading Reading Comprehension: Matching	Compound Subjects and Predicates		Response to Text: Summary Writing the Spelling *

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10		Review: Parts of Speech Subject and Predicate	Spelling Assessment	Sentence Writing
Lesson 11	Spelling Alternatives for /ə/ + /l/: 'al', 'il', 'ul' Small Group Partner Reading* *		Spelling Words Introduction: <i>field, achieve, niece, piece, relief, cookies, shield, grief, ladies, thief, yield, babies, kitties, movie, water*</i>	Word Writing: Words with the 'ul', 'al', or 'il' Ending Response to Text: Sentences
Lesson 12	Review: Spelling Alternatives for /ə/ + /l/: 'al', 'il', 'ul' Reading Comprehension: Fill in the Blank	Review		Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Sentence and Word Writing: Correcting Grammar
Lesson 13	Spelling Alternatives for /ə/ + /l/: 'el', 'l'* Review: Syllable Chunking Whole Group Reading			
Lesson 14	Review: Spelling Alternatives for /ə/ + /l/: 'el', 'l' Reading Comprehension: Fill in the Blank Close Reading	Review		Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Parts of Speech, Sentence or Story
Lesson 15	Spelling Alternatives for /sh/ /ə/ /n/: 'tion' Reading Comprehension: Fill in the Blank Whole Group Reading		Spelling Assessment	Word Writing: Two- and Three-Syllable Words (with Cues) Response to Text: List, Sentences, Pictorial Representation
Lesson 16	Review: Spelling Alternatives for /sh/ /ə/ /n/: 'tion' Reading Comprehension: Fill in the Blank, Sequencing Events Close Reading *		Spelling Words Introduction: <i>yelled, symbol, yawn, yarn, system, sticky, yellow, cry, lying, yes, frying, energy, myth, satisfy, edge*</i>	Word Writing: Two- and Three- Syllable Words (with Cues)
Lesson 17	*	Changing Action Verb Tense		Word Writing: Past Tense Verbs Writing a Different Ending

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 18	Partner Reading* Reading Comprehension: Matching			Writing a Different Ending Response to Text: Sentence
Lesson 19		Changing Action Verb Tense		Sentence Writing: Future Tense Verbs Writing and Editing a New Ending
Lesson 20	Partner Reading		Spelling Assessment	Word Writing: Alphabetizing Response to Text: Sentences, Parts of Speech
Lesson 21	Tricky Spelling 'a'* Partner Reading		Spelling Words Introduction: <i>turtle, label, education, bundle, angel, inspection, pickle, gravel, motion, shuffle, jewel, question, cattle, fiction, schwa*</i>	Word Writing: Words with the Tricky Spelling 'a' Response to Text: Sentences, Pictorial Representation
Lesson 22	Tricky Spelling 'e'* Reading Comprehension: Multiple Choice Partner Reading			Response to Text: Sentences, Parts of Speech Word Writing: Words with the Tricky Spelling 'e'
Lesson 23	Tricky Spelling 'o'* Close Reading			Word Writing: Words with the Tricky Spelling 'o' Response to Text: List, Sentences
Lesson 24	Tricky Spelling 'o_e' Partner Reading Reading Comprehension: Matching			Word Writing: Words with the Tricky Spelling 'o_e'* Response to Text: Summary
Lesson 25	Tricky Spelling 'ou' Whole Group Reading Reading Comprehension: Multiple Choice, Sequencing Events		Spelling Assessment	Word Writing: Words with the Tricky Spelling 'ou' Response to Text: Sentences
Lesson 26	Reading Assessment	Grammar Assessment		
Lesson 27	Decoding Assessment Whole Group Reading Reading Comprehension: Sequencing Events Alphabetizing Assessment			Response to Text: Sentences Writing the Spelling

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 28	Individual Decoding Assessment Individual Sight Word Assessment			
Lesson 29	Individual Decoding Assessment Individual Sight Word Assessment			
Lesson 30	Individual Decoding Assessment Individual Sight Word Assessment			
Pausing Point	Review: Tricky Spellings, Sound Spelling, Alphabetizing Reading Comprehension: Fill in the Blank, Yes/No Questions, Matching	Review	Dictation	Word Writing: One-, Two-, and Three-Syllable Words with Tricky Spellings Sentence Writing: Correcting Grammar

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

Unit 6 (40–43 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternative for /f/: 'ph' Reading Comprehension: Fill in the Blank	Review: Nouns, Adjectives, Verbs	Spelling Words Introduction: <i>noise, ferret, jolly, dolphin, night, whistle, ginger, graph, kneel, window, gentle, finish, wrinkle, western, margin, traffic, ripple, jungle, photo, Britain*</i>	Word Writing: Multi- Syllabic Words (with Cues)
Lesson 2	Whole Group Reading Spelling Alternative for /f/: 'ph' Reading Comprehension: Yes/No Questions, Fill in the Blank*			Word Writing: One-, Two-, and Three-Syllable Words (with Cues) *
Lesson 3	Whole Group Reading Tricky Spelling 'ea' Reading Comprehension: Fill in the Blank			Word Writing: One- and Two-Syllable Words (with Cues)
Lesson 4	Whole Group Reading			
Lesson 5	Tricky Words: <i>Great Britain, Europe, native, Americans, signature, war</i> Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	
Lesson 6	Partner Reading* Reading Comprehension: Multiple Choice (with Citation) Spelling Alternatives for /er/		Spelling Words Introduction: <i>after, birthday, burden, marker, informer, barber, swirling, furnace, parcel, organize, camera, thirteen, hamburger, ramparts, perform, difference, chirping, turtle, safari, war*</i>	
Lesson 7	Whole Group Reading	Introducing Adverbs		Sentence Writing: Adverbs
Lesson 8	Whole Group Reading* Spelling Alternatives for /er/: 'ar' and 'or'	Adverbs	*	
Lesson 9	Small Group Reading Reading Comprehension: True/False*	Adverbs		Response to Text: Speech *

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10		Complete vs. Incomplete Sentences	Spelling Assessment	Sentence Writing Response to Text: Parts of Speech
Lesson 11	Tricky Words: <i>imagine, soldier, Washington</i> Whole Group Reading* Reading Comprehension: True/False, Sequencing Events Spelling Alternatives for /k/: 'ch'		Spelling Words Introduction: <i>revenge, nudge, direction, option, cottage, large, huge, fraction, action, addition, judge, locomotion, change, caption, fudge, attention, stations, range, Europe*</i>	Word Writing: One-, Two-, and Three-Syllable Words with 'ch'
Lesson 12	Close Reading	Run-On Sentences Review: Adjectives, Adverbs		Sentence Writing: Correcting Grammar
Lesson 13	Tricky Word: <i>iron</i> Whole Group Reading Tricky Spelling 'i'			Word Writing: Words with Tricky Spelling 'i'
Lesson 14	Close Reading* Reading Comprehension: Multiple Choice, Fill in the Blank* Tricky Spelling 'i'			Word Writing: Multi-Syllabic Words (with Cues)*
Lesson 15	Tricky Word: <i>special</i> Whole Group Reading Reading Comprehension: Sequencing Events	Run-On Sentences	Spelling Assessment	Response to Text: Multi-Sentence Description Sentence Writing: Correcting Grammar
Lesson 16	Close Reading* Tricky Spelling 'i'		Spelling Words Introduction: <i>Madison, Washington, Dolley, monarchy, support, president, impressment, merchants, navy, troops, Congress, cannon, paved, battle, painting, British, death, hawks, march, Ironsides*</i>	
Lesson 17	Tricky Word: <i>shoe</i> Whole Group Reading*	Building Sentences		Response to Text: Parts of Speech, Multi-Sentence Description Sentence Writing: Correcting Grammar
Lesson 18	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Building Sentences		Sentence Writing

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 19	Tricky Word: <i>Fort McHenry</i> Whole Group Reading* Spelling Alternatives for /ə/			
Lesson 20	Partner Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Sentences (with Citation)
Lesson 21	Tricky Words: <i>early, whose, broad, bomb</i> Whole Group Reading* Reading Comprehension: True/False (with Citation), Fill in the Blank *		Spelling Words Introduction: <i>ransacked, ship, poem, construct, White House, commander, anthem, burned, harbor, rockets, dawn, stitching, flag, McHenry, giant, fifteen, stripes, brave, port, bomb*</i>	Response to Text: Pictorial Representation Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
Lesson 22	Close Reading Reading Comprehension: Fill in the Blank			Identifying a Topic Sentence Sentence Writing Word Writing: Multi-Syllabic Words (with Cues)
Lesson 23	Whole Group Reading* Tricky Words: <i>Andrew, new</i>		Alphabetizing to the Second Letter	Response to Text: Sentences Writing Paragraphs
Lesson 24	Close Reading	Review		Sentence Writing: Correcting Grammar
Lesson 25	Whole Group Reading Reading Comprehension: Multiple Choice (with Citation), Fill in the Blank Spelling Alternative for /o/: 'a'		Spelling Assessment	Response to Text: Sentence Word Writing: Words with Initial 'w'
Lesson 26	Close Reading* Spelling Alternative for /o/: 'a' Reading Comprehension: Matching		Spelling Words Introduction: <i>general, peace, traders, drains, streak, mortar, treaty, river, orphan, defend, ragtag, soldiers, goods, fired, hickory, knotty, Mississippi, highways, proud, New Orleans*</i>	

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 27	Reading Comprehension Assessment Review: Tricky Spelling 'a'	Review		Writing a Letter Response to Text: Parts of Speech, Multi-Sentence Description
Lesson 28	Review: Tricky Spelling 'a' Reading Comprehension: Fill in the Blank		Alphabetizing to the Second Letter	Drafting a Report Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
Lesson 29				Drafting a Report Topic Sentences and Concluding Sentences*
Lesson 30	Partner Reading		Spelling Assessment	Identifying Topic and Irrelevant Sentences
Lesson 31	Whole Group Reading			Response to Text: Taking Notes
Lesson 32	Whole Group Reading			Response to Text: Taking Notes
Lesson 33	Silent Reading Comprehension Assessment			Drafting a Report
Lesson 34	Optional Fluency Assessment			Drafting and Editing a Report
Lesson 35	Optional Word Reading in Isolation Assessment *			Editing and Writing a Report for Final Publication
Lesson 36	Optional Fluency Assessment Optional Word Reading in Isolation Assessment			Editing and Writing a Report for Final Publication
Pausing Point	Review: Sound Spelling, Tricky Spelling Partner Reading Reading Comprehension: Multiple Choice	Review: Verbs and Adverbs, Complete Sentences, Run-On Sentences	Review: Weekly Spelling Words	Word Writing: Multi-Syllabic Words (with Cues) Sentence Writing: Correcting Grammar Paragraph Writing Response to Text: Sentences

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

	Module 1: Becoming a Close Reader and Writing to Learn	Module 2A: Researching to Build Knowledge and Teach Others	Module 3A: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
GRADE 3	Topic Central Texts*	The Power of Reading RL— <i>My Librarian Is a Camel. How Books Are Brought to Children around the World</i> , Margriet Ruurs	Adaptations and the Wide World of Frogs RL— <i>Bullfrog at Magnolia Circle</i> , Deborah Dennard RI— <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	The Role of Freshwater around the World RI— <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss
	Writing Tasks**	<ul style="list-style-type: none"> Informative Writing: Accessing Books around the World Bookmark (RI.3.2, W.3.2) 	<ul style="list-style-type: none"> Research-based Narrative: Freaky Frogs Trading Cards (W.3.2, 3.3) 	<ul style="list-style-type: none"> Opinion Writing and Speaking: Public Service Announcement—the Importance of Water (W.3.1, 3.6, 3.7, SL.3.4, 3.5, 3.6, L.3.3b) Informative Writing: Challenges to Having Enough Clean Water for Everyone (W.3.2)
GRADE 4	Topic Central Texts*	Oral Tradition, Symbolism, and Building Community¹ RI— <i>The Iroquois: The Six Nations Confederacy</i> , Mary Englar RI— <i>The Keeping Quilt</i> , Patricia Polacco (teacher copy only) RL— <i>Eagle Song</i> , Joseph Bruchac (optional)	Interdependent Roles in Colonial Times RI— <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> , Elizabeth Raum RI— <i>If You Lived in Colonial Times</i> , Ann McGovern	Susan B. Anthony, the Suffrage Movement and the Importance of Voting RI— <i>The Hope Chest</i> , Karen Schwabach
	Writing Tasks**	<ul style="list-style-type: none"> Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.4.3) 	<ul style="list-style-type: none"> Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3) 	<ul style="list-style-type: none"> Opinion Writing and Speaking: Public Service Announcement—the Importance of Voting (RI.4.9, W.4.1, SL.4.4, 4.3, 4.6, 4.5)
GRADE 5	Topic Central Texts*	Stories of Human Rights RL— <i>Esperanza Rising</i> , Pam Muñoz Ryan RI—Universal Declaration of Human Rights (excerpts)	Biodiversity in Rainforests of the Western Hemisphere RI— <i>The Most Beautiful Roof in the World: Exploring the Rainforest Canopy</i> , Kathryn Lasky	Natural Disasters in the Western Hemisphere RI— <i>Eight Days: A Story of Haiti</i> , Edwidge Danticat ²
	Writing Tasks**	<ul style="list-style-type: none"> Analytical Essay: How Esperanza Changes over Time (RI.5.2, 5.3, W.5.9) Narrative: Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.5.3, 5.9, SL.5.6) 	<ul style="list-style-type: none"> Analysis: Meg Lowman’s Research in the Rainforest (W.5.2, W.5.8, and W.5.9) Research-based Narrative: Rainforest Field Journal Page (RI.5.7, 5.9, W.5.2, 5.3, 5.7, 5.9.) 	<ul style="list-style-type: none"> Opinion Writing and Speaking: Preparing for and Responding to Natural Disasters (RI.5.7, 5.9, W.5.1, 5.7, 5.8, 5.9) Informative Writing: What Makes a Hurricane a Natural Disaster? (W.5.2, 5.9)

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).

* This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.

¹ 4M1A has been revised by NYSED. The revised version will be posted in summer 2014. *The Iroquois: The Six Nation Confederacy* will continue to be used as a central text. *The Keeping Quilt* has been added as a read-aloud in Unit 3. *Eagle Song* will no longer be a required text for this module; it will be an optional independent read with an independent reading guide. There also will be several mini-lessons for in-class discussions if teachers choose to use this novel.

² Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.

	Module 1B		Module 2B: Researching to Build Knowledge and Teach Others		Module 3B: Considering Perspectives and Supporting Opinions	
Topic	N/A	Connecting Literary and Informational Texts to Study Culture “Then and Now”	Wolves: Fact and Fiction			
GRADE 3						
Central Texts*	GRADE 4 ONLY	RL - <i>Magic Tree House #37: Dragon of the Red Dawn</i> , Mary Pope Osborne RI - <i>Exploring Countries: Japan</i> , Colleen Sexton (Additional texts for book clubs)	RL - <i>Lon Po Po</i> , Ed Young RL - <i>Aesop’s Fables</i> , Jerry Pinkney RI - <i>Face to Face with Wolves</i> , Jim and Judy Brandenburg			
Writing Tasks**	GRADE 4 ONLY	• Reading and Writing about a New Informational Text (RI.3.1, 3.2, 3.5, W.3.2, and 3.8) • Research-Based Letter to Author (W.3.2)	• Wolf Narrative (W.3.3)			
GRADE 4						
Topic	Poetry, Biography and Writer’s Identity	Animal Defense Mechanisms	The American Revolution			
Central Texts*	RL— <i>Love That Dog</i> , Sharon Creech RI— <i>A River of Words: The Story of William Carlos Williams</i> , Jennifer Bryant (teacher copy only)	RI - <i>Animal Behavior: Animal Defenses</i> , Christina Wilsdon	RL - <i>Divided Loyalties: The Barton Family During the American Revolution</i> , Gare Thompson and Barbara Kiwak RI – The Declaration of Independence (excerpts)			
Writing Tasks**	• Biographical Essay: Selected Poet (RI.4.9, W.4.2, W.4.5) • Inspired Poem (W.4.11)	• Writing about the Pufferfish (RI.4.9, W.4.2, 4.4, 4.7, and 4.8) • Choose-Your-Own- Adventure Animal Defense Narrative (RI.4.9, W.4.2, and 4.3)	• Opinion Writing: American Revolution Broadside (W.4.1)			
GRADE 5						
Topic	N/A	Inventions that Changed Peoples Lives	Balancing Competing Needs in Canada			
Central Texts*	GRADE 4 ONLY	RL - <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> , Donald B. Lemke RI - <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> , Kathleen Krull	RI - <i>The Inuit Thought of It: Amazing Arctic Innovations (We Thought Of It)</i> , Alooook Ipellie and David MacDonald			
Writing Tasks**	GRADE 4 ONLY	• On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives (RI.5.3, W.5.2, and L.5.4) • Graphic Style Novelette (RI.5.9, W.5.2, and 5.3)	• Editorial Essay: The Effects of Mining on the Lives of Canada’s Inuit People (W.5.1)			

* This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).

Module 1: Close Reading and Writing to Learn		Module 2A: Working with Evidence		Module 3A: Understanding Perspectives		Module 4: Research, Decision Making, and Forming Positions	
GRADE 6	Topic	Myths: Not Just Long Ago	Rules to Live By	The Land of the Golden Mountain	Insecticides: Costs vs. Benefits		
	Central Texts*	RL— <i>The Lightning Thief</i> , Rick Riordan	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI—“Stanford University Commencement Address,” Steve Jobs	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke	RL—“The Exterminator,” Kristen Weir		
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3) 	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2) 	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7) 	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9) 		
GRADE 7	Topic	Journeys and Survival	Working Conditions	Slavery: The People Could Fly	Screen Time and the Developing Brain		
	Central Texts*	RL— <i>A Long Walk to Water</i> , Linda Sue Park RI—“Sudanese Tribes Confront Modern War,” Karl Vick	RL— <i>Lyddie</i> , Katherine Patterson RI—“Commonwealth Club Address,” César Chávez	RI— <i>Narrative of the Life of Frederick Douglass</i> (excerpts)	No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials.		
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9) Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9) 	<ul style="list-style-type: none"> Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1) Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7) 	<ul style="list-style-type: none"> Literary Nonfiction Analysis: Analyzing Douglass’s Position in the <i>Narrative</i> (RL.7.2, 7.6, W.7.2, 7.9) Children’s Book to Retell an Episode from the <i>Narrative</i> (W.7.3, 7.9) 	<ul style="list-style-type: none"> Research Simulation (W.7.7, 7.8, 7.9) Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RL.7.1, W.7.1, 7.4, and 7.5) 		
GRADE 8	Topic	Finding Home: Refugees	Working with Evidence: Taking a Stand	Japanese American Relations in WWII	Sustainability of World’s Food Supply		
	Central Texts*	RL— <i>Inside Out & Back Again</i> , Thanhha Lai* RI—“The Vietnam Wars,” Tod Olson	RL— <i>To Kill a Mockingbird</i> , Harper Lee RI—“Equal Rights for Women,” Chisholm RI—“Ain’t I a Woman?” Sojourner Truth	RI— <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> , Laura Hillenbrand	RI— <i>The Omnivore’s Dilemma: The Secrets Behind What You Eat</i> , Michael Pollan (Young Readers’ Edition)		
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis: Explain the Significance of the Novel’s Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9) Research-based Free Verse Narrative Poems: “Inside Out” and “Back Again” (RI.8.1, 8.2, W.8.3, 8.9) 	<ul style="list-style-type: none"> Argument: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1) Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.11, W.8.3, 8.11) 	<ul style="list-style-type: none"> Informational Essay: Invisibility of Captives during WWII (RI.8.1, W.8.2, 8.9) Research-based Narrative: Becoming Visible after Internment (RI.8.1, W.8.3) 	<ul style="list-style-type: none"> Research Simulation (W.8.7, 8.8, 8.9) Position Paper: Which of Michael Pollan’s Four Food Chains Would Best Feed the United States? (W.8.1, 8.9) 		

* This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.
 ** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).
 For seventh grade specifically, two options for Module 4 will be available: 7M4A: (topic TBD) and 7M4B: “Water Is Life”.

