

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**CSP Non-SEA Planning, Program Design, and Implementation (84.282B)**

**CFDA # 84.282B**

**PR/Award # U282B120046**

**Grants.gov Tracking#: GRANT11152237**

OMB No. , Expiration Date:

Closing Date: Jun 06, 2012

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/06/2012"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Woodland Educational Initiative, The"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="80-0518146"/>	* c. Organizational DUNS: <input type="text" value="0648331100000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="1266 Kincaid Rd."/>	Street2: <input type="text"/>	
* City: <input type="text" value="Williams"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="OR: Oregon"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="975449736"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Woodland Initiative Board"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Stacey"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Denton"/>	
Suffix: <input type="text"/>	Title: <input type="text"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="541-846-4246"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="stacey.denton@woodlandcharterschool.org"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-041312-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grants to Non-State Educational Agency (Non-SEA): Planning, Program, Design, and Initial Implementation Grants CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2012-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Woodland Charter School Implementation Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="400,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="400,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Daniele Anderson</p>	<p>* TITLE</p> <p>Board President</p>
<p>* APPLICANT ORGANIZATION</p> <p>Woodland Educational Initiative, The</p>	<p>* DATE SUBMITTED</p> <p>06/06/2012</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Woodland Educational Initiative, The  
\* Street 1: 1266 Kincaid Rd. Street 2:  
\* City: Williams State: OR: Oregon Zip: 975449736  
Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools CFDA Number, if applicable: 84.282
---	--

<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \* First Name Middle Name  
\* Last Name Suffix  
\* Street 1 Street 2  
\* City State Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \* First Name Middle Name  
\* Last Name Suffix  
\* Street 1 Street 2  
\* City State Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Daniele Anderson  
\* Name: Prefix \* First Name Middle Name  
\* Last Name Suffix  
Title: Board President Telephone No.: 541 846-4246 Date: 06/06/2012

**Federal Use Only:** Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B120046

**NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

**Optional - You may attach 1 file to this page.**

WCS Section 427 Statement.pdf

Add Attachment

Delete Attachment

View Attachment

## Woodland Charter School

### Section 427 Statement

Under Oregon charter legislation, charter schools are considered schools of choice and therefore there is no requirement for inter-district transfer. For this reason, WCS also places flyers in the vicinity: at grocery stores, public libraries and grange halls in the small towns throughout the Applegate (Williams, Provolt, Applegate, Ruch, Murphy, Jerome Prairie, and Wilderville) and Grants Pass. As Waldorf pedagogy has a high success rate in turning around at-risk youth, it is important that families with educationally disadvantaged children are aware of our initiative, as at-risk youth can benefit significantly from our educational approach. To this end, WCS places school flyers at ACCESS, a non-profit organization offering basic services to underprivileged families, Our Foster Kids, Inc. and the Department of Human Services office to address the equity concerns within section 427 of the General Education Provisions Act (GEPA). Because this initiative occurs within the framework of a proposed public charter school, it places this highly desirable educational opportunity within the reach of everyone who is interested in it but who may not otherwise be able to afford to pay the high tuition rate of a private Waldorf school.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Woodland Educational Initiative, The	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Stacey"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Denton"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Board President"/>	
* SIGNATURE: <input type="text" value="Daniele Anderson"/>	* DATE: <input type="text" value="06/06/2012"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
 Street2:   
 \* City:   
 County:   
 \* State:   
 \* Zip Code:   
 \* Country:

\* Phone Number (give area code) Fax Number (give area code)

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Add Attachment

Delete Attachment

View Attachment

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

Applicant Contact: Woodland Educational Initiative - Project Director - Stacey Denton  
PO Box 185 Williams, OR 97544, Phone: 541.846.4246,  
email address: stacey.denton@woodlandcharterschool.org

LEA: Three Rivers School District - Director of Elementary Education – Peter Maluk  
8550 New Hope Road Grants Pass, OR 97527 (541) 862-3111.

Our initiative was ignited by a group of parents' interest in building a charter school using the Waldorf methods in Applegate Valley, Oregon. The Waldorf educational approach offers a proven educational model benefiting all students including at-risk youth. Our initiative would establish the 5<sup>th</sup> Waldorf public charter school in Oregon.

Our target student population is from the Applegate Valley area and vicinity, a rural region in Southern Oregon with a student population of less than 5,000 students. Currently, approximately 68% of these students are in the free and reduced school lunch program, as indicated by Three Rivers School District, our authorizing agency. We plan to open the school in September 2012, with grade 1-6 in combination classes, and have an initial enrollment target of 75 students. Each following year, we will add one grade until the school reaches 8<sup>th</sup> grade for an expected total of 100 students.