	Module 2B: Working with Evidence	Module 3B: Understanding Perspectives	Module 4B: Research, Decision Making, and Forming Positions
GRADE 6	<p>Topic</p> <p>Voices of Adversity</p> <p>RL - <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>, Laura Amy Schlitz</p> <p>RL - <i>Blue Lipstick: Concrete Poems</i>, John Grandits</p> <p>RL - <i>Technically, It's Not My Fault: Concrete Poems</i>, John Grandits</p>	<p>Sustaining the Oceans</p> <p>RI - <i>World Without Fish</i>, Mark Kurlansky</p> <p>RL - <i>Flush</i>, Carl Hiassen</p>	<p>N/A</p> <p>GRADE 7 ONLY</p>
	<p>Writing Tasks**</p> <ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11c, SL.6.4 and 6.6) 	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2) 	<p>GRADE 7 ONLY</p>
GRADE 7	<p>Topic</p> <p>Identify and Transformation: Then and Now</p> <p>RL - <i>Pygmalion</i>, George Bernard Shaw</p> <p>RI – Various informational articles about identify</p>	<p>N/A</p> <p>Please note that, for 7th grade, alternate modules will be available for Modules 2 and 4, rather than for Modules 2 and 3.</p>	<p>Water is Life</p> <p>RI— <i>The Big Thirst</i>, Charles Fishman</p> <p>RI—“Water Is Life,” Barbara Kingsolver</p>
	<p>Writing Tasks**</p> <ul style="list-style-type: none"> Argument Essay: Eliza's Changes (RL.7.1, 7.3, and W.7.1) Advertisement Analysis and “Counter-Ad” (W.7.2a, b, c, d, e, f, 7.7, and 7.8) 		<ul style="list-style-type: none"> Research Simulation (W.7.7, 7.8, 7.9) Water Management Position Paper:(RI.7.1, W.7.1, 7.4, 7.5, and L.7.6)
GRADE 8	<p>Topic</p> <p>A Midsummer Night's Dream and the Comedy of Control</p> <p>RL - <i>A Midsummer Night's Dream</i>, William Shakespeare</p> <p>RI – Various informational articles about Shakespeare and the universal appeal of his works</p>	<p>The Civil Rights Movement and the Little Rock Nine</p> <p>RI - <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>, Carlotta Walls LaNier and Lisa Frazier Page</p> <p>RI - <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>, Shelley Tougas</p>	<p>N/A</p> <p>GRADE 7 ONLY</p>
	<p>Writing Tasks**</p> <ul style="list-style-type: none"> Argument Essay: Controlling Others in <i>A Midsummer Night's Dream</i> (W.8.1) Character Confessional Narrative (RL.8.2, 8.3, W.8.3, 8.4, 8.9a, and 8.11b) 	<ul style="list-style-type: none"> Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2) Narrative Writing: “Snapshot in a Journey” (W.8.3) 	<p>GRADE 7 ONLY</p>

* This plan shows most full-length books students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.
 ** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards)
 For seventh grade specifically, two options for Module 4 will be available: 7M4A: (topic TBD) and 7M4B: “Water Is Life”.



Grade K Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
1	1	Creating Groups of Objects Creating Groups of Objects	K.CC.1 K.CC.4 K.CC.4a
	2	Creating Groups to Match Pictures	K.CC.1 K.CC.3 K.CC.4 K.CC.4a
	3	Creating Groups to Match Numerals	K.CC.3 K.CC.4 K.CC.4b
	4	Creating Groups to Match Numerals and Number Names	K.CC.3 K.CC.4 K.CC.4a K.CC.4b
	5	Showing the Sorting	K.MD.3
	6	Sorting in Many Ways	K.MD.3
2	1	Using the Five-Frame	K.CC.3 K.CC.4 K.CC.4a K.CC.4b
	2	Matching Quantities	K.CC.3 K.CC.4 K.CC.4a K.CC.4b
	3	Writing Numerals 1 to 6	K.CC.3 K.CC.4 K.CC.4b K.CC.5
	4	Writing Numerals 7 to 10, and 0	K.CC.3 K.CC.4 K.CC.4a K.CC.5
	5	Matching Number Names, Pictures, and Numerals	K.CC.3
	6	Making Yes/No Graphs	K.MD.3
3	1	Recognizing Quantities by Sight	K.CC.1 DA
	2	Introducing the Number Track	K.CC.1 K.CC.4 K.CC.4c
	3	Exploring the Relative Position of 1 to 10	K.CC.1 K.CC.4 K.CC.4c
	4	Locating Before and After Numbers 1 to 10	K.CC.1 K.CC.4 K.CC.4c
	5	Using Spatial Language	K.G.1
	6	Identifying Left and Right	K.G.1
4	1	Comparing Quantities	K.CC.1 K.CC.6
	2	Identifying Quantities that are Greater	K.CC.1 K.CC.6
	3	Identifying Quantities that are Less	K.CC.2 K.CC.6
	4	Comparing 1 to 10 Represented as Numerals	K.CC.2 K.CC.7
	5	Comparing and Ordering Lengths	K.MD.1 K.MD.2
	6	Comparing Lengths	K.MD.1 K.MD.2
5	1	Developing the Concept of Zero	K.CC.3 K.CC.4 K.CC.4b
	2	Representing 0 to 10	K.CC.1 K.CC.3
	3	Working with Benchmarks of 5	K.CC.1 K.CC.3
	4	Using Benchmarks of 10	K.CC.3 K.CC.4 K.CC.4b K.OA.4
	5	Continuing Repeating Patterns	>4.OA.5
	6	Continuing Growing Patterns	>4.OA.5
6	1	Introducing the Addition Concept (Active Stories)	K.CC.1 K.CC.4 K.CC.4b K.OA.2
	2	Adding Two Groups	K.CC.4 K.CC.4b K.OA.1
	3	Writing Addition Sentences	K.CC.1 K.OA.1
	4	Using a Number Track to Add	K.CC.2 K.OA.1
	5	Comparing Weight	K.MD.1
	6	Introducing the Pan Balance	K.MD.1

Key: >4.OA.5 Building toward content in 4.OA.5
DA Developmental activity



Grade K Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
7	1	Introducing the Idea of Balance	K.OA.1
	2	Reinforcing the Language of Equality	K.CC.1 K.OA.1
	3	Introducing the Equality Symbol (=)	K.OA.1 K.OA.3
	4	Balancing Addition Sentences	K.CC.1 K.OA.1
	5	Sorting 3D Objects	K.G.4
	6	Identifying 3D Objects	K.G.2
8	1	Introducing the Addition Symbol (+)	K.OA.1
	2	Using the Commutative Property of Addition	K.CC.1 K.OA.1
	3	Introducing the "Think Big, Count Small" Idea	K.OA.1
	4	Identifying Two Parts that Total 10	K.CC.1 K.OA.4
	5	Identifying and Using 3D Objects	K.G.5
	6	Sorting 2D Shapes and 3D Objects	K.G.3
9	1	Introducing the Subtraction Concept (Active Stories)	K.OA.1 K.OA.2
	2	Representing Subtraction Situations	K.CC.2 K.OA.1
	3	Acting Out Take-Away Situations	K.OA.1
	4	Writing Subtraction Sentences	K.CC.2 K.OA.1
	5	Analyzing 2D Shapes	K.G.4 K.G.5
	6	Identifying 2D Shapes	K.G.2
10	1	Introducing the Subtraction Symbol (-)	K.OA.1
	2	Using the Subtraction Symbol	K.CC.1 K.OA.1
	3	Matching Representations for 14, 16, and 17	K.CC.3 K.NBT.1
	4	Matching Representations for 19, 18, and 15	K.CC.1 K.CC.3 K.NBT.1
	5	Drawing 2D Shapes	K.G.5
	6	Joining 2D Shapes	K.G.6
11	1	Matching Representations for 13, 12, and 11	K.CC.3
	2	Analyzing Teen Numbers	K.CC.2 K.NBT.1
	3	Working with Teen Numbers	K.NBT.1
	4	Representing 11 to 20	K.CC.2 K.CC.3
	5	Representing Teen Numbers with Pennies	K.NBT.1
	6	Representing Teen Numbers with Dimes and Pennies	K.NBT.1
12	1	Working with Addition	K.OA.2
	2	Working with Subtraction	K.CC.1 K.CC.2 K.OA.1 K.OA.2
	3	Determining One More or One Less	K.CC.4 K.CC.4c
	4	Identifying One More and One Less	K.CC.1 K.CC.2 K.CC.4 K.CC.4c
	5	Discussing Short and Long Time Durations	>1.MD.3
	6	Ordering the Days of the Week	DA

Key: >1.MD.3 Building toward content in 1.MD.3
DA Developmental activity



Grade 1 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
1	1	Identifying Quantities 1 to 6	1.NBT.1
	2	Identifying Quantities 1 to 10	1.NBT.1
	3	Writing Numerals 0 to 9	1.NBT.1
	4	Matching Representations for 1 to 10	1.NBT.1
	5	Recognizing Quantities by Sight	1.NBT.1
	6	Analyzing Teen Numbers	1.NBT.1
	7	Representing Teen Numbers	1.NBT.1 1.NBT.2 1.NBT.2a
	8	Writing Teen Numbers	1.NBT.1 1.NBT.2 1.NBT.2b
	9	Comparing Teen Numbers	1.NBT.3
	10	Ordering 1 to 19	1.NBT.1
	11	Reading Ordinal Number Names	DA
	12	Matching Ordinal Number Names and Symbols	DA
2	1	Identifying One More and One Less	1.NBT.1 1.OA.1
	2	Counting in Steps of 2	1.NBT.1 1.OA.2
	3	Counting On from 5	1.NBT.1 1.OA.6
	4	Using a Number Track to Count On (to 15)	1.NBT.1 1.OA.6
	5	Using the Count-On Strategy with Coins	1.NBT.1 1.OA.6
	6	Using the Count-On Strategy	1.NBT.1 1.OA.6
	7	Using the Commutative Property of Addition with Count-On Facts	1.NBT.1 1.OA.3 1.OA.6
	8	Using a Number Track to Count On (to 20)	1.NBT.1 1.OA.6
	9	Using Comparison Language to Describe Lengths	>1.MD.1
	10	Counting Non-Standard units to Measure Length	1.MD.2
	11	Measuring Length Using the Same Non-Standard Units	1.MD.2
	12	Measuring Length Using Different Non-Standard Units	1.MD.2
3	1	Naming Groups of Ten	1.NBT.1 1.NBT.2 1.NBT.2c
	2	Writing Tens and Ones (without Zeros)	1.NBT.1 1.NBT.2
	3	Writing Tens and Ones, and Number Names	1.NBT.2
	4	Writing Tens and Ones (with Zeros)	1.NBT.2
	5	Representing Tens and Ones	1.NBT.2
	6	Working with Ten as a Group	1.NBT.2
	7	Working with Tens and Ones (Dimes and Pennies)	1.NBT.2
	8	Introducing Time on the Hour (Analog Clocks)	1.MD.3
	9	Working with Time on the Hour (Analog Clocks)	1.MD.3
	10	Reading Time on the Hour (Digital Clocks)	1.MD.3
	11	Reading and Writing Analog and Digital Times	1.MD.3
	12	Sequencing Events	1.MD.3 DA

Key: >1.MD.1 Building toward content in 1.MD.1
DA Developmental activity



Grade 1 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
4	1	Developing Subtraction Language	1.OA.6
	2	Using Subtraction Language	1.OA.6
	3	Working with the Subtraction Symbol (-)	1.OA.6
	4	Writing Related Subtraction Sentences	1.OA.6
	5	Solving Word Problems Involving Addition and Subtraction	1.OA.6
	6	Writing Addition and Subtraction Number Sentences	1.AO.1 1.OA.6
	7	Identifying Full and Empty	>3.MD.2
	8	Exploring Capacity	>3.MD.2
	9	Working with Capacity	>3.MD.2
	10	Measuring Capacity with Non-Standard Units	>3.MD.2
	11	Using a Pan Balance to Compare Weight	>3.MD.2
	12	Using Non-Standard Units to Compare Weight	>3.MD.2
5	1	Writing Doubles Addition Sentences	1.OA.6
	2	Introducing the Double-Plus-1 Strategy for Addition	1.OA.3 1.OA.6
	3	Reinforcing the Double-Plus-1 Strategy for Addition	1.OA.6
	4	Introducing the Double-Plus-2 Strategy for Addition	1.OA.3
	5	Reinforcing the Double-Plus-2 Strategy for Addition	1.OA.6
	6	Comparing Addition Strategies	1.OA.6
	7	Investigating Directions and Turns	>4.MD.5
	8	Identifying Features of Angles	>4.MD.5
	9	Analyzing 2D Shapes	1.G.1
	10	Sorting 2D Shapes	1.G.1
	11	Identifying 2D Shapes	1.G.1
	12	Joining 2D Shapes	1.G.2
6	1	Working with Tens and Ones	1.NBT.2
	2	Representing Two-Digit Numbers	1.NBT.1 1.NBT.2
	3	Using a Pan Balance to Compare Quantities	1.NBT.3
	4	Comparing Quantities Less Than 100	1.NBT.3
	5	Comparing Two-Digit Numbers (Place Value)	1.NBT.3
	6	Ordering Two-Digit Numbers	1.NBT.3
	7	Working with Place Value on a Hundred Chart	1.NBT.2
	8	Skip Counting by 5 and 10	1.NBT.1 >2.NBT.2
	9	Skip Counting by 2	1.OA.5 >2.NBT.2
	10	Solving Number Puzzles on a Hundred Chart	1.NBT.2 1.NBT.3
	11	Exploring Repeating Patterns	>4.OA.5
	12	Exploring Growing and Shrinking Patterns	>4.OA.5

Key: >3.MD.2 Building toward content in 3.MD.2



Grade 1 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
7	1	Exploring Combinations of Ten	1.OA.6
	2	Using the Associative Property of Addition with Three Whole Numbers	1.OA.3 1.OA.6
	3	Introducing the Make-Ten Strategy for Addition	1.OA.6
	4	Using the Make-Ten Strategy for Addition	1.OA.6
	5	Using the Commutative Property of Addition with Make-Ten Facts	1.OA.3 1.OA.6
	6	Consolidating Addition Strategies	1.OA.6
	7	Applying Addition Strategies	1.OA.2 1.OA.6
	8	Working with Equal Groups	>1.G.3
	9	Sharing Between Two	>1.G.3
	10	Identifying One-Half of a Collection	>1.G.3
	11	Identifying One-Half of Amounts of Money	>1.G.3
	12	Identifying One-Half of a Region	1.G.3
8	1	Identifying the Parts and Total	1.OA.6
	2	Writing Related Addition and Subtraction Facts	1.OA.6
	3	Writing Fact Families	1.OA.6
	4	Introducing Unknown-Addend Subtraction	1.OA.3 1.OA.4
	5	Using Addition to Solve Subtraction Problems	1.OA.3 1.OA.4
	6	Working with Addition and Subtraction	1.OA.6
	7	Counting On and Back to Subtract	1.OA.6
	8	Decomposing a Number to Solve Subtraction Problems	1.NBT.4 1.OA.3 1.OA.6
	9	Working with Cycles of Time	DA
	10	Introducing Time Half Past the Hour (Analog Clocks)	1.MD.3
	11	Reading and Writing Time Half Past the Hour (Digital Clocks)	1.MD.3
	12	Relating Analog and Digital Time	1.MD.3
9	1	Balancing Equations (Two Addends)	1.OA.7 1.OA.8
	2	Balancing Equations (More Than Two Addends)	1.OA.7 1.OA.8
	3	Working with Equality	1.OA.7 1.OA.8
	4	Representing Word Problems	1.OA.7 1.OA.8
	5	Working with Inequality	>1.NBT.3
	6	Introducing Comparison Symbols	1.NBT.3
	7	Recording Results of Comparisons with Symbols	1.NBT.3
	8	Sharing Among Four	>1.G.3
	9	Identifying One-Fourth of a Collection	>1.G.3
	10	Identifying One-Fourth of a Region	1.G.3
	11	Identifying One-Half and One-Fourth of a Region	1.G.3
	12	Identifying One-Fourth of Amounts of Money	1.G.3>

Key: >1.G.3 Building toward content in 1.G.3
 1.G.3> Building on content in 1.G.3
 DA Developmental activity



Grade 1 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
10	1	Extending the Count-On Strategy Beyond the Facts	1.NBT.4
	2	Exploring Addition Patterns	1.NBT.4
	3	Counting Multiples of 10 (Off the Decade)	1.NBT.4 1.NBT.5
	4	Adding Multiples of 10 Cents (Off the Decade)	1.NBT.4
	5	Using Place Value (Hundred Chart) to Add One- and Two-Digit Numbers	1.NBT.4
	6	Extending the Count-Back Strategy Beyond the Facts	1.NBT.5
	7	Exploring Subtraction Patterns	1.NBT.5
	8	Counting Back Multiples of 10 (Off the Decade)	1.NBT.5
	9	Identifying and Sorting 3D Objects	1.G.1
	10	Analyzing 3D Objects	1.G.1
	11	Making 3D Objects	1.G.1
	12	Joining 3D Objects	1.G.2
11	1	Adding Multiples of 10 (On the Decade)	1.NBT.4
	2	Adding Multiples of 10 (Off the Decade)	1.NBT.4
	3	Using Place Value (Hundred Chart) to Add Two-Digit Numbers	1.NBT.4
	4	Using Place Value (Base-10 Blocks) to Add Two-Digit Numbers	1.NBT.4
	5	Using Place Value (Base-10 Blocks) to Add Two-Digit Numbers (with Bridging)	1.NBT.2 1.NBT.2a 1.NBT.4
	6	Subtracting Multiples of 10 (On the Decade)	1.NBT.6
	7	Subtracting Multiples of 10 (Off the Decade)	>2.NBT.5
	8	Constructing and Interpreting a Tally Chart	1.MD.4
	9	Constructing and Interpreting a Vertical Picture Graph	1.MD.4
	10	Constructing and Interpreting a Horizontal Picture Graph	1.MD.4
	11	Constructing and Interpreting a Horizontal Bar Graph	1.MD.4
	12	Constructing and Interpreting a Vertical Bar Graph	1.MD.4
12	1	Analyzing 100	1.NBT.1
	2	Writing Three-Digit Numbers to 130 (without Internal Zeros or Teens)	1.NBT.1
	3	Writing Three-Digit Numbers to 130 (without Teens)	1.NBT.1
	4	Writing Numerals and Number Names to 130 (without Teens)	1.NBT.1
	5	Writing Three-Digit Numbers to 130 (with Teens)	1.NBT.1
	6	Writing Numerals and Number Names to 130 (with Teens)	1.NBT.1
	7	Writing Three-Digit Numbers to 130	1.NBT.1
	8	Exploring the Counting Sequence to 130	1.NBT.1
	9	Comparing Quantities Greater Than 100	1.NBT.3
	10	Relating Dollars, Dimes, and Pennies	>2.MD.8
	11	Relating Dollars, Quarters, and Nickels	>2.MD.8
	12	Paying with Coins	>2.MD.8

Key: >2.NBT.5 Building toward content in 2.NBT.5



Grade 2 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
1	1	Writing Tens and Ones, and Number Names	>2.NBT.1 >2.NBT.3
	2	Writing Two-Digit Numbers	>2.NBT.1 >2.NBT.3
	3	Reading and Writing Two-Digit Numbers	>2.NBT.3
	4	Exploring the Relative Position of Two-Digit Numbers on a Number Track	2.MD.6
	5	Exploring the Relative Position of Two-Digit Numbers on a Number Line	2.MD.6
	6	Working with Two-Digit Numbers on a Number Line	2.MD.6
	7	Comparing Two-Digit Numbers on a Number Line	2.MD.6 >2.NBT.4
	8	Comparing and Ordering Two-Digit Numbers	>2.NBT.4
	9	Exploring the Properties of Odd and Even Numbers	2.OA.3
	10	Solving Number Puzzles on a Hundred Chart	>2.NBT.4 2.OA.3
	11	Sorting Data in Different Ways	2.MD.10
	12	Interpreting and Constructing One-to-One Picture Graphs	2.MD.10
2	1	Working with Addition	2.OA.1
	2	Using the Commutative Property of Addition with Count-On Facts	2.NBT.7
	3	Relating Addition and Subtraction Facts (Count-On Facts)	2.OA.1
	4	Working with Count-On Fact Families	2.OA.1 2.OA.2
	5	Extending the Count-On Addition Strategy to Two-Digit Numbers	2.NBT.5 2.NBT.7
	6	Using Place Value (Hundred Chart) to Add Two-Digit Numbers	2.NBT.5
	7	Using Place Value (Number Line) to Add Two-Digit Numbers	2.MD.6
	8	Reading and Writing Time on the Hour and Half Past the Hour	2.MD.7
	9	Working with Duration (Hours)	>3.MD.1
	10	Identifying Five-Minute Intervals	2.MD.7
	11	Working with Five-Minute Intervals	2.MD.7
	12	Working with Duration (Hours and Minutes)	>3.MD.1
3	1	Working with Hundreds	2.NBT.1 2.NBT.1a 2.NBT.1b 2.NBT.3
	2	Writing Three-Digit Numbers	2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.8
	3	Reading and Representing Three-Digit Numbers	2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.8
	4	Writing Three-Digit Number Names	2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.8
	5	Writing Three-Digit Numerals	2.NBT.1 2.NBT.2 2.NBT.3
	6	Identifying Three-Digit Numbers on a Number Line	2.MD.6 2.NBT.2
	7	Measuring Length with Uniform Non-Standard Units	>2.MD.1
	8	Introducing the Inch	2.MD.1 2.MD.3
	9	Working with Inches	2.MD.1 2.MD.4
	10	Introducing Feet	2.MD.1 2.MD.3
	11	Working with Feet and Inches	2.MD.1 2.MD.4 2.MD.10
	12	Introducing Yards	2.MD.1 2.MD.3

Key: >2.NBT.1 Building toward content in 2.NBT.1



Grade 2 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
4	1	Exploring the Comparing Model of Subtraction	2.NBT.5
	2	Extending the Count-Back Strategy to Two-Digit Numbers	2.NBT.5
	3	Using Place Value (Hundred Chart) to Subtract Two-Digit Numbers	2.NBT.5
	4	Using Place Value (Number Line) to Subtract Two-Digit Numbers	2.MD.6 2.NBT.5
	5	Working with the Doubles Addition Strategy	2.NBT.7 2.OA.2
	6	Relating Addition and Subtraction (Doubles Facts)	2.OA.1
	7	Working with Doubles Fact Families	2.OA.1 2.OA.2
	8	Extending the Doubles Addition Strategy Beyond the Facts	2.NBT.5
	9	Working with Time Quarter Past the Hour	2.MD.7
	10	Identifying and Recording Time Using a.m. and p.m.	2.MD.7
	11	Working with Timetables and Duration	>3.MD.1
	12	Working with the Calendar	DA
5	1	Representing Three-Digit Numbers (with Zeros)	2.NBT.1 2.NBT.3
	2	Representing Three-Digit Numbers (with Teens and Zeros)	2.NBT.1 2.NBT.3
	3	Writing Three-Digit Numbers in Numerals and Words	2.NBT.1 2.NBT.3
	4	Working with Three-Digit Numbers to One Thousand	2.MD.6 2.NBT.2>
	5	Comparing Three-Digit Numbers	2.NBT.4
	6	Ordering Three-Digit Numbers	2.NBT.4
	7	Marking the Direction of Turn	>4.MD.5
	8	Describing Amounts of Turn	>4.MD.5
	9	Identifying Polygons	2.G.1
	10	Identifying Quadrilaterals	2.G.1
	11	Working with Polygons	2.G.1
	12	Drawing 2D Shapes	2.G.1
6	1	Using the Make-Ten Addition Strategy	2.NBT.7 2.OA.2
	2	Working with Make-Ten Fact Families	2.OA.1 2.OA.2
	3	Extending the Make-Ten Addition Strategy Beyond the Facts	2.MD.6 2.NBT.5
	4	Analyzing Addition Patterns (With Bridging)	2.NBT.5
	5	Extending the Doubles Addition Strategy	2.NBT.5
	6	Using Place Value to Add Two-Digit Numbers	2.MD.6 2.NBT.5
	7	Using Place Value to Add Two-Digit Numbers (with Bridging)	2.MD.6 2.NBT.5
	8	Introducing Centimeters	2.MD.1
	9	Measuring in Centimeters	2.MD.1 2.MD.2 2.MD.3
	10	Introducing Meters	2.MD.1 2.MD.4
	11	Working with Meters	2.MD.1 2.MD.2 2.MD.3 2.MD.4
	12	Using Line Plots to Record Length	2.MD.1 2.MD.9

Key: >3.MD.1 Building toward content in 3.MD.1
2.NBT.2> Building on content in 2.NBT.2
DA Developmental activity



Grade 2 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
7	1	Skip Counting by Two or Five	2.NBT.2
	2	Adding Equal Jumps of Two or Five	2.NBT.2 2.OA.4
	3	Describing Equal Groups	>2.OA.4
	4	Adding Equal Groups	>2.OA.4 2.OA.4
	5	Describing Arrays	2.OA.4
	6	Adding Equal Rows	2.OA.4
	7	Using the Turnaround Idea with Arrays	2.OA.4
	8	Identifying and Comparing Amounts of Money	2.MD.8
	9	Relating Amounts of Money	2.MD.8
	10	Working with Cents	2.MD.8
	11	Working with Dollars	DA
	12	Working with Dollars and Cents	2.MD.8>
8	1	Composing and Decomposing Two-Digit Numbers	>2.NBT.1 >2.NBT.1a
	2	Using Place Value to Subtract One-Digit Numbers from Two-Digit Numbers	2.NBT.5
	3	Calculating Difference Between Two-Digit Numbers	2.MD.6 2.NBT.5
	4	Consolidating Subtraction with Two-Digit Numbers	2.MD.6 2.NBT.5
	5	Relating Addition and Subtraction Beyond the Facts	2.NBT.9
	6	Using the Unknown Addend Strategy to Subtract Two-Digit Numbers	2.MD.6 2.NBT.5
	7	Using Place Value (Number Line) to Solve Subtraction Problems	2.MD.6 2.NBT.5
	8	Introducing the Pound	>4.MD.1
	9	Working with Pounds	2.MD.10 >4.MD.1
	10	Introducing the Kilogram	>3.MD.2
	11	Working with Kilograms	>3.MD.2
	12	Comparing Customary and Metric Units	2.MD.10 DA
9	1	Exploring the Relative Position of Three-Digit Numbers	2.MD.6
	2	Estimating Answers (Adding within 100)	>3.OA.8
	3	Estimating Answers (Subtracting within 100)	>3.OA.8
	4	Using the Associative Property of Addition with Three One- and Two-Digit Numbers	2.NBT.6
	5	Using the Associative Property of Addition with Four One- and Two-Digit Numbers	2.NBT.6
	6	Solving Word Problems	2.MD.5 2.MD.6
	7	Identifying One-Half, One-Fourth, and One-Third of a Collection	2.G.3
	8	Identifying One-Half, One-Fourth, and One-Third of a Region	2.G.3
	9	Exploring Fractions	2.G.3
	10	Analyzing Fractions	2.G.3
	11	Working with Parts of a Whole (Equal Size)	2.G.3
	12	Exploring Area	2.G.2

Key: >2.OA.4 Building toward content in 2.OA.4
 2.MD.8> Building on content in 2.MD.8
 DA Developmental activity



Grade 2 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
10	1	Extending the Count-On Strategy to Three-Digit Numbers	2.NBT.7
	2	Using Place Value to Add Two- and Three-Digit Numbers	2.NBT.7
	3	Using Place Value to Add Three-Digit Numbers	2.NBT.7
	4	Composing Three-Digit Numbers	2.NBT.1 2.NBT.1a
	5	Using the Make-Ten Strategy to Add One- and Three-Digit Numbers (with Bridging)	2.NBT.7
	6	Using Place Value to Add Two- and Three-Digit Numbers (with Bridging)	2.NBT.7
	7	Using Place Value to Add Three-Digit Numbers (with Bridging)	2.NBT.7
	8	Consolidating Addition with Three-Digit Numbers	2.NBT.7
	9	Identifying Polyhedrons	1.G.1
	10	Identifying Pyramids	1.G.1
	11	Investigating 3D Objects	1.G.1
	12	Drawing 3D Objects	1.G.1
11	1	Extending the Count-Back Strategy to Three-Digit Numbers	2.NBT.7
	2	Using Place Value to Subtract Two-Digit Numbers from Three-Digit Numbers	2.NBT.7
	3	Using Place Value to Subtract Three-Digit Numbers	2.NBT.7
	4	Consolidating Subtraction of Two- and Three-Digit Numbers	2.NBT.7
	5	Using a Place-Value Strategy to Subtract Three-Digit Numbers	2.NBT.7
	6	Using a Place-Value Strategy to Solve Subtraction Problems	2.NBT.7
	7	Introducing the Multiplication Symbol (\times)	>3.OA.1
	8	Using Multiplication (Equal Groups)	>3.OA.1
	9	Using Division Language (Sharing)	>3.OA.2
	10	Relating Multiplication and Division (Sharing)	>3.OA.2 >3.OA.6
	11	Using Division Language (Grouping)	>3.OA.2
	12	Relating Multiplication and Division (Grouping)	>3.OA.2 >3.OA.6
12	1	Decomposing Three-Digit Numbers	2.NBT.1 2.NBT.1a
	2	Subtracting One-Digit Numbers from Three-Digit Numbers (with Bridging)	2.MD.6> 2.NBT.7
	3	Consolidating Subtraction of One-Digit Numbers (with Bridging)	2.NBT.7
	4	Using Place Value to Subtract Two-Digit Numbers from Three-Digit Numbers (with Bridging)	2.NBT.7
	5	Consolidating Subtraction of Two-Digit Numbers (with Bridging)	2.NBT.7
	6	Using Place Value to Subtract Three-Digit Numbers (with Bridging)	2.NBT.7
	7	Consolidating Subtraction of Three-Digit Numbers (with Bridging)	2.NBT.7
	8	Consolidating Subtraction of Two- and Three-Digit Numbers (with Bridging)	2.NBT.7
	9	Introducing Cups, Pints, and Quarts	>4.MD.1
	10	Working with Cups, Pints, and Quarts	>4.MD.1
	11	Introducing Liters	>3.MD.2
	12	Working with a Liter	>3.MD.2

Key: >3.OA.1 Building toward content in 3.OA.1
2.MD.6> Building on content in 2.MD.6



Grade 3 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
1	1	Using Place Value with Three-Digit Numbers	2.NBT.3>
	2	Writing Three-Digit Numbers in Words	2.NBT.3>
	3	Comparing and Ordering Three-Digit Numbers	2.MD.6> 2.NBT.4>
	4	Rounding Three-Digit Whole Numbers	3.NBT.1
	5	Reviewing Multiplication Concepts	3.OA.1
	6	Reviewing the Array Model of Multiplication	3.OA.1 3.OA.5
	7	Introducing the Tens Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	8	Introducing the Fives Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	9	Reinforcing the Tens and Fives Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	10	Introducing Gallons	>4.MD.1
	11	Working with Parts of a Liter	3.MD.2
	12	Solving Word Problems Involving Liquid Volume (Capacity)	3.MD.2 3.OA.8
2	1	Investigating Addition Number Patterns	3.OA.9
	2	Estimating with Addition	3.NBT.1 3.NBT.2
	3	Introducing the Compensation Strategy for Addition	3.NBT.2
	4	Using Place Value to Add Two- and Three-Digit Numbers	3.NBT.2
	5	Using Place Value to Add Three-Digit Numbers	3.NBT.2
	6	Estimating with Subtraction	3.NBT.1 3.NBT.2
	7	Reviewing the Count-Back Strategy for Subtraction	3.NBT.2
	8	Reviewing the Count-On Strategy for Subtraction	3.NBT.2
	9	Using 100 as a Benchmark to Subtract	3.NBT.2
	10	Consolidating Subtraction Strategies	3.NBT.2
	11	Exploring Written Methods for Subtraction	3.NBT.2
	12	Solving Word Problems Involving Addition and Subtraction	3.NBT.2 3.OA.8
3	1	Introducing the Twos Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	2	Reinforcing the Twos Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	3	Extending the Twos Multiplication Facts	3.NBT.3 3.OA.4 3.OA.5 3.OA.7
	4	Introducing the Fours Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	5	Reinforcing the Fours Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	6	Solving Word Problems Involving Multiplication	3.OA.3 3.OA.4 3.OA.7 3.OA.8
	7	Reading and Writing Times to the Nearest Minute	3.MD.1
	8	Relating Analog and Digital Times	3.MD.1
	9	Relating Times Past and To the Hour	3.MD.1
	10	Reading Time to the Minute in Different Ways	3.MD.1
	11	Measuring Time Intervals in Minutes	3.MD.1
	12	Solving Problems Involving Elapsed Time	3.MD.1

Key: >4.MD.1 Building toward content in 4.MD.1
2.NBT.3> Building on content in 2.NBT.3



Grade 3 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
4	1	Writing Four-Digit Numbers	2.NBT.3>
	2	Representing Four-Digit Numbers	2.NBT.3>
	3	Writing Four-Digit Numbers in Numerals and Words	2.NBT.3>
	4	Locating Four-Digit Numbers on a Number Line	2.MD.6> 2.NBT.3>
	5	Working with Place Value of Four-Digit Numbers	2.NBT.3>
	6	Comparing and Ordering Four-Digit Numbers	2.NBT.4>
	7	Exploring Place Value of Four-Digit Numbers	2.NBT.3> 2.NBT.4>
	8	Reviewing Fractions	>3.NF.1
	9	Reviewing the Area Model of Fractions	3.G.2 3.NF.1
	10	Writing Fractions in Words	3.G.2 3.NF.1
	11	Writing Common Fractions	3.G.2 3.NF.1
	12	Relating Fraction Words and Symbols	3.G.2 3.NF.1
5	1	Reviewing Division Models	3.OA.2 3.OA.3
	2	Introducing the Division Symbol (÷)	3.OA.2
	3	Connecting Multiplication and Division	3.OA.2 3.OA.4
	4	Introducing the Tens Division Facts	3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7
	5	Introducing the Fives Division Facts	3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7
	6	Reinforcing the Tens and Fives Division Facts	3.OA.4 3.OA.5 3.OA.6 3.OA.7
	7	Introducing the Twos and Fours Division Facts	3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7
	8	Reinforcing the Twos and Fours Division Facts	3.OA.4 3.OA.5 3.OA.6 3.OA.7
	9	Exploring Relationships Between 2D Shapes	3.G.1
	10	Exploring Rectangles	3.G.1
	11	Exploring Rhombuses	3.G.1
	12	Exploring Quadrilaterals	3.G.1
6	1	Introducing the Eights Multiplication Facts	3.OA.4 3.OA.7
	2	Reinforcing the Eights Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	3	Exploring Patterns with the Eights Multiplication Facts	3.OA.9
	4	Introducing the Ones Multiplication Facts	3.OA.4 3.OA.7 3.OA.9
	5	Introducing the Zeros Multiplication Facts	3.OA.4 3.OA.7 3.OA.9
	6	Reinforcing the Ones and Zeros Multiplication Facts	3.OA.4 3.OA.7
	7	Solving Word Problems Involving Multiplication	3.OA.1 3.OA.3 3.OA.4 3.OA.7 3.OA.8
	8	Exploring Related Partitions (Fraction Strips)	3.NF.1
	9	Exploring the Additive Nature of Common Fractions	3.NF.1 3.NF.2 3.NF.2a 3.NF.2b
	10	Exploring Improper Fractions (Number Line Model)	3.NF.2 3.NF.2b
	11	Exploring Improper Fractions (Area Model)	3.NF.2 3.NF.2b
	12	Identifying Fractions	3.NF.2 3.NF.2b 3.NF.3 3.NF.3c

Key: >3.NF.1 Building toward content in 3.NF.1
2.NBT.3> Building on content in 2.NBT.3