WCS was a sub-grantee for the Planning Phase from the Charter School Program (CSP) grant administered by Oregon Department of Education (ODE) in July of 2010. We were recently notified by the State Educational Agency that Implementation funding from the SEA's CSP sub-grant is no longer available. This grant application for the Implementation Phase will enable us to create a high quality charter school for under-served students in our area. The proposed school will use the well established Waldorf teaching methods addressing the educational and developmental needs of the whole child. In addition, the school plans to incorporate Waldorf innovative assessment methods that will provide comprehensive and measureable results of student multi-dimensional learning from this holistic education.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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Woodland Charter School

Non-SEA Charter School Program

Grant Application

CFDA Number: 84.282B

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Appendices included with other attachment forms:

Appendix A – Standards and Assessments

- (Appendix A1 – LangAssesments.pdf)
- (Appendix A2 – LanguageStandards.pdf)
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Appendix B – Board Profile (Appendix B – Profile.pdf)

Appendix C – Organizational Chart (Appendix C – OrgChart.pdf)

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- (Appendix E1.pdf )
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**1. Competitive Preference Priorities** - WCS will address the following two competitive preference priorities: Promoting Diversity and Improving Productivity.

**Promoting Diversity** - The demographic profile of our authorizing agency, the Three Rivers School District includes the following sub-groups: White(Non-Hispanic): 85.44%, Hispanic: 7.59%, American Indian/Alaskan: 3.26%, Black/African: 1.35%, Asian: 1.20%, Multiracial: .86% and Pacific Islander: .31%. To promote diversity within our school, WCS plans our outreach effort in locations with a high concentration of minorities. In addition, by locating our campus in Murphy, WCS will be accessible to students from Grants Pass, which is an adjacent district with a higher rate of Hispanic students (12.51%). Our centralized location within the school district will also allow for access from a constituency with greater socioeconomic diversity.

Our selected Waldorf curriculum, offering an enriched program fostering academic learning in a multicultural environment, will help ensure that diversity is understood and accepted. This multicultural education is accomplished through an experiential learning approach via introduction of stories from around the world, study of legends, mythologies, learning verses, poetry, songs from different cultures, dancing different types of dances, learning about different civilizations from ancient times to modern times, participating in different festivals and cultural events, eg., participation in a simulated Greek pentathlon event in 5<sup>th</sup> grade, and trying different types of food. Textbooks are usually not used as the basis to present multicultural content to students but rather anecdotes or documents of first-hand experiences. This experiential learning approach is designed to help students experience the differences between people and civilizations in a multi-dimensional perspective rather than just on an intellectual level. This approach will likely make a deeper, more effective and longer lasting

impression on students as opposed to having students read a general textbook description about a different culture. Furthermore, multiculturalism, one of the major strengths of the Waldorf curriculum, is not introduced just at a specific grade but is a common theme throughout the entire program and offers a long term and consistent exposure to different cultures. Students being exposed to other civilizations at a young age tend to see the world under a more coherent perspective; they can see the similarity between cultures and appreciate the differences.

In addition, with close to 8% of the student population being potentially Hispanic, WCS selects Spanish as the foreign language that will be taught (twice a week) from 1<sup>st</sup> grade through 8<sup>th</sup> grade. With our student population expected to be relatively homogeneous and predominantly white, it will be one of our priorities to promote diversity to prevent minority students from feeling culturally and racially isolated. With this program design, WCS aims at providing multicultural enrichment in the student learning process while remaining within the boundaries of current law on the subject. Promoting diversity is not an add-on to our program but it is an inherent feature of our educational philosophy.

**Improving Productivity** - WCS is located in rural Southern Oregon with a dispersed student population, WCS expects to have an enrollment of 12 students or less for each grade in grades 1-8. For this reason, WCS proposes a combined- grade structure - 1<sup>st</sup> grade combined with 2<sup>nd</sup> grade, 3<sup>rd</sup> grade with 4<sup>th</sup> grade, 5<sup>th</sup> grade with 6<sup>th</sup> grade. Our selected pedagogy, the Waldorf methods, outline a daily schedule including a main lesson, Special Subject classes and some skill development periods. WCS will implement a creative schedule allowing the class teacher in a combined grade class to cover the main lesson to the younger grade while part-time Specialty Subject will facilitate the higher grade. Subsequently, the higher grade students will attend the

main lesson instruction in the afternoon while the younger grade attends the Specialty Subject classes.

This creative scheduling will allow WCS to minimize its operating costs via reduction of personnel; by the same token, it allows WCS to avoid the alternative of compromising the curriculum by combining