Grade 3 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
7	1	Reviewing and Extending the Tens Multiplication Facts	3.NBT.3 3.OA.4
	2	Introducing the Nines Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	3	Reinforcing the Nines Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	4	Exploring More Patterns with the Nines Facts	3.OA.9
	5	Solving Word Problems Involving Multiplication	3.OA.3 3.OA.8
	6	Introducing the Eights Division Facts	3.OA.4 3.OA.5 3.OA.6 3.OA.7
	7	Reinforcing the Eights Division Facts	3.OA.4 3.OA.5 3.OA.6 3.OA.7
	8	Introducing the Ones Division Facts	3.OA.4 3.OA.5 3.OA.6 3.OA.7
	9	Introducing the Zeros Division Facts	3.OA.4 3.OA.5 3.OA.6 3.OA.7
	10	Introducing Many-to-One Picture Graphs	3.MD.3
	11	Working with Bar Graphs	3.MD.3
	12	Working with Line Plots	3.MD.4
8	1	Reviewing Informal Methods to Add Three-Digit Numbers	3.NBT.2
	2	Introducing the Standard Addition Algorithm	3.NBT.2 >4.NBT.4
	3	Working with the Standard Addition Algorithm (Composing Tens)	3.NBT.2 >4.NBT.4
	4	Working with the Standard Addition Algorithm (Composing Hundreds)	3.NBT.2 >4.NBT.4
	5	Using the Standard Algorithm to Add Three-Digit Numbers	3.NBT.2 >4.NBT.4
	6	Solving Word Problems Involving Addition	3.NBT.2 3.OA.8
	7	Introducing the Nines Division Facts	3.OA.4 3.OA.5 3.OA.6 3.OA.7
	8	Reinforcing the Nines Division Facts	3.OA.4 3.OA.5 3.OA.6 3.OA.7
	9	Solving Word Problems Involving Division	3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7
	10	Reading Scales and Working with Parts of a Kilogram	3.MD.2
	11	Building a Picture of Grams	3.MD.2
	12	Solving Word Problems Involving Grams and Kilograms	3.MD.2
9	1	Introducing the Sixes Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	2	Reinforcing the Sixes Multiplication Facts	3.OA.4 3.OA.5 3.OA.7
	3	Introducing the Last Multiplication Facts	3.OA.4 3.OA.7
	4	Exploring Square Number Patterns	3.OA.9
	5	Working with All Multiplication Facts	3.OA.1 3.OA.4
	6	Exploring the Associative Property of Multiplication	3.NBT.3 3.OA.5 3.OA.7
	7	Solving Word Problems Involving Multiplication	3.OA.1 3.OA.3 3.OA.8
	8	Introducing the Sixes and Last Division Facts	3.OA.2 3.OA.4 3.OA.5 3.OA.6 3.OA.7
	9	Reinforcing the Sixes and Last Division Facts	3.OA.4 3.OA.5 3.OA.6 3.OA.7
	10	Investigating Order with Multiple Operations	>3.OA.8
	11	Solving Problems Involving Multiple Operations	>3.OA.8
	12	Writing Equations to Match Two-Step Word Problems	3.OA.8

Key: >4.NBT.4 Building toward content in 4.NBT.4



Grade 3 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
10	1	Exploring Area with Customary Units	3.MD.5 3.MD.5a 3.MD.5b 3.MD.6
	2	Exploring Area with Metric Units	3.MD.5 3.MD.5a 3.MD.5b 3.MD.6
	3	Using Multiplication to Calculate Area	3.MD.5 3.MD.5a 3.MD.5b 3.MD.7 3.MD.7a 3.MD.7b
	4	Identifying Dimensions of Rectangles	3.MD.5 3.MD.5a 3.MD.5b 3.MD.7 3.MD.7a 3.MD.7b
	5	Solving Word Problems Involving Area	3.MD.6 3.MD.7 3.MD.7b 3.OA.3
	6	Using the Distributive Property of Multiplication to Calculate Area	3.MD.7 3.MD.7b 3.MD.7c 3.OA.5
	7	Exploring the Area of Composite Shapes	3.MD.7 3.MD.7d
	8	Calculating the Area of Composite Shapes	3.MD.7 3.MD.7d
	9	Comparing Angles Using Non-Standard Units	>4.MD.5
	10	Measuring Angles as Fractions	>4.MD.5
	11	Identifying Prisms	2.G.1>
	12	Comparing Prisms and Pyramids	2.G.1>
11	1	Identifying Equivalent Fractions (Area Model)	3.NF.3 3.NF.3a 3.NF.3b
	2	Exploring Equivalent Fractions (Area Model)	3.NF.3 3.NF.3a 3.NF.3b 3.NF.3c
	3	Using an Area Model to Compare Fractions (Same Denominators)	3.NF.3 3.NF.3d
	4	Relating and Comparing Unit Fractions (Different or Related Denominators)	3.NF.3 3.NF.3d
	5	Using an Area Model to Compare Fractions (Different Denominators)	3.NF.3 3.NF.3d
	6	Reviewing Informal Methods to Subtract	3.NBT.2
	7	Introducing the Standard Subtraction Algorithm	3.NBT.2 >4.NBT.4
	8	Working with the Standard Subtraction Algorithm (Decomposing Tens in Two-Digit Numbers)	3.NBT.2 >4.NBT.4
	9	Working with the Standard Subtraction Algorithm (Decomposing Tens in Three-Digit Numbers)	3.NBT.2 >4.NBT.4
	10	Working with the Standard Subtraction Algorithm (Decomposing Hundreds)	3.NBT.2 >4.NBT.4
	11	Exploring Subtraction Involving Zero	3.NBT.2 >4.NBT.4
	12	Consolidating Subtraction Methods	3.NBT.2 3.OA.8
12	1	Identifying Equivalent Fractions (Number Line Model)	3.NF.3 3.NF.3a 3.NF.3b
	2	Exploring Equivalent Fractions (Number Line Model)	3.NF.3 3.NF.3a 3.NF.3b 3.NF.3c
	3	Solving Word Problems Involving Fractions	3.NF.3 3.NF.3a 3.NF.3b 3.OA.8
	4	Using a Number Line Model to Compare Fractions (Same Denominators)	3.NF.3 3.NF.3d
	5	Using a Number Line Model to Compare Unit Fractions (Different Denominators)	3.NF.3 3.NF.3d
	6	Using a Number Line Model to Compare Fractions (Different Denominators)	3.NF.3 3.NF.3c 3.NF.3d
	7	Ordering Fractions	3.NF.3 3.NF.3c 3.NF.3d
	8	Analyzing Whole Numbers and Fractions	3.NF.3 3.NF.3b 3.NF.3c
	9	Exploring the Perimeter of Irregular Polygons	3.MD.8
	10	Exploring the Perimeter of Regular Polygons	3.MD.8
	11	Solving Word Problems Involving Perimeter	3.MD.8 3.OA.3
	12	Exploring the Connection Between Perimeter and Area	3.MD.7 3.MD.7b 3.MD.8

Key: >4.MD.5 Building toward content in 4.MD.5
2.G.1> Building on content in 2.G.1



Grade 4 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
1	1	Reading and Writing Four-Digit Numbers	4.NBT.2
	2	Analyzing Four-Digit Numbers	4.NBT.2
	3	Comparing and Ordering Four-Digit Numbers	4.NBT.2
	4	Building a Picture of Ten Thousand	4.NBT.2
	5	Reading and Writing Five-Digit Numbers	4.NBT.2
	6	Analyzing Five-Digit Numbers	4.NBT.2
	7	Comparing and Ordering Five-Digit Numbers	4.NBT.2
	8	Rounding Five-Digit Numbers	2.MD.6> 4.NBT.3
	9	Reinforcing Rounding with Five-Digit Numbers	4.NBT.3
	10	Investigating Square Number Patterns	4.OA.5
	11	Following and Identifying Pattern Rules	4.OA.5
	12	Writing Word Rules for Patterns	4.OA.5
2	1	Reviewing Addition Strategies	>4.NBT.4
	2	Reviewing Subtraction Strategies	>4.NBT.4
	3	Estimating with Addition and Subtraction	>4.NBT.4
	4	Reviewing the Standard Algorithm for Addition (Composing Tens)	4.NBT.4
	5	Using the Standard Algorithm for Addition (Composing Hundreds)	4.NBT.4
	6	Using the Standard Algorithm for Addition (Regrouping in Any Place)	4.NBT.4
	7	Using the Standard Addition Algorithm with Large Numbers	4.NBT.4
	8	Adding Multiple Addends	4.NBT.4
	9	Solving Word Problems Involving Addition	4.OA.3
	10	Reviewing Time Measurement	3.MD.1>
	11	Converting Between Units of Time	4.MD.1 4.MD.2
	12	Introducing Seconds	4.MD.1 4.MD.2
3	1	Relating Multiples and Factors	4.OA.4
	2	Finding Pairs of Factors	4.OA.4
	3	Introducing the Double-and-Half Strategy for Multiplication	4.NBT.5
	4	Identifying Prime and Composite Numbers	4.OA.4
	5	Constructing Factor Trees	4.OA.4
	6	Using the Associative and Commutative Properties of Multiplication	4.NBT.5
	7	Reinforcing the Associative and Commutative Properties of Multiplication	4.NBT.5
	8	Consolidating Multiplication Strategies	4.NBT.5 4.OA.3
	9	Reviewing Fraction Concepts	4.NF.1
	10	Reviewing Equivalent Fractions	4.NF.1
	11	Comparing Common Fractions (Length Model)	4.NF.2
	12	Comparing and Ordering Common Fractions (Number Line Model)	4.NF.2

Key: >4.NBT.4 Building toward content in 4.NBT.4
2.MD.6> Building on content in 2.MD.6



Grade 4 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
4	1	Reviewing the Standard Subtraction Algorithm (Decomposing Tens or Hundreds)	4.NBT.4
	2	Using the Standard Subtraction Algorithm (Decomposing Multiple Places)	4.NBT.4
	3	Using the Standard Subtraction Algorithm (with Large Numbers)	4.NBT.4
	4	Analyzing Decomposition Across Places Involving Zero (with Three-Digit Numbers)	4.NBT.4
	5	Analyzing Decomposition Across Places Involving Zero (with Large Numbers)	4.NBT.4
	6	Consolidating the Standard Subtraction Algorithm	4.NBT.4
	7	Solving Multi-Step Word Problems Involving Subtraction	4.NBT.4 4.OA.3
	8	Reviewing the Relationship Between Multiplication and Division	4.NBT.6 4.OA.3
	9	Finding Whole-Number Quotients and Remainders	4.NBT.6
	10	Investigating Multiplication Patterns	4.NBT.1 4.NBT.5
	11	Investigating Division Patterns	4.NBT.1 4.NBT.6
	12	Using Partitioning and Multiplication to Help Divide	4.NBT.6
5	1	Making Equivalent Fractions (Area Model)	4.NF.1
	2	Calculating Equivalent Fractions	4.NF.1
	3	Comparing Common Fractions (Related Denominators)	4.NF.2
	4	Finding Common Denominators	4.NF.1 4.OA.4
	5	Finding Common Denominators to Compare Common Fractions	4.NF.1 4.NF.2 4.OA.4
	6	Adding Common Fractions (Area Model)	4.NF.3 4.NF.3a 4.NF.3b
	7	Adding Common Fractions (Number Line Model)	4.NF.3 4.NF.3a 4.NF.3b
	8	Solving Word Problems Involving Fractions	4.MD.2 4.NF.3 4.NF.3a 4.NF.3b 4.NF.3d
	9	Identifying Fractions of a Full Turn	>4.MD.5 >4.MD.5a >4.MD.5b >4.MD.6
	10	Using a Protractor to Measure Angles	4.MD.5 4.MD.5a 4.MD.5b 4.MD.6
	11	Identifying Acute, Right, and Obtuse Angles	4.G.1 4.G.2 4.MD.6
	12	Estimating and Calculating Angles	4.MD.7
6	1	Introducing the Comparison Model of Multiplication	4.OA.1
	2	Using Tape Diagrams to Make Comparisons Involving Multiplication	4.OA.1 4.OA.2
	3	Using Tape Diagrams to Differentiate Between Comparisons Involving Multiplication and Addition	4.OA.1 4.OA.2
	4	Using Tape Diagrams to Explore the Relationship Between Multiplication and Division	4.OA.1 4.OA.1> 4.OA.2
	5	Using Tape Diagrams to Differentiate Between Comparisons Involving Division and Subtraction	4.OA.1> 4.OA.2
	6	Solving Word Problems Using the Comparison Model	4.OA.2
	7	Exploring Whole Numbers and Common Fractions	>4.NF.3 >4.NF.3c
	8	Introducing Mixed Numbers	4.NF.3 4.NF.3b
	9	Exploring Equivalence Between Mixed Numbers and Common Fractions	4.NF.2
	10	Adding Mixed Numbers	4.NF.3 4.NF.3c
	11	Adding Mixed Numbers (Composing Whole Numbers)	4.NF.3 4.NF.3c
	12	Solving Word Problems Involving Mixed Numbers	4.MD.2 4.NF.3 4.NF.3c 4.NF.3d

Key: >4.MD.5 Building toward content in 4.MD.5
4.OA.1> Building on content in 4.OA.1



Grade 4 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
7	1	Using the Partial-Products Strategy to Multiply (Two-Digit Numbers)	4.NBT.5
	2	Using the Partial-Products Strategy to Multiply (Three-Digit Numbers)	4.NBT.5
	3	Reinforcing the Partial-Products Strategy for Multiplication (Three-Digit Numbers)	4.NBT.5
	4	Using the Partial-Products Strategy to Multiply (Four-Digit Numbers)	4.NBT.5
	5	Reinforcing the Partial-Products Strategy for Multiplication (Four-Digit Numbers)	4.NBT.5
	6	Using the Partial-Products Strategy to Multiply (Two Two-Digit Numbers)	4.NBT.5
	7	Reinforcing the Partial-Products Strategy for Multiplication (Two Two-Digit Numbers)	4.NBT.5
	8	Solving Multi-Step Word Problems Involving Multiplication	4.MD.2 4.NBT.5 4.OA.3
	9	Subtracting Common Fractions (Number Line Model)	4.NF.3 4.NF.3a
	10	Calculating the Difference Between Mixed Numbers	4.NF.3 4.NF.3c
	11	Calculating the Difference Between Mixed Numbers (Decomposing Whole Numbers)	4.NF.3 4.NF.3c
	12	Solving Word Problems Involving Mixed Numbers and Common Fractions	4.MD.2 4.NF.3 4.NF.3d
8	1	Reading and Writing Six-Digit Numbers (without Teens and Zeros)	4.NBT.1 4.NBT.2
	2	Reading and Writing Six-Digit Numbers on Expanders and in Words	4.NBT.2
	3	Reading and Writing Six-Digit Numbers (with Teens and Zeros)	4.NBT.2
	4	Locating Six-Digit Numbers on a Number Line	2.MD.6>
	5	Working with Place Value	4.NBT.1
	6	Comparing and Rounding Six-Digit Numbers	4.NBT.2 4.NBT.3
	7	Exploring the Relationship Between Meters and Centimeters	4.MD.1
	8	Introducing Millimeters	4.MD.1
	9	Exploring the Relationship Between Meters and Millimeters	4.MD.1
	10	Exploring the Relationship Between Meters, Centimeters, and Millimeters	4.MD.1
	11	Introducing Kilometers	4.MD.1
	12	Solving Word Problems Involving Metric Length	4.MD.1 4.MD.2 4.OA.3
9	1	Developing a Rule to Calculate the Area of Rectangles	4.MD.3 4.NBT.5
	2	Working with the Area of Rectangles	4.MD.3 4.NBT.5
	3	Developing a Rule to Calculate the Perimeter of Rectangles	4.MD.3 4.NBT.5
	4	Working with Rules to Calculate the Perimeter of Rectangles	4.MD.3 4.NBT.5
	5	Exploring the Multiplicative Nature of Common Fractions (Area Model)	4.MD.2 4.NF.4 4.NF.4a 4.NF.4b 4.NF.4c
	6	Exploring the Multiplicative Nature of Common Fractions (Number Line Model)	4.NF.4 4.NF.4a 4.NF.4b
	7	Multiplying Mixed Numbers	4.MD.2 4.NF.4 4.NF.4a 4.NF.4b 4.NF.4c
	8	Reinforcing the Multiplication of Mixed Numbers	4.MD.2 4.NF.4 4.NF.4a 4.NF.4b 4.NF.4c
	9	Reviewing Customary Units of Length	4.MD.1
	10	Converting Feet to Inches	4.MD.1 4.MD.4
	11	Converting Yards to Feet and to Inches	4.MD.1 4.MD.2 4.OA.3
	12	Converting Miles to Yards and to Feet	4.MD.1

Key: 2.MD.6> Building on content in 2.MD.6



Grade 4 Scope & Sequence

November 2014

BY LESSON

Module	Lesson	Title	Math Content
10	1	Relating Multiplication and Division	>4.NBT.6
	2	Using the Partial-Quotients Strategy to Divide (Two-Digit Dividends)	4.NBT.6
	3	Reinforcing the Partial-Quotients Strategy for Division (Two-Digit Dividends)	4.NBT.6
	4	Using the Partial-Quotients Strategy to Divide (Three-Digit Dividends)	4.NBT.6
	5	Reinforcing the Partial-Quotients Strategy for Division (Three-Digit Dividends)	4.NBT.6
	6	Using the Partial-Quotients Strategy to Divide (Four-Digit Dividends)	4.NBT.6
	7	Reinforcing the Partial-Quotients Strategy for Division (Four-Digit Dividends)	4.NBT.6
	8	Solving Word Problems Involving Division	4.MD.2 4.NBT.6 4.OA.3
	9	Exploring Points, Lines, Line Segments, and Rays	4.G.1 4.MD.5
	10	Identifying Parallel and Perpendicular Lines	4.G.1 4.G.2
	11	Reflecting Shapes	4.G.3
	12	Identifying Lines of Symmetry	4.G.3
11	1	Exploring Equivalent Fractions with Tenths and Hundredths	4.NF.1 4.NF.5
	2	Introducing Decimal Fractions	4.NF.6
	3	Locating and Comparing Tenths	4.NF.6 4.NF.7
	4	Exploring Hundredths	4.NF.6
	5	Writing Hundredths as Decimal Fractions (without Teens and Zeros)	4.NF.6
	6	Writing Hundredths as Decimal Fractions (with Teens and Zeros)	4.NF.6
	7	Comparing and Ordering Hundredths	4.NF.6 4.NF.7
	8	Exploring the Relationship Between Kilograms and Grams	4.MD.1
	9	Solving Word Problems Involving Mass	4.MD.1 4.MD.2 4.OA.3
	10	Reviewing Liters and Introducing Milliliters	4.MD.1
	11	Exploring the Relationship Between Liters and Milliliters	4.MD.1
	12	Solving Word Problems Involving Liquid Volume	4.MD.1 4.MD.2 4.OA.3
12	1	Locating Decimal Fractions on a Number Line	4.NF.6
	2	Comparing Tenths and Hundredths	4.NF.6 4.NF.7
	3	Relating Common Fractions and Decimal Fractions	4.NF.1 4.NF.6
	4	Adding Tenths	4.NF.5
	5	Adding Hundredths	4.NF.5
	6	Adding Tenths and Hundredths	4.NF.5
	7	Solving Word Problems Involving Decimal Fractions	4.MD.2 4.NF.5
	8	Reviewing Pounds and Introducing Ounces	4.MD.1
	9	Exploring the Relationship Between Pounds and Ounces	4.MD.1 4.MD.2 4.OA.3
	10	Reviewing Gallons, Quarts, and Pints and Introducing Fluid Ounces	4.MD.1
	11	Exploring the Relationship Between Gallons, Quarts, and Fluid Ounces	4.MD.1 4.MD.2 4.OA.3
	12	Solving Word Problems Involving Liquid Volume (Capacity)	4.MD.1 4.MD.2 4.OA.3

Key: >4.NBT.6 Building toward content in 4.NBT.6

1st Semester 2016-2017

GRADE: 5

Week #	Days	Daily Lessons	Assessment										
1	5	<table border="1"> <tr> <td>8/29</td> <td>Course Introduction Day 1: I CANs & Pacing</td> </tr> <tr> <td>8/30</td> <td>Course Introduction Day 2: Exploring Canvas</td> </tr> <tr> <td>8/31</td> <td>Course Introduction Day 3: Individual Student Profile</td> </tr> <tr> <td>9/1</td> <td>Course Introduction Day 4: Placement Test</td> </tr> <tr> <td>9/2</td> <td>i-Ready Diagnostic Complete</td> </tr> </table>	8/29	Course Introduction Day 1: I CANs & Pacing	8/30	Course Introduction Day 2: Exploring Canvas	8/31	Course Introduction Day 3: Individual Student Profile	9/1	Course Introduction Day 4: Placement Test	9/2	i-Ready Diagnostic Complete	iReady
8/29	Course Introduction Day 1: I CANs & Pacing												
8/30	Course Introduction Day 2: Exploring Canvas												
8/31	Course Introduction Day 3: Individual Student Profile												
9/1	Course Introduction Day 4: Placement Test												
9/2	i-Ready Diagnostic Complete												
2	4	<table border="1"> <tr> <td>9/5</td> <td>HOLIDAY</td> </tr> <tr> <td>9/6</td> <td>1.1 Naming the Digits</td> </tr> <tr> <td>9/7</td> <td>1.2 Place Value & Patterns</td> </tr> <tr> <td>9/8</td> <td>1.3 Powers of Ten</td> </tr> <tr> <td>9/9</td> <td>1.4 Multiplying with Powers of Ten</td> </tr> </table>	9/5	HOLIDAY	9/6	1.1 Naming the Digits	9/7	1.2 Place Value & Patterns	9/8	1.3 Powers of Ten	9/9	1.4 Multiplying with Powers of Ten	
9/5	HOLIDAY												
9/6	1.1 Naming the Digits												
9/7	1.2 Place Value & Patterns												
9/8	1.3 Powers of Ten												
9/9	1.4 Multiplying with Powers of Ten												
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11/7	Milestone #1 Assessment												
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2nd Semester 2016-2017

GRADE: 5

Week #	Days	Daily Lessons	Assessments										
20	5	<table border="1"> <tr> <td>1/30</td> <td>8.3 Measurement Tools</td> </tr> <tr> <td>1/31</td> <td>8.4 Conversions</td> </tr> <tr> <td>2/1</td> <td>8.5 More Conversions</td> </tr> <tr> <td>2/2</td> <td>8.6 Metric Conversions</td> </tr> <tr> <td>2/3</td> <td>8.7 Content Review</td> </tr> </table>	1/30	8.3 Measurement Tools	1/31	8.4 Conversions	2/1	8.5 More Conversions	2/2	8.6 Metric Conversions	2/3	8.7 Content Review	
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27	5	<table border="1"> <tr> <td>3/20</td> <td>11.4 Data Analysis</td> </tr> <tr> <td>3/21</td> <td>11.5 Finding Patterns Using Rules</td> </tr> <tr> <td>3/22</td> <td>11.6 Content Review</td> </tr> <tr> <td>3/23</td> <td>11.7 Performance Task & Assess</td> </tr> <tr> <td>3/24</td> <td>11.8 Chapter Assessment</td> </tr> </table>	3/20	11.4 Data Analysis	3/21	11.5 Finding Patterns Using Rules	3/22	11.6 Content Review	3/23	11.7 Performance Task & Assess	3/24	11.8 Chapter Assessment	
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		<table border="1"> <tr> <td data-bbox="207 856 264 909">3/28</td> <td data-bbox="264 856 451 909">12.2 Quadrilateral Classification</td> </tr> <tr> <td data-bbox="207 909 264 961">3/29</td> <td data-bbox="264 909 451 961">12.3 Angle Classification</td> </tr> <tr> <td data-bbox="207 961 264 1014">3/30</td> <td data-bbox="264 961 451 1014">12.4 Triangle Classification by Angles</td> </tr> <tr> <td data-bbox="207 1014 264 1165">3/31</td> <td data-bbox="264 1014 451 1165">12.5 Triangle Classification by Sides</td> </tr> </table>	3/28	12.2 Quadrilateral Classification	3/29	12.3 Angle Classification	3/30	12.4 Triangle Classification by Angles	3/31	12.5 Triangle Classification by Sides			
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29	5	<table border="1"> <tr> <td data-bbox="548 856 605 909">4/3</td> <td data-bbox="605 856 857 909">12.6 Content Review</td> </tr> <tr> <td data-bbox="548 909 605 961">4/4</td> <td data-bbox="605 909 857 961">12.7 Performance Task & Assess</td> </tr> <tr> <td data-bbox="548 961 605 1014">4/5</td> <td data-bbox="605 961 857 1014">12.8 Chapter Assessment</td> </tr> <tr> <td data-bbox="548 1014 605 1066">4/6</td> <td data-bbox="605 1014 857 1066">5th Grade I CAN! Game</td> </tr> <tr> <td data-bbox="548 1066 605 1165">4/7</td> <td data-bbox="605 1066 857 1165">5th Grade I CAN! Game</td> </tr> </table>	4/3	12.6 Content Review	4/4	12.7 Performance Task & Assess	4/5	12.8 Chapter Assessment	4/6	5th Grade I CAN! Game	4/7	5th Grade I CAN! Game	
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33	5	CAASPP Testing Week (5/3-5/6/16)												
34	5		<table border="1"> <tr><td>5/15</td><td>Onramp: Multiplication with Multi-Digit Numbers & Decimals</td></tr> <tr><td>5/16</td><td>Onramp: Multiplication with Multi-Digit Numbers & Decimals</td></tr> <tr><td>5/17</td><td>Onramp: Division with Multi-Digit Numbers & Decimals</td></tr> <tr><td>5/18</td><td>Onramp: Division with Multi-Digit Numbers & Decimals</td></tr> <tr><td>5/19</td><td>Onramp: Prime Factorization</td></tr> </table>	5/15	Onramp: Multiplication with Multi-Digit Numbers & Decimals	5/16	Onramp: Multiplication with Multi-Digit Numbers & Decimals	5/17	Onramp: Division with Multi-Digit Numbers & Decimals	5/18	Onramp: Division with Multi-Digit Numbers & Decimals	5/19	Onramp: Prime Factorization	
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35	5	<table border="1"> <tr> <td data-bbox="300 1087 360 1136">5/22</td> <td data-bbox="300 1136 360 1444">Onramp: Prime Factorization</td> </tr> <tr> <td data-bbox="360 1087 420 1136">5/23</td> <td data-bbox="360 1136 420 1444">Onramp: Adding Fractions</td> </tr> <tr> <td data-bbox="420 1087 480 1136">5/24</td> <td data-bbox="420 1136 480 1444">Onramp: Adding Fractions</td> </tr> <tr> <td data-bbox="480 1087 540 1136">5/25</td> <td data-bbox="480 1136 540 1444">Onramp Subtracting Fractions</td> </tr> <tr> <td data-bbox="540 1087 600 1136">5/26</td> <td data-bbox="540 1136 600 1444">Onramp: Subtracting Fractions</td> </tr> </table>	5/22	Onramp: Prime Factorization	5/23	Onramp: Adding Fractions	5/24	Onramp: Adding Fractions	5/25	Onramp Subtracting Fractions	5/26	Onramp: Subtracting Fractions
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36	4	<table border="1"> <tr> <td data-bbox="704 1087 764 1136">5/29</td> <td data-bbox="704 1136 764 1444">HOLIDAY</td> </tr> <tr> <td data-bbox="764 1087 824 1136">5/30</td> <td data-bbox="764 1136 824 1444">Onramp: Multiplying Fractions</td> </tr> <tr> <td data-bbox="824 1087 885 1136">5/31</td> <td data-bbox="824 1136 885 1444">Onramp: Multiplying Fractions</td> </tr> <tr> <td data-bbox="885 1087 945 1136">6/1</td> <td data-bbox="885 1136 945 1444">Onramp: Dividing Fractions</td> </tr> <tr> <td data-bbox="945 1087 1005 1136">6/2</td> <td data-bbox="945 1136 1005 1444">Onramp: Dividing Fractions</td> </tr> </table>	5/29	HOLIDAY	5/30	Onramp: Multiplying Fractions	5/31	Onramp: Multiplying Fractions	6/1	Onramp: Dividing Fractions	6/2	Onramp: Dividing Fractions
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6/5	Onramp: Fractions, Decimals, Percents											
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6/8	Onramp: Mean, Median, Mode											

			6/9	Onramp: The Coordinate Plane	
38	1		6/12	Onramp: The Coordinate Plane	

1st Semester 2016-2017

GRADE: 6

Week #	Days	Daily Lessons	Assessment										
1	5	<table border="1"> <tr> <td>8/29</td> <td>Course Introduction Day 1: I CANs & Pacing</td> </tr> <tr> <td>8/30</td> <td>Course Introduction Day 2: Exploring Canvas</td> </tr> <tr> <td>8/31</td> <td>Course Introduction Day 3: Individual St</td> </tr> <tr> <td>9/1</td> <td>Course Introduction Day 4: Placement Test</td> </tr> <tr> <td>9/2</td> <td>i-Ready Diagnostic Complete</td> </tr> </table>	8/29	Course Introduction Day 1: I CANs & Pacing	8/30	Course Introduction Day 2: Exploring Canvas	8/31	Course Introduction Day 3: Individual St	9/1	Course Introduction Day 4: Placement Test	9/2	i-Ready Diagnostic Complete	iReady
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10/3	2.10 Products of Integers												
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10/10	3.3 Writing Decimals												
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13	5	<table border="1"> <tr> <td data-bbox="560 1249 609 1312">11/28</td> <td data-bbox="609 1249 966 1312">5.9 Using Scale Factor</td> </tr> <tr> <td data-bbox="560 1312 609 1375">11/29</td> <td data-bbox="609 1312 966 1375">5.10 Performance Task: Ratio & Rate</td> </tr> <tr> <td data-bbox="560 1375 609 1438">11/30</td> <td data-bbox="609 1375 966 1438">5.11 Chapter 6 Review & Assessment</td> </tr> <tr> <td data-bbox="560 1438 609 1501">12/1</td> <td data-bbox="609 1438 966 1501">6.1 Fractions, Decimals & Percents</td> </tr> <tr> <td data-bbox="560 1501 609 1564">12/2</td> <td data-bbox="609 1501 966 1564">6.2 Writing & Comparing Fractions, Decimals & Percents</td> </tr> </table>	11/28	5.9 Using Scale Factor	11/29	5.10 Performance Task: Ratio & Rate	11/30	5.11 Chapter 6 Review & Assessment	12/1	6.1 Fractions, Decimals & Percents	12/2	6.2 Writing & Comparing Fractions, Decimals & Percents	PQ 6.7
11/28	5.9 Using Scale Factor												
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15	4	<table border="1"> <tr> <td data-bbox="240 684 298 768">12/12</td> <td data-bbox="240 768 298 1455">6.8 Calculating Sales Tax</td> </tr> <tr> <td data-bbox="298 684 357 768">12/13</td> <td data-bbox="298 768 357 1455">6.9 Calculating Discounts</td> </tr> <tr> <td data-bbox="357 684 415 768">12/14</td> <td data-bbox="357 768 415 1455">6.10 Calculating Simple Interest</td> </tr> <tr> <td data-bbox="415 684 474 768">12/15</td> <td data-bbox="415 768 474 1455">6.11 Interest Problems</td> </tr> <tr> <td data-bbox="474 684 548 768">12/16</td> <td data-bbox="474 768 548 1455">NO SCHOOL</td> </tr> </table>	12/12	6.8 Calculating Sales Tax	12/13	6.9 Calculating Discounts	12/14	6.10 Calculating Simple Interest	12/15	6.11 Interest Problems	12/16	NO SCHOOL	
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1/2	6.12 Chapter 6 Review & Assessment												
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17	5	<table border="1"> <tr> <td data-bbox="1045 684 1104 768">1/9</td> <td data-bbox="1045 768 1104 1455">7.5 Using Proportions to Solve Real World Problems</td> </tr> <tr> <td data-bbox="1104 684 1162 768">1/10</td> <td data-bbox="1104 768 1162 1455">7.6 Proportions and Real-World Problems</td> </tr> <tr> <td data-bbox="1162 684 1221 768">1/11</td> <td data-bbox="1162 768 1221 1455">7.7 Distance, Rate & Time</td> </tr> <tr> <td data-bbox="1221 684 1279 768">1/12</td> <td data-bbox="1221 768 1279 1455">7.8 Calculating Distance, Rate and Time</td> </tr> <tr> <td data-bbox="1279 684 1354 768">1/13</td> <td data-bbox="1279 768 1354 1455">7.9 Distance, Rate and Time Lab</td> </tr> </table>	1/9	7.5 Using Proportions to Solve Real World Problems	1/10	7.6 Proportions and Real-World Problems	1/11	7.7 Distance, Rate & Time	1/12	7.8 Calculating Distance, Rate and Time	1/13	7.9 Distance, Rate and Time Lab	
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1/16	HOLIDAY												
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19	5	<table border="1"> <tr> <td data-bbox="643 768 704 827">1/23</td> <td data-bbox="643 827 704 886">S2: Variables, Functions & Graphing (Part 2)</td> </tr> <tr> <td data-bbox="704 768 766 827">1/24</td> <td data-bbox="704 827 766 886">S3: Variables, Functions & Graphing Review & Assessment</td> </tr> <tr> <td data-bbox="766 768 828 827">1/25</td> <td data-bbox="766 827 828 886">8.1 Writing Numerical Expressions & Distributive Property</td> </tr> <tr> <td data-bbox="828 768 889 827">1/26</td> <td data-bbox="828 827 889 886">8.2 Writing Expressions</td> </tr> <tr> <td data-bbox="889 768 951 827">1/27</td> <td data-bbox="889 827 951 886">8.3 Order of Operations</td> </tr> </table>	1/23	S2: Variables, Functions & Graphing (Part 2)	1/24	S3: Variables, Functions & Graphing Review & Assessment	1/25	8.1 Writing Numerical Expressions & Distributive Property	1/26	8.2 Writing Expressions	1/27	8.3 Order of Operations	PQ 6.11
1/23	S2: Variables, Functions & Graphing (Part 2)												
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1/27	8.3 Order of Operations												

2nd Semester 2016-2017

GRADE: 6

Week #	Days	Daily Lessons	Assessments										
20	5	<table border="1"> <tr> <td>1/30</td> <td>8.4 Writing Math Phrases</td> </tr> <tr> <td>1/31</td> <td>8.5 Like Terms & Simplifying Expressions</td> </tr> <tr> <td>2/1</td> <td>8.6 Evaluating Expressions</td> </tr> <tr> <td>2/2</td> <td>8.7 Simplifying and Solving Equations</td> </tr> <tr> <td>2/3</td> <td>8.8 Solving Single Variable Equations</td> </tr> </table>	1/30	8.4 Writing Math Phrases	1/31	8.5 Like Terms & Simplifying Expressions	2/1	8.6 Evaluating Expressions	2/2	8.7 Simplifying and Solving Equations	2/3	8.8 Solving Single Variable Equations	
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21	5	<table border="1"> <tr> <td>2/6</td> <td>8.9 Solving Equations with Products & Quotients</td> </tr> <tr> <td>2/7</td> <td>8.10 Writing & Solving Equations</td> </tr> <tr> <td>2/8</td> <td>8.11 Using Substitution to Evaluate Expressions</td> </tr> <tr> <td>2/9</td> <td>8.12 Functions & Function Rules</td> </tr> <tr> <td>2/10</td> <td>8.13 Graphing Functions</td> </tr> </table>	2/6	8.9 Solving Equations with Products & Quotients	2/7	8.10 Writing & Solving Equations	2/8	8.11 Using Substitution to Evaluate Expressions	2/9	8.12 Functions & Function Rules	2/10	8.13 Graphing Functions	
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2/13	8.14 Chapter Review & Assessment												
2/14	Milestone #2 Assessment												

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23	4		<table border="1"> <tr> <td>2/20</td> <td>HOLIDAY</td> </tr> <tr> <td>2/21</td> <td>9.3 Bar Graphs & Frequency Tables</td> </tr> <tr> <td>2/22</td> <td>9.4 Double Bar Graphs</td> </tr> <tr> <td>2/23</td> <td>9.5 Interpreting Pictographs</td> </tr> <tr> <td>2/24</td> <td>9.6 Frequency Tables & Line Plots</td> </tr> </table>	2/20	HOLIDAY	2/21	9.3 Bar Graphs & Frequency Tables	2/22	9.4 Double Bar Graphs	2/23	9.5 Interpreting Pictographs	2/24	9.6 Frequency Tables & Line Plots	
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25	4		<table border="1"> <tr> <td>3/6</td> <td>Choice Module: Expressions, Equations & Factors</td> </tr> </table>	3/6	Choice Module: Expressions, Equations & Factors	MS #3								
3/6	Choice Module: Expressions, Equations & Factors													

		<table border="1"> <tr> <td data-bbox="207 1171 264 1234">3/7</td> <td data-bbox="264 1171 456 1234">Choice Module: Expressions, Equations & Factors</td> </tr> <tr> <td data-bbox="207 1234 264 1297">3/8</td> <td data-bbox="264 1234 456 1297">Milestone #3 Assessment</td> </tr> <tr> <td data-bbox="207 1297 264 1360">3/9</td> <td data-bbox="264 1297 456 1360">10.1 Introduction to Geometry</td> </tr> <tr> <td data-bbox="207 1360 264 1423">3/10</td> <td data-bbox="264 1360 456 1423">NO SCHOOL</td> </tr> </table>	3/7	Choice Module: Expressions, Equations & Factors	3/8	Milestone #3 Assessment	3/9	10.1 Introduction to Geometry	3/10	NO SCHOOL		
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3/10	NO SCHOOL											
26	5	<table border="1"> <tr> <td data-bbox="548 1171 605 1234">3/13</td> <td data-bbox="605 1171 857 1234">10.2 Angles & Angle Pairs</td> </tr> <tr> <td data-bbox="548 1234 605 1297">3/14</td> <td data-bbox="605 1234 857 1297">10.3 Complementary & Supplementary Angles</td> </tr> <tr> <td data-bbox="548 1297 605 1360">3/15</td> <td data-bbox="605 1297 857 1360">10.4 Classifying Triangles</td> </tr> <tr> <td data-bbox="548 1360 605 1423">3/16</td> <td data-bbox="605 1360 857 1423">10.5 Classifying Quadrilaterals</td> </tr> <tr> <td data-bbox="548 1423 605 1486">3/17</td> <td data-bbox="605 1423 857 1486">10.6 Classifying Polygons</td> </tr> </table>	3/13	10.2 Angles & Angle Pairs	3/14	10.3 Complementary & Supplementary Angles	3/15	10.4 Classifying Triangles	3/16	10.5 Classifying Quadrilaterals	3/17	10.6 Classifying Polygons
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27	5	<table border="1"> <tr> <td data-bbox="954 1171 1011 1234">3/20</td> <td data-bbox="1011 1171 1263 1234">10.7 Similarity of Triangles & Figures</td> </tr> <tr> <td data-bbox="954 1234 1011 1297">3/21</td> <td data-bbox="1011 1234 1263 1297">10.8 Lines of Symmetry</td> </tr> <tr> <td data-bbox="954 1297 1011 1360">3/22</td> <td data-bbox="1011 1297 1263 1360">10.9 Using Venn Diagrams</td> </tr> <tr> <td data-bbox="954 1360 1011 1423">3/23</td> <td data-bbox="1011 1360 1263 1423">10.10 Chapter 10 Review</td> </tr> <tr> <td data-bbox="954 1423 1011 1486">3/24</td> <td data-bbox="1011 1423 1263 1486">11.1 Perimeter & Area of Squares and Rectangles</td> </tr> </table>	3/20	10.7 Similarity of Triangles & Figures	3/21	10.8 Lines of Symmetry	3/22	10.9 Using Venn Diagrams	3/23	10.10 Chapter 10 Review	3/24	11.1 Perimeter & Area of Squares and Rectangles
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3/23	10.10 Chapter 10 Review											
3/24	11.1 Perimeter & Area of Squares and Rectangles											
28	5											

		<table border="1"> <tr><td data-bbox="207 1444 266 1558">3/27</td><td data-bbox="207 621 266 1444">11.2 Finding Side Lengths</td></tr> <tr><td data-bbox="266 1444 324 1558">3/28</td><td data-bbox="266 621 324 1444">11.3 Area of Triangles</td></tr> <tr><td data-bbox="324 1444 383 1558">3/29</td><td data-bbox="324 621 383 1444">11.4 Classifying Solid Figures</td></tr> <tr><td data-bbox="383 1444 441 1558">3/30</td><td data-bbox="383 621 441 1444">11.5 Chapter 11 Review</td></tr> <tr><td data-bbox="441 1444 516 1558">3/31</td><td data-bbox="441 621 516 1444">12.1 Mean, Median and Mode</td></tr> </table>	3/27	11.2 Finding Side Lengths	3/28	11.3 Area of Triangles	3/29	11.4 Classifying Solid Figures	3/30	11.5 Chapter 11 Review	3/31	12.1 Mean, Median and Mode	
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4/3	12.2 Mean Absolute Deviation												
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4/21	CAASPP Test Preparation												

31	5	<table border="1"> <tr><td data-bbox="235 766 284 871">4/24</td><td data-bbox="235 871 284 1871">CAASPP Test Preparation</td></tr> <tr><td data-bbox="284 766 332 871">4/25</td><td data-bbox="284 871 332 1871">CAASPP Test Preparation</td></tr> <tr><td data-bbox="332 766 381 871">4/26</td><td data-bbox="332 871 381 1871">CAASPP Test Preparation</td></tr> <tr><td data-bbox="381 766 430 871">4/27</td><td data-bbox="381 871 430 1871">CAASPP Test Preparation</td></tr> <tr><td data-bbox="430 766 479 871">4/28</td><td data-bbox="430 871 479 1871">CAASPP Test Preparation</td></tr> </table>	4/24	CAASPP Test Preparation	4/25	CAASPP Test Preparation	4/26	CAASPP Test Preparation	4/27	CAASPP Test Preparation	4/28	CAASPP Test Preparation
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33	5	CAASPP Testing Week (5/3-5/6/17)										
34	5	<table border="1"> <tr><td data-bbox="1102 766 1151 871">5/15</td><td data-bbox="1102 871 1151 1871">14.1 Measuring Length</td></tr> <tr><td data-bbox="1151 766 1200 871">5/16</td><td data-bbox="1151 871 1200 1871">14.2 Identify Units of Weight & Capacity</td></tr> <tr><td data-bbox="1200 766 1248 871">5/17</td><td data-bbox="1200 871 1248 1871">14.3 Converting Customary Units</td></tr> <tr><td data-bbox="1248 766 1297 871">5/18</td><td data-bbox="1248 871 1297 1871">14.4 Equivalence & Metric Units</td></tr> </table>	5/15	14.1 Measuring Length	5/16	14.2 Identify Units of Weight & Capacity	5/17	14.3 Converting Customary Units	5/18	14.4 Equivalence & Metric Units		
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38	1		<table border="1"> <tr> <td>6/12</td> <td>LAST DAY OF SCHOOL</td> </tr> </table>	6/12	LAST DAY OF SCHOOL			
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1st Semester 2016-2017 GRADE: 7

Week #	Days	Daily Lessons	Assessment										
1	5	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">8/29</td> <td>Course Introduction Day 1: I CANs & Pacing</td> </tr> <tr> <td style="text-align: center;">8/30</td> <td>Course Introduction Day 2: Exploring Canvas</td> </tr> <tr> <td style="text-align: center;">8/31</td> <td>Course Introduction Day 3: Individual Student Profile</td> </tr> <tr> <td style="text-align: center;">9/1</td> <td>Course Introduction Day 4: Placement Test</td> </tr> <tr> <td style="text-align: center;">9/2</td> <td>i-Ready Diagnostic Complete</td> </tr> </table>	8/29	Course Introduction Day 1: I CANs & Pacing	8/30	Course Introduction Day 2: Exploring Canvas	8/31	Course Introduction Day 3: Individual Student Profile	9/1	Course Introduction Day 4: Placement Test	9/2	i-Ready Diagnostic Complete	iReady
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9/5	HOLIDAY												
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9	5	<table border="1"> <tr> <td data-bbox="235 1228 300 1470">10/24</td> <td data-bbox="235 1470 592 1575">3.13 Conversions of Decimals, Fractions & Percents</td> </tr> <tr> <td data-bbox="300 1228 365 1470">10/25</td> <td data-bbox="300 1470 592 1575">3.14 Review & Assess: 7EE3 (Day 1)</td> </tr> <tr> <td data-bbox="365 1228 430 1470">10/26</td> <td data-bbox="365 1470 592 1575">3.15 Review & Assess: 7EE3 (Day 2)</td> </tr> <tr> <td data-bbox="430 1228 495 1470">10/27</td> <td data-bbox="430 1470 592 1575">3.16 Review & Assess 7EE4a</td> </tr> <tr> <td data-bbox="495 1228 592 1470">10/28</td> <td data-bbox="495 1470 592 1575">3.17 Solving Inequalities</td> </tr> </table>	10/24	3.13 Conversions of Decimals, Fractions & Percents	10/25	3.14 Review & Assess: 7EE3 (Day 1)	10/26	3.15 Review & Assess: 7EE3 (Day 2)	10/27	3.16 Review & Assess 7EE4a	10/28	3.17 Solving Inequalities	
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10/31	3.18 Solving Inequalities Using Addition												
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18	4	<table border="1"> <tr> <td>1/16</td> <td>HOLIDAY</td> </tr> <tr> <td>1/17</td> <td>7.8 Read & Interpret Scale Drawings & Maps</td> </tr> <tr> <td>1/18</td> <td>7.9 Scale Drawings & Problem Solving</td> </tr> <tr> <td>1/19</td> <td>7.10 Circle Circumference</td> </tr> <tr> <td>1/20</td> <td>7.11 Diameter or Radius of a Circle given Circumference</td> </tr> </table>	1/16	HOLIDAY	1/17	7.8 Read & Interpret Scale Drawings & Maps	1/18	7.9 Scale Drawings & Problem Solving	1/19	7.10 Circle Circumference	1/20	7.11 Diameter or Radius of a Circle given Circumference	
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19	5												

1/23	7.12 Area of a Circle	
1/24	7.13 Radius or Diameter of a Circle Given Area	
1/25	7.14 Areas of Combined Figures	
1/26	7.15 Area & Circumference of Circles Problem Solving	
1/27	7.16 Triangle Area	

2nd Semester 2016-2017

GRADE: 7

Week #	Days	Daily Lessons	Assessments						
20	5	<table border="1"> <tr> <td>1/30</td> <td>7.16 Triangle Area</td> </tr> <tr> <td>1/31</td> <td>7.17 Area of a Parallelogram</td> </tr> <tr> <td>2/1</td> <td>7.18 Classifying Solid Figures</td> </tr> </table>	1/30	7.16 Triangle Area	1/31	7.17 Area of a Parallelogram	2/1	7.18 Classifying Solid Figures	
1/30	7.16 Triangle Area								
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2/1	7.18 Classifying Solid Figures								

			<table border="1"> <tr> <td>2/2</td> <td>7.19 Representing Solid Figures</td> </tr> <tr> <td>2/3</td> <td>7.20 Surface Area of Prisms</td> </tr> </table>	2/2	7.19 Representing Solid Figures	2/3	7.20 Surface Area of Prisms							
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2/3	7.20 Surface Area of Prisms													
21	5	Milestone #2	<table border="1"> <tr> <td>2/6</td> <td>7.21 Surface Area of Cylinders</td> </tr> <tr> <td>2/7</td> <td>Milestone #2 Assessment</td> </tr> <tr> <td>2/8</td> <td>7.22 Surface Area of Pyramids & Cones</td> </tr> <tr> <td>2/9</td> <td>7.23 Volume of Prisms</td> </tr> <tr> <td>2/10</td> <td>7.24 Volume of Cylinders</td> </tr> </table>	2/6	7.21 Surface Area of Cylinders	2/7	Milestone #2 Assessment	2/8	7.22 Surface Area of Pyramids & Cones	2/9	7.23 Volume of Prisms	2/10	7.24 Volume of Cylinders	
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23	4	PQ 7.8 PQ 7.9	<table border="1"> <tr> <td>2/20</td> <td>HOLIDAY</td> </tr> <tr> <td>2/21</td> <td>7.29 Cross Sections of Solids</td> </tr> </table>	2/20	HOLIDAY	2/21	7.29 Cross Sections of Solids							
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32	5	<table border="1"> <tr> <td data-bbox="240 768 297 842">5/1</td> <td data-bbox="240 842 297 1871">11.15 Probability Lab + CAASPP Test Preparation</td> </tr> <tr> <td data-bbox="297 768 354 842">5/2</td> <td data-bbox="297 842 354 1871">CAASPP Test Preparation</td> </tr> <tr> <td data-bbox="354 768 410 842">5/3</td> <td data-bbox="354 842 410 1871">CAASPP Test Preparation</td> </tr> <tr> <td data-bbox="410 768 467 842">5/4</td> <td data-bbox="410 842 467 1871">CAASPP Test Preparation</td> </tr> <tr> <td data-bbox="467 768 524 842">5/5</td> <td data-bbox="467 842 524 1871">CAASPP Test Preparation</td> </tr> </table>	5/1	11.15 Probability Lab + CAASPP Test Preparation	5/2	CAASPP Test Preparation	5/3	CAASPP Test Preparation	5/4	CAASPP Test Preparation	5/5	CAASPP Test Preparation
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33	5	CAASPP Testing Week (5/3-5/6/16)										
34	5	<table border="1"> <tr> <td data-bbox="699 768 756 842">5/15</td> <td data-bbox="699 842 756 1871">12.1 Choice Module: Probability</td> </tr> <tr> <td data-bbox="756 768 813 842">5/16</td> <td data-bbox="756 842 813 1871">12.1 Choice Module: Probability</td> </tr> <tr> <td data-bbox="813 768 870 842">5/17</td> <td data-bbox="813 842 870 1871">12.1 Choice Module: Probability</td> </tr> <tr> <td data-bbox="870 768 927 842">5/18</td> <td data-bbox="870 842 927 1871">12.1 Choice Module: Probability</td> </tr> <tr> <td data-bbox="927 768 984 842">5/19</td> <td data-bbox="927 842 984 1871">12.1 Choice Module: Probability</td> </tr> </table>	5/15	12.1 Choice Module: Probability	5/16	12.1 Choice Module: Probability	5/17	12.1 Choice Module: Probability	5/18	12.1 Choice Module: Probability	5/19	12.1 Choice Module: Probability
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			5/26	13.5 Multi-Step Equations	
36	4		5/29	HOLIDAY	
			5/30	13.6 Equations with Variables on Both Sides	
			5/31	13.7 Ratios & Proportions	
			6/1	13.8 Percent Problems	
			6/2	13.9 Integers & Rational Numbers	
37	5		6/5	13.10 Multiplying & Dividing Rational Numbers	
			6/6	i-Ready Diagnostic & Practice	
			6/7	i-Ready Diagnostic & Practice	
			6/8	i-Ready Diagnostic & Practice	
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38	1		6/12	LAST DAY OF SCHOOL!	

Week #	Days	Daily Lessons	Assessment										
1	5	<table border="1"> <tr> <td>8/29</td> <td>Course Introduction Day 1: I CANs & Pacing</td> </tr> <tr> <td>8/30</td> <td>Course Introduction Day 2: Exploring Canvas</td> </tr> <tr> <td>8/31</td> <td>Course Introduction Day 3: Individual Student Profile</td> </tr> <tr> <td>9/1</td> <td>Course Introduction Day 4: Placement Test</td> </tr> <tr> <td>9/2</td> <td>i-Ready Diagnostic Complete</td> </tr> </table>	8/29	Course Introduction Day 1: I CANs & Pacing	8/30	Course Introduction Day 2: Exploring Canvas	8/31	Course Introduction Day 3: Individual Student Profile	9/1	Course Introduction Day 4: Placement Test	9/2	i-Ready Diagnostic Complete	iReady
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6	5	<table border="1"> <tr> <td data-bbox="800 1486 857 1575">10/3</td> <td data-bbox="800 688 857 1486">4.3 Scientific Notation & Decimals</td> </tr> <tr> <td data-bbox="857 1486 914 1575">10/4</td> <td data-bbox="857 688 914 1486">4.4 Scientific Notation & Measurement</td> </tr> <tr> <td data-bbox="914 1486 971 1575">10/5</td> <td data-bbox="914 688 971 1486">4.5 Operations in Scientific Notation</td> </tr> <tr> <td data-bbox="971 1486 1027 1575">10/6</td> <td data-bbox="971 688 1027 1486">4.6 Review & Assess: Scientific Notation</td> </tr> <tr> <td data-bbox="1027 1486 1084 1575">10/7</td> <td data-bbox="1027 688 1084 1486">4.7 Real World with Scientific Notation</td> </tr> </table>	10/3	4.3 Scientific Notation & Decimals	10/4	4.4 Scientific Notation & Measurement	10/5	4.5 Operations in Scientific Notation	10/6	4.6 Review & Assess: Scientific Notation	10/7	4.7 Real World with Scientific Notation	
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8	4	<table border="1"> <tr> <td data-bbox="191 1465 248 1577">10/17</td> <td data-bbox="191 684 248 1465">NO SCHOOL</td> </tr> <tr> <td data-bbox="248 1465 305 1577">10/18</td> <td data-bbox="248 684 305 1465">6.1 Unit Rate</td> </tr> <tr> <td data-bbox="305 1465 362 1577">10/19</td> <td data-bbox="305 684 362 1465">6.2 Unit Rate as Slope</td> </tr> <tr> <td data-bbox="362 1465 418 1577">10/20</td> <td data-bbox="362 684 418 1465">6.3 Graphing Proportional Relationships</td> </tr> <tr> <td data-bbox="418 1465 475 1577">10/21</td> <td data-bbox="418 684 475 1465">6.4 Review & Assess: Interpreting Unit Rate & Graphing</td> </tr> </table>	10/17	NO SCHOOL	10/18	6.1 Unit Rate	10/19	6.2 Unit Rate as Slope	10/20	6.3 Graphing Proportional Relationships	10/21	6.4 Review & Assess: Interpreting Unit Rate & Graphing
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12/12	9.5 Linear & Non-Linear Functions													

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12/13	9.6 Review & Assess: Functions											
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1/16	HOLIDAY											
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PQ 8.8

19	5	<table border="1"> <tr> <td data-bbox="134 1465 191 1577">1/23</td> <td data-bbox="191 1465 427 1577">11.5 Similar Figures</td> </tr> <tr> <td data-bbox="191 1465 248 1577">1/24</td> <td data-bbox="248 1465 427 1577">11.6 Review & Assess: Transformations</td> </tr> <tr> <td data-bbox="248 1465 305 1577">1/25</td> <td data-bbox="305 1465 427 1577">11.7 Real World Problems: Transformations</td> </tr> <tr> <td data-bbox="305 1465 362 1577">1/26</td> <td data-bbox="362 1465 427 1577">11.8 Real World Problems: Transformations</td> </tr> <tr> <td data-bbox="362 1465 427 1577">1/27</td> <td data-bbox="427 1465 469 1577">11.9 Real World Problems: Transformations</td> </tr> </table>	1/23	11.5 Similar Figures	1/24	11.6 Review & Assess: Transformations	1/25	11.7 Real World Problems: Transformations	1/26	11.8 Real World Problems: Transformations	1/27	11.9 Real World Problems: Transformations
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2nd Semester 2016-2017

SIM GRADE: 8

Week #	Days	Daily Lessons	Assessments										
20	5	<table border="1"> <tr> <td>1/30</td> <td>11.10 Real World Problems: Transformations</td> </tr> <tr> <td>1/31</td> <td>12.1 Choice Module: Transformations</td> </tr> <tr> <td>2/1</td> <td>12.1 Choice Module: Transformations</td> </tr> <tr> <td>2/2</td> <td>12.1 Choice Module: Transformations</td> </tr> <tr> <td>2/3</td> <td>12.1 Choice Module: Transformations</td> </tr> </table>	1/30	11.10 Real World Problems: Transformations	1/31	12.1 Choice Module: Transformations	2/1	12.1 Choice Module: Transformations	2/2	12.1 Choice Module: Transformations	2/3	12.1 Choice Module: Transformations	PQ 8.10
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3/16	16.3 Volume of Spheres													
3/17	16.4 Review & Assess: Volume & Solids													
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Middle School Physical Science

[Link to NGSS](#)

Unit 1: Matter and Its Interactions - MS Physical Science

By the end of middle school, students will be able to apply understanding that pure substances have characteristic physical and chemical properties and are made from a single type of atom or molecule. They will be able to provide molecular level accounts to explain states of matters and changes between states, that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions. Students are also able to apply an understanding of the design and the process of optimization in engineering to chemical reaction systems.

Key Questions:

“How do atomic and molecular interactions explain the properties of matter that we see and feel?”

DISCIPLINARY CORE IDEAS:

Structure and Properties of Matter

- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.
- Solids may be formed from molecules, or they may be extended structures with repeating subunits
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.

Chemical Reactions

- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

- The total number of each type of atom is conserved, and thus the mass does not change.
- Some chemical reactions release energy, others store energy.

Definitions of Energy

- The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.
- The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system’s material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system’s total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material.

Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.

Optimizing the Design Solution

- Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design.
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

After completing this unit students CAN:

1. Develop models to describe the atomic composition of simple molecules and extended structures.
2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society
4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.
7. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Unit 2: Motion and Stability: Forces and Interactions - MS Physical Science

By the end of middle school, students will be able to apply Newton's Third Law of Motion to relate forces to explain the motion of objects. Students also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while others repel. In particular, students will develop understanding that gravitational interactions are always attractive but that electrical and magnetic forces can be both attractive and negative. Students also develop ideas that objects can exert forces on each other even though the objects are not in contact, through fields.

Key Question:

"How can one describe physical interactions between objects and within systems of objects?"

DISCIPLINARY CORE IDEAS:

Forces and Motion

- For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).
- The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
- All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.

Types of Interactions

- Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
- Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.
- Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively)

After completing this unit students CAN:

1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces

4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

Unit 3: Energy - MS Physical Science

Students develop their understanding of important qualitative ideas about energy including that the interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another, and the total change of energy in any system is always equal to the total energy transferred into or out of the system. Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions. Students will also come to know the difference between energy and temperature, and begin to develop an understanding of the relationship between force and energy. Students are also able to apply an understanding of design to the process of energy transfer.

Key Question:

“How can energy be transferred from one object or system to another?”

DISCIPLINARY CORE IDEAS:

Definitions of Energy

- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.
- A system of objects may also contain stored (potential) energy, depending on their relative positions.
- Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.

Conservation of Energy and Energy Transfer

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
- The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones.

Relationship Between Energy and Forces

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

Defining and Delimiting an Engineering Problem

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions.

Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem.

After completing this unit students CAN:

1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object
2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object

Unit 4: Waves and Their Applications in Technologies for Information Transfer - MS Physical Science

Students are able to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information.

Key Question:

“What are the characteristic properties of waves and how can they be used?”

DISCIPLINARY CORE IDEAS:

Wave Properties

- A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
- A sound wave needs a medium through which it is transmitted.

Electromagnetic Radiation

- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object’s material and the frequency (color) of the light.
- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
- However, because light can travel through space, it cannot be a matter wave, like sound or water waves.

Information Technologies and Instrumentation

- Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.
-

After completing this unit students CAN:

1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.
4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Middle School Life Science

[Link to NGSS](#)

Unit 1: From Molecules to Organisms: Structures and Processes -MS Life Science

Students can gather information and use this information to support explanations of the structure and function relationship of cells. They can communicate understanding of cell theory.

They have a basic understanding of the role of cells in body systems and how those systems work to support the life functions of the organism. The understanding of cells provides a context for the plant process of photosynthesis and the movement of matter and energy needed for the cell. Students can construct an explanation for how environmental and genetic factors affect growth of organisms. They can connect this to the role of animal behaviors in reproduction of animals as well as the dependence of some plants on animal behaviors for their reproduction.

Key Question:

“How can one explain the ways cells contribute to the function of living organisms.”

DISCIPLINARY CORE IDEAS:

Structure and Function

- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
- Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

Growth and Development of Organisms

- Animals engage in characteristic behaviors that increase the odds of reproduction.
- Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.
- Genetic factors as well as local conditions affect the growth of the adult plant.

Organization for Matter and Energy Flow in Organisms

- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.
- Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.

Information Processing

- Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.

Energy in Chemical Processes and Everyday Life

- The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.
- Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.

After completing this unit students CAN:

1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism
8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Unit 2 Ecosystems: Interactions, Energy, and Dynamics-MS Life Science

Students can analyze and interpret data, develop models, and construct arguments and demonstrate a deeper understanding of resources and the cycling of matter and the flow of energy in ecosystems. They can also study patterns of the interactions among organisms within an ecosystem. They consider biotic and abiotic factors in an ecosystem and the effects these factors have on population. They evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Key Questions:

“How does a system of living and non-living things operate to meet the needs of the organisms in an ecosystem?”

DISCIPLINARY CORE IDEAS:

Interdependent Relationships in Ecosystems

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
- Growth of organisms and population increases are limited by access to resources.
- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.

Cycle of Matter and Energy Transfer in Ecosystems

- Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.

Ecosystem Dynamics, Functioning, and Resilience

- Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.
- Biodiversity describes the variety of species found in Earth’s terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem’s biodiversity is often used as a measure of its health.

Biodiversity and Humans

- Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.

Developing Possible Solutions

- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (secondary to MS-LS2-5)

After completing this unit students CAN:

1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem
2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems
3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
6. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem

Unit 3: Heredity: Inheritance and Variation of Traits -MS Life Science

Students can use models to describe ways gene mutations and sexual reproduction contribute to genetic variation. Crosscutting concepts of cause and effect and structure and function provide students with a deeper understanding of how gene structure determines differences in the functioning of organisms.

Key Question:

“How do living organisms pass traits from one generation to the next?”

DISCIPLINARY CORE IDEAS:

Growth and Development of Organisms

- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.

Inheritance of Traits

- Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
- Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.

Variation of Traits

- In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.

After completing this unit students CAN:

1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism
2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

Unit 4: Biological Evolution: Unity and Diversity -MS Life Science

Students can construct explanations based on evidence to support fundamental understandings of natural selection and evolution. They can use ideas of genetic variation in a population to make sense of organisms surviving and reproducing, hence passing on the traits of the species. They are able to use fossil records and anatomical similarities of the relationships among organisms and species to support their understanding.

Key Questions:

“How do organisms change over time in response to changes in the environment?”

DISCIPLINARY CORE IDEAS:

Evidence of Common Ancestry and Diversity

- The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
- Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent.
- Comparison of the embryological development of different species also reveals similarities that show relationships not evident in the fully-formed anatomy.

Natural Selection

- Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.

Adaptation

- Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes.

After completing this unit students CAN:

1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past
2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. [

3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Middle School Earth Science

[Link to NGSS](#)

Unit 1: Earth's Place in the Universe - MS Earth Science

Students examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. There is a strong emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. There is also a strong connection to engineering through the instruments and technologies that have allowed us to explore the objects in our solar system and obtain the data that support the theories that explain the formation and evolution of the universe. Students examine geoscience data in order to understand the processes and events in Earth's history.

Key Questions:

- What is Earth's place in the Universe?
- What makes up our solar system and how can the motion of Earth explain seasons and eclipses?
- How do people figure out that the Earth and life on Earth have changed through time?

DISCIPLINARY CORE IDEAS:

The Universe and Its Stars

- Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
- Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.

Earth and the Solar System

- The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.
- This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
- The solar system appears to have formed from a disk of dust and gas, drawn together by gravity.

The History of Planet Earth

- The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.

After completing this unit students CAN:

1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system
3. Analyze and interpret data to determine scale properties of objects in the solar system.
4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

Unit 2: Tectonics - MS Earth Science

Students understand how Earth's geo-systems operate by modeling the flow of energy and cycling of matter within and among different systems. Students investigate the controlling properties of important materials and construct explanations based on the analysis of real geoscience data. Of special importance in both topics are the ways that geoscience processes provide resources needed by society but also cause natural hazards that present risks to society; both involve technological challenges, for the identification and development of resources. Students develop understanding of the factors that control weather. A systems approach is also important here, examining the feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean and atmosphere.

Key Questions:

- How do the materials in and on Earth's crust change over time?
- How does the movement of tectonic plates impact the surface of Earth?

DISCIPLINARY CORE IDEAS:

The History of Planet Earth

- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.

Earth's Materials and Systems

- All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.
- The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.

Plate Tectonics and Large-Scale System Interactions

- Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.

After completing this unit students CAN:

1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

Unit 3: Weather and Climate - MS Earth Science

Students understand how Earth's geo-systems operate by modeling the flow of energy and cycling of matter within and among different systems. Students investigate the controlling properties of important materials and construct explanations based on the analysis of real geoscience data. Of special importance in both topics are the ways that geoscience processes provide resources needed by society but also cause natural hazards that present risks to society; both involve technological challenges, for the identification and development of resources. Students develop understanding of the factors that control weather. A systems approach is also important here, examining the feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean and atmosphere.

Key Questions:

- How does water influence weather, circulate in the oceans, and shape Earth's surface?
- What factors interact and influence weather?
- How have living organisms changed the Earth and how have Earth's changing conditions impacted living organisms?"

DISCIPLINARY CORE IDEAS:

The Roles of Water in Earth's Surface Processes

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.
- The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
- Global movements of water and its changes in form are propelled by sunlight and gravity.
- Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.
- Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations.

Weather and Climate

- Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
- Because these patterns are so complex, weather can only be predicted probabilistically.
- The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.

After completing this unit students CAN:

1. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
2. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
3. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Unit 4: Earth and Human Activity - MS Earth Science

Students understand the ways that human activities impacts Earth's other systems. Students use many different practices to understand the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development.

Key Questions:

How is the availability of needed natural resources related to naturally occurring processes?

How can natural hazards be predicted?

How do human activities affect Earth systems?

How do we know our global climate is changing?

DISCIPLINARY CORE IDEAS:

Natural Resources

- Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.

Natural Hazards

- Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.

Human Impacts on Earth Systems

- Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.
- Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

Global Climate Change

- Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.

After completing this unit students CAN:

1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
6. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

5th Grade SCIENCE CONTENT:

[LIST OF COMPLETE 5th GRADE NGSS](#)

Unit 1: Earth and Earth Systems - 5th Grade

Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data to provide evidence about the distribution of water on Earth. Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

DISCIPLINARY CORE IDEAS:

Motion and Stability

- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.

Earth's Place in the Universe

- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.
- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.

Earth's Systems

- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.
- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.

Engineering Design

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.

After completing this unit students CAN:

1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth
2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky
3. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
4. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
5. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Unit 2: Energy in the Environment- 5th Grade:

Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.

DISCIPLINARY CORE IDEAS:

Energy:

- The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).
- Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.

From Molecules to Organisms

- Plants acquire their material for growth chiefly from air and water.

Ecosystems: Interactions, Energy, and Dynamics

- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.
- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.

After completing this unit students CAN:

1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [
2. Support an argument that plants get the materials they need for growth chiefly from air and water.
3. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment

Unit 3: Human's Role on Earth- 5th Grade:

Students develop an understanding of the impact that humans have on the earth. Students investigate what science is doing to protect earth's resources.

DISCIPLINARY CORE IDEAS

Earth and Human Activity

- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Engineering and Design

- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)

After completing this unit students CAN:

1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment
2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit 4: Properties of Matter - 5th Grade:

Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances.

DISCIPLINARY CORE IDEAS:

Matter and Its Interactions

- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.
- Measurements of a variety of properties can be used to identify materials.

Chemical Reactions

- When two or more different substances are mixed, a new substance with different properties may be formed.
- No matter what reaction or change in properties occurs, the total weight of the substances does not change.

Engineering and Design

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

After completing this unit students CAN:

1. Develop a model to describe that matter is made of particles too small to be seen. [
2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
3. Make observations and measurements to identify materials based on their properties.
4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
5. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

4th Grade Science Content

[LIST OF COMPLETE 4th GRADE NGSS](#)

UNIT 1: Transfer of Energy - 4th Grade

Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions.

Key Questions:

- What is energy and how is it related to motion?
- How is energy transferred?
- How can energy be used to solve a problem?"

DISCIPLINARY CORE IDEAS:

Energy

Definitions of Energy

- The faster a given object is moving, the more energy it possesses.
- Energy can be moved from place to place by moving objects or through sound, light, or electric currents.

Conservation of Energy and Energy Transfer

- Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
- Light also transfers energy from place to place.
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.

Relationship Between Energy and Forces

- When objects collide, the contact forces transfer energy so as to change the objects' motions.

Energy in Chemical Processes and Everyday Life

- The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use.

Defining Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be

compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.

Engineering Design

Defining and Delimiting Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.

After completing this unit students CAN:

1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
3. Ask questions and predict outcomes about the changes in energy that occur when objects collide
4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
5. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Unit 2: Waves and Transferring Information - 4th Grade

Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye.

Key Questions

- What are waves and what are some things they can do?

DISCIPLINARY CORE IDEAS:

Waves and their Applications in Technologies for Information Transfer

Wave Properties

- Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach.
- Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).

Electromagnetic Radiation

- An object can be seen when light reflected from its surface enters the eyes.

Information Technologies and Instrumentation

- Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.

Optimizing The Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

Engineering Design

Optimizing the Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

After completing this unit students CAN:

1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen
3. Generate and compare multiple solutions that use patterns to transfer information.
4. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Unit 3: Form and Function- 4th Grade

Fourth graders are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Key Questions:

- How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?

DISCIPLINARY CORE IDEAS:

From Molecules to Organisms: Structures and Processes

Structure and Function

- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

Information Processing

- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.

Engineering Design

Developing Possible Solutions

- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.

After completing this unit students CAN:

1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction
2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
3. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit 4: Earth's Movement and Resources - 4th Grade

Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth's features, students analyze and interpret data from maps.

Key Questions

- How can water, ice, wind and vegetation change the land?
- What patterns of Earth's features can be determined with the use of maps?

DISCIPLINARY CORE IDEAS:

Earth's Place in the Universe

The History of Planet Earth

- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.

Earth's Systems

Earth Materials and Systems

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

Plate Tectonics and Large-Scale System Interactions

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.

Biogeology

- Living things affect the physical characteristics of their regions.

Earth and Human Activity

Natural Resources

- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.

Natural Hazards

- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.

After completing this unit students CAN:

1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
2. Analyze and interpret data from maps to describe patterns of Earth's features.
3. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment
4. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

3rd Grade Science Content

[LIST OF COMPLETE 3rd GRADE NGSS](#)

Unit 1: Forces - 3rd Grade

Key Questions

- How do equal and unequal forces on an object affect the object?
- How can magnets be used?"

DISCIPLINARY CORE IDEAS:

Motion and Stability: Forces and Interactions

Forces and Motion

- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion.
- The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it.

Types of Interactions

- Objects in contact exert forces on each other.
- Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.

Engineering Design

Defining and Delimiting Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.

After completing this unit students CAN:

1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
4. Define a simple design problem that can be solved by applying scientific ideas about magnets

5. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Unit 2: The Passing of Traits - 3rd Grade

Key Questions:

- How do organisms vary in their traits?

Heredity: Inheritance and Variation of Traits

Inheritance of Traits

- Many characteristics of organisms are inherited from their parents.
- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.

Variation of Traits

- Different organisms vary in how they look and function because they have different inherited information.
- The environment also affects the traits that an organism develops.

From Molecules to Organisms: Structures and Processes

Growth and Development of Organisms

- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

Engineering Design

Optimizing the Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.
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After completing this unit students CAN:

1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
2. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
3. Use evidence to support the explanation that traits can be influenced by the environment
4. Plan and carry out fair tests in which variables are cont

Unit 3: Animal Behaviors -3rd Grade

Key Questions:

- How are plants, animals, and environments of the past similar or different from current plants, animals, and environments?
- What happens to organisms when their environment changes?

Biological Evolution: Unity and Diversity

Ecosystem Dynamics, Functioning, and Resilience

- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.

Evidence of Common Ancestry and Diversity

- Some kinds of plants and animals that once lived on Earth are no longer found anywhere.
- Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.

Natural Selection

- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.

Adaptation

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.

Biodiversity and Humans

- Populations live in a variety of habitats, and change in those habitats affects the organisms living there

Ecosystems: Interactions, Energy, and Dynamics

Social Interactions and Group Behavior

- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size

After completing this unit students CAN:

1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
5. Construct an argument that some animals form groups that help members survive.

Unit 4: Climate and Weather - 3rd Grade

Key Questions:

- What is typical weather in different parts of the world and during different times of the year?
- How can the impact of weather-related hazards be reduced?

Earth's Systems

Weather and Climate

- Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years

Earth and Human Activity

Natural Hazards

- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts

Engineering Design

Developing Possible Solutions

- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.

After completing this unit students CAN:

1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
2. Obtain and combine information to describe climates in different regions of the world
3. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
4. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

2nd Grade Science Content

[LIST OF COMPLETE 2nd GRADE NGSS](#)

UNIT 1: Matter and Its Interactions

An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials. Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

Key Questions:

- How are materials similar and different from one another?
- How do the properties of the materials relate to their use?

DISCIPLINARY CORE IDEAS:

Structure and Properties of Matter

- Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.
- Matter can be described and classified by its observable properties.
- Different properties are suited to different purposes.
- A great variety of objects can be built up from a small set of pieces.
- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.

Matter

Definition of Matter

- Something that takes up space and has mass

Characteristics of Matter

- States of matter are solid, liquid, and gas
- Melting point and boiling point define types of matter
- Color, texture, hardness and flexibility are all characteristics of matter
- Density at the second grade level can be compared to the density of water. Will the object float or sink?
- Weight at the second grade level can be described as heavy or light.

Engineering Design

Constructing explanations and designing solutions builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

After completing this unit students CAN:

1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Suggested Trade Books:

What If Rain Boots Were Made of Paper? By Kevin Beals and P. David Pearson

Floating or Sinking by Charlotte Guillain

What is the World Made of? By Kathleen Weidner Zoehfeld

Change It: Solids, Liquids, and Gases and You by Adrienne Mason

Unit 2: Ecosystems: Interactions, Energy, and Dynamics - 2nd Grade

Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination.

Key Question

- What do plants need to grow?

DISCIPLINARY CORE IDEAS:

Interdependent Relationships in Ecosystems

- Plants depend on water and light to grow.
- Plants depend on animals for pollination or to move their seeds around.

Engineering Design

Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

After completing this unit students CAN:

1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.
2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Suggested Trade Books:

The Tiny Seed by Eric Carle

A Fruit is a Suitcase for Seeds by Jean Richards

Johnny Appleseed Heads West (Reading A-Z)

The Plant (Reading A-Z)

City Animals (Reading A-Z)

In the Mountains (Reading A-Z)

In the Sea (Reading A-Z)

A Seed is Sleepy by Dianna Aston & Sylvia Long

From Flower to Fruit by Richard Konicek-Moran and Kathleen Conicek-Moran

Animal Pollinators by Jennifer Boothroyd

What if There Were no Bees? By Suzanne Slade

Unit 3: Biological Evolution - Unity and Diversity

Second graders are expected to compare the diversity of life in different habitats.

Key Questions:

- How many types of living things live in a place?

DISCIPLINARY CORE IDEAS:

Interdependent Relationships in Ecosystems

- Plants depend on water and light to grow.
- Plants depend on animals for pollination or to move their seeds around.

Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

After completing this unit students CAN:

1. Make observations of plants and animals to compare the diversity of life in different habitats.

Suggested Trade Books

Desert Habitat:

Desert Night, Desert Day by Anthony Fredericks
Why, Oh Why, are Deserts Dry? By Trish Rabe
The Seed and the Giant Saguaro by Jennifer Ward
Way out West Lives a Coyote Named Frank by Jillian Lund
Deserts by Gail Gibbons

Rainforest Habitat:

The Rainforest Grew All Around by Susan Mitchell
One Small Place in a Tree by Barbara Brenner
One Small Square: Tropical Rainforest by Donald Silver
DK Eyewitness: Jungle

Grassland Habitat:

Butterfly Eyes by Joyce Sidman and Beth Krommes
A Walk In the Prairie by Rebecca Johnson

Ocean Habitat:

This is the Sea that Feeds Us by Robert Baldwin
Here is the Coral Reef by Madeline Dunphy
Somewhere in the Ocean by Jennifer Ward

Arctic Habitat:

Here is Antarctica by Madeline Dunphy
A Penguin Story by Antoinette Portis
Over in the Arctic by Marianne Burkes
Survival at 40 Below by Debbie Miller

Unit 4: Earth's Systems - 2nd Grade

Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth's features, students analyze and interpret data from maps.

Key Questions

- How can water, ice, wind and vegetation change the land?
- What patterns of Earth's features can be determined with the use of maps?

DISCIPLINARY CORE IDEAS:

Earth's Place in the Universe

The History of Planet Earth

- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.

Earth's Systems

Earth Materials and Systems

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

Plate Tectonics and Large-Scale System Interactions

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.

Bio-geology

- Living things affect the physical characteristics of their regions.

Earth and Human Activity

Natural Resources

- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.

Natural Hazards

- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.

After completing this unit students CAN:

5. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
6. Analyze and interpret data from maps to describe patterns of Earth's features.
7. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment
8. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

**Vista Springs Kindergarten History/Social Studies
Major Units of Study and Suggested Pacing**

Major Units (titles and periodization reflect textbook content and organization)	California State Content Standard Cluster	Suggested Time Frame	Possible Trade Books
Citizenship	K.1	August 29 – October 6	<u>What if Everybody Did That</u> <u>We Live Here Too</u> <u>Following Rules</u> <u>Being Honest</u> <u>I am a Good Citizen</u>
National and State Symbols	K.2	October 10 – November 18	<u>Why are there Stripes on the Am Flag?</u> <u>The Liberty Bell</u> <u>Oh Say Can You See</u> <u>Celebrating California</u>
Work Now and Long Ago	K.3	November 28 – January 26	<u>Work in Colonial America</u> <u>Now and Ben</u> <u>Machines on the Farm</u> <u>Clothesline Clues to Jobs People Do</u>
Location and Map Skills	K.4	January 30 – March 9	<u>Follow that Map</u> <u>There's a Map on my Lap</u> <u>Me on the Map</u> <u>Map Keys</u>
Temporal Order	K.5	March 12 – April 27	<u>The Caterpillar and the Polliwog</u> <u>Families, Families, Families</u> <u>My Town</u> <u>The Night Before First Grade</u>
Extraordinary and Ordinary People in the Past	K.6	April 30 – June 14	<u>I am Abraham Lincoln</u> <u>Who was Sacagawea</u> <u>Journey of a Pioneer</u> <u>What was the Gold Rush</u>

History-Social Science Content Standards for California Public Schools Adopted by the California State Board of Education October 1998

Historical and Social Sciences Analysis Skills

History-Social Science Content Standards: Kindergarten Through Grade Five

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures

and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

Kindergarten

History-Social Science Content Standards

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

**Vista Springs 1st Grade History/Social Studies
Major Units of Study and Suggested Pacing**

Major Units (titles and periodization reflect textbook content and organization)	California State Content Standard Cluster	Suggested Time Frame	Suggested Trade books
Citizenship	1.1	August 29 – October 6	<u>Llama Llama and the Bully Goat</u> <u>Tar Beach</u> <u>Have you Filled a Bucket Today</u> <u>Sneetches</u>
Concepts of Place	1.2	October 10 – November 18	<u>My Trip to the Fire Station</u> <u>Make Way for Ducklings</u> <u>Madeline</u>
Symbols and Traditions	1.3	November 28 – January 26	<u>Fireworks, Picnics and Flags</u> <u>The First Thanksgiving Day</u> <u>American Holidays: Exploring Traditions</u> <u>Tiki Tiki Tembo</u>
Everyday Lives – Continuity and Change	1.4	January 30 – March 9	<u>Sweet Clara and the Freedom Quilt</u> <u>The Blue Roses</u> <u>My Name is Yoon</u> <u>Speak English for us Marisol</u>
Diverse Communities	1.5	March 12 – April 27	<u>All Kinds of Families</u> <u>Faith has Freckles, Walter has Wheels</u> <u>A Rainbow of Friends</u> <u>Everyone Says I Love You</u>
Economics	1.6	April 30 – June 14	<u>The Giving Tree</u> <u>Four Feet, Two Sandals</u> <u>How Much is that Doggie in the Window</u> <u>The Hard Times Jar</u>

History-Social Science Content Standards for California Public Schools Adopted by the California State Board of Education October 1998

Historical and Social Sciences Analysis Skills

History-Social Science Content Standards: Kindergarten Through Grade Five

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures

and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

Grade One

History-Social Science Content Standards.

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

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. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
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.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").

2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

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.

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.
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.

**Vista Springs 2nd Grade History/Social Studies
Major Units of Study and Suggested Pacing**

Major Units (titles and periodization reflect textbook content and organization)	California State Content Standard Cluster	Suggested Time Frame	Suggested Trade Books
Time	2.1	August 29 – November 4	<u>Whoever You Are</u> <u>The Kids' Family Tree Book</u>
Map Skills	2.2	November 7 – January 26	<u>Landforms and Map Skills</u> <u>Maps and Globes</u> <u>Where Do I Live</u>
Government Structures	2.3	January 30 – April 6	<u>That's Not Fair</u> <u>We the Kids</u> <u>Who was Ben Franklin</u>
Economics	2.4	April 16 – June 14	<u>The Penny Pot</u> <u>Alexander who Used to be Rich...</u> <u>Follow the Money</u> <u>Money Madness</u>

**History-Social Science Content Standards for California Public Schools
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October 1998**

Historical and Social Sciences Analysis Skills

**History-Social Science Content Standards: Kindergarten Through Grade
Five**

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

Grade Two History-Social Science Content Standards.

People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and

military force.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

**Vista Springs 3rd Grade History/Social Studies
Major Units of Study and Suggested Pacing**

Major Units (titles and periodization reflect textbook content and organization)	California State Content Standard Cluster	Suggested Time Frame
Geography	3.1	August 29 - October 6
The Land and its First People	3.2	October 10 – November 18
Communities	3.3	November 28 – January 26
Rules, Laws and U.S. Government	3.4	January 30 – April 27
Economics	3.5	April 30 – June 14

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Historical and Social Sciences Analysis Skills

**History-Social Science Content Standards: Kindergarten Through Grade
Five**

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

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Grade Three

Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on

the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and

services in the past and the present.

2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

**Vista Springs 4th Grade History/Social Studies –Major Units of Study and
Suggested Pacing
California: A Changing State**

Major Units (titles and periodization reflect textbook content and organization)	California State Content Standard Cluster	Suggested Time Frame
The Land and Early People	4.1	August 29 - October 6
Early California	4.2	October 10 – November 18
Becoming a State	4.3	November 28 – January 26
Growth and Development	4.4	January 30 - March 9
Progress as a State	4.4	March 12 - April 27
California Today and Tomorrow	4.4 4.5	April 30 - June 14

Historical and Social Sciences Analysis Skills

History-Social Science Content Standards: Kindergarten Through Grade Five.

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

Grade Four

History-Social Science Content Standards.

California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the

relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).

4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
6. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

**Vista Springs 5th Grade History/Social Studies
Major Units of Study and Suggested Pacing
United States History and Geography**

Major Units (titles and periodization reflect textbook content and organization)	California State Content Standard Cluster	Suggested Time Frame
The First Americans	5.1	August 29 - October 6
Cultures Meet	5.2	October 10 – November 18
Settling the Colonies	5.3 5.4	November 28 – January 26
The American Revolution	5.5 5.6	January 30 - March 9
The New Nation	5.7	March 12 - April 27
A Growing Nation	5.8	April 30 - June 14

**History-Social Science Content Standards for California Public Schools
Adopted by the California State Board of Education
October 1998**

Historical and Social Sciences Analysis Skills

History-Social Science Content Standards: Kindergarten Through Grade Five.

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

History-Social Science Content Standards for California Public Schools
Adopted by the California State Board of Education
October 1998
Grade Five

History-Social Science Content Standards.

United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).

3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of

political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.

7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of

the United States, including the significance of the Texas War for Independence and the Mexican-American War.

5.9 Students know the location of the current 50 states and the names of their capitals.

6th Grade: WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.*

I. Overview Timeline: The Big Topics

Major Units	Suggested Pacing (2011 - 2012)									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I. Early Humans (August 29 – October 6)	XXXX	X								
II. Mesopotamia, Egypt, and Kush (October 10 – November 17)		XXX	XX							
III. Civilizations in India and China (November 28 – January 26)			X	XXX	XXX					
IV. Foundations of Western Ideas (January 30 – March 9)					X	XXXX	XX			
V. The Roman Republic (March 12 – April 27)							XX	XXXX		
VI. Endings and Beginnings: The Fall of Rome and the Early Americas (May 2 – June 14)									XXXX	XX

* Unit titles and periodization reflect California State History Standards' and adopted textbook content and organization.

II. Key Content Standards

Content Focus of Major Units of Instruction, Suggested Pacing, and Relevant Textbook Chapters	Relevant State Content Standards
<p><i>I.</i> <i>Early Humankind and the Development of Human Societies</i></p> <p style="text-align: center;">---</p> <p>Aug. 29–October 6</p>	<p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● <i>(6.1.2) Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments</i>

II.

<p><i>The Beginnings of Civilization in the Near East and Africa: Mesopotamia, Egypt, and Kush</i></p> <p>---</p> <p>October 10 – November 17</p>	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p><i>“A” standard(s):</i></p> <ul style="list-style-type: none">● (6.2.1) <i>Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</i>● (6.2.3) <i>Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</i>● (6.2.5) <i>Discuss the main features of Egyptian art and architecture.</i>
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III.

<p><i>East Meets West: The Early Civilizations of India and China</i></p> <p>---</p> <p>November 28 – January 26</p>	<p>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p><i>“A” Standard(s):</i></p> <ul style="list-style-type: none">● (6.5.5) <i>Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.</i> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p><i>“A” Standard(s):</i></p> <ul style="list-style-type: none">● (6.6.3) <i>Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</i> <p>(6.6.6) <i>Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</i></p>
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IV.

<p><i>The Foundations of Western Ideas: The Ancient Hebrews and Greeks</i></p> <p>---</p> <p>January 30 – March 9</p>	<p>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <p><i>“A” Standard:</i></p> <ul style="list-style-type: none">● (6.3.1) <i>Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.</i>● (6.3.2) <i>Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.</i> <p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.</p> <p><i>“A” Standards:</i></p> <ul style="list-style-type: none">▪ <i>Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).</i>▪ <i>State the key differences between Athenian, or direct, democracy and representative democracy.</i>▪ (6.4.8) <i>Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).</i>
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V.

<p>East Meets West: The Roman World</p> <p>---</p> <p>March 12 – April 27</p>	<p>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p><i>“A” Standards:</i></p> <ul style="list-style-type: none">▪ <i>Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).</i>▪ <i>Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).</i>▪ <i>(6.7.8) Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.</i>
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VI.

<p>Endings and Beginnings: The Fall of Rome and the Early Americas</p> <p>---</p> <p>May 2 – June 14</p>	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p><i>“A” Standard(s)</i></p> <ul style="list-style-type: none">▪ <i>Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).</i> <p>7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p>
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7th Grade: WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.*

I. Overview Timeline: The Big Topics

Major Units	Suggested Pacing (2011-2012)									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I. Review – The Ancient World through the Fall of Rome <i>(August 29 – September 16)</i>	XX									
II. The Islamic World <i>(September 19 – October 14)</i>	XX	XX								
III. West African Civilizations <i>(October 17 – November 10)</i>		XX	XX							
IV. Asian Civilizations <i>(November 14 - January 13)</i>			XX	XXX	XX					
V. Medieval Europe <i>(January 17 – February 10)</i>					XX	XX				
VI. Renewal in Europe <i>(February 13 – March 16)</i>						XX	XX			
VII. Civilizations of the Americas <i>(March 19 – April 27)</i>							XX	XXXX		
VIII. The Early Modern World <i>(April 30 – June 14)</i>									XXXX	XX

* Unit titles and periodization reflect California State History Standards.

II. Key Content Standards

Content Focus of Major Units of Instruction	Suggested Pacing	Relevant State Content Standards
I. Review – The Ancient World through the Fall of Rome	August 29 – September 16	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● (7.1.1) Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
II. The Growth of Islam	September 19 – October 14	<p>7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● (7.2.2) Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. ● (7.2.3). Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
III. West African Civilizations	October 17 – November 10	<p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● (7.4.1). Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
IV. Asian Civilizations	November 14 – January 13	<p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● (7.3.1) Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. ● (7.3.5) Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder <p>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● (7.5.3). Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century

		<ul style="list-style-type: none"> ● (7.5.8). Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.
V. Medieval Europe	January 17 – February 10	<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● (7.6.3) Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order. ● (7.6.4). Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV). <p>(7.6.6). Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.</p>
VI. Civilizations of the Americas	February 13 – March 16	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery. 3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. 4. Describe the artistic and oral traditions and architecture in the three civilizations. 5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.
VII. Europe During the Renaissance, the Reformation, and the Scientific Revolution	March 19 – April 27	<p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● (7.8.1) Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith). ● (7.8.5.) Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di

		<p><i>Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</i></p> <p>7.9 Students analyze the historical developments of the Reformation. “A” Standard(s):</p> <ul style="list-style-type: none"> ● (7.9.1). <i>List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).</i> ● (7.9.2) <i>Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).</i> ● (7.9.4). <i>Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.</i> <p>7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. “A” Standard(s):</p> <ul style="list-style-type: none"> ● (7.10.1). <i>Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).</i> ● (7.10.2). <i>Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).</i>
<p>VIII. The Early Modern World</p>	<p>April 30 – June 14</p>	<p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <ol style="list-style-type: none"> 1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. 2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent. 3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

8th Grade: UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.*

I. Overview Timeline: The Big Topics

Major Units	Suggested Pacing (2011-2012)									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I. Review – Early Exploration and Settlement to the American Revolution <i>(August 29 – October 6)</i>	XXXX	X								
II. “A New Nation” – Articles of Confederation through the Adams Presidency <i>(October 10 – November 17)</i>		XXX	XXX							
III. “The New Republic” – The Jefferson Era through the California Gold Rush” <i>(November 28 – January 26)</i>			X	XXXX	XXX					
IV. “The Nation Expands” – Early Industrialization through the Beginnings of the Civil War <i>(January 30 – March 9)</i>					X	XXXX	X			
V. “The Nation Breaks Apart” – The Civil War and Reconstruction <i>(March 12 – May11)</i>							XXX	XXXX	XX	
VI. “Westward Expansion and the Industrial Revolution” <i>(May 14 – June 14)</i>									XX	XX

* Unit titles and periodization reflect California State History Standards.

II. Key Content Standards

<p>Content Focus of Major Units of Instruction</p> <p>---</p> <p>Suggested Pacing</p>	<p>Key State Content Standards</p>
<p>I. Review – Early Exploration and Settlement to the American Revolution</p> <p>---</p> <p>(August 29 - October 6)</p>	<p>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● (8.1.2) <i>Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").</i> ● (8.1.4) <i>Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.</i>

<p>II. “A New Nation” – Articles of Confederation through the Adams Presidency</p> <p>---</p> <p>(October 10 – November 17)</p>	<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● <i>(8.2.3) Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.</i> ● <i>(8.2.6) Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</i> <p>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● <i>(8.3.4) Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</i> ● <i>(8.3.6) Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</i> <p>8.4 Students analyze the aspirations and ideals of the people of the new nation.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● <i>(8.4.4) Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).</i> <p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p>
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<p>III. “The New Republic” – The Jefferson Era through the California Gold Rush”</p> <p>---</p> <p>(November 28 – January 26)</p>	<p>8.5 Students analyze U.S. foreign policy in the early Republic.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● (8.5.2) Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War. <p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● (8.8.1). Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court). ● (8.8.2) Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. ● (8.8.6) Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today. <p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ▪ (8.9.1) Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass). ▪ (8.9.6) Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.
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<p>IV. "The Nation Expands" – Early Industrialization through the Beginnings of the Civil War</p> <p>---</p> <p>(January 30 – March 9)</p>	<p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</p> <p>"A" Standard(s):</p> <ul style="list-style-type: none"> ● (8.6.2) Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System). <p>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</p> <p>"A" Standard(s):</p> <ul style="list-style-type: none"> ● (8.7.1) Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin. <p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p>"A" Standard(s):</p> <ul style="list-style-type: none"> ● Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass). ● (8.9.4) Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850. ● Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858). <p>8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War.</p> <p>"A" Standard(s):</p> <ul style="list-style-type: none"> ● (8.10.1) Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
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<p>V. "The Nation Breaks Apart" – The Civil War and Reconstruction</p> <p>---</p> <p>(March 12 –</p>	<p>8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War.</p> <p>"A" Standard(s):</p> <ul style="list-style-type: none"> ● Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865). ● (8.10.6) Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox. <p>8.11 Students analyze the character and lasting consequences of Reconstruction.</p>
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May 11)	<p>“A” Standard(s):</p> <ul style="list-style-type: none"> ▪ <i>List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</i> ▪ <i>Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.</i> ● <i>(8.11.5) Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</i>
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<p>VI. <i>Westward Expansion and Industrial Revolution</i></p> <p>---</p> <p>(May 14 – June 15)</p>	<p>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>“A” Standard(s):</p> <ul style="list-style-type: none"> ● <i>Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.</i> ● <i>(8.12.4) Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).</i>
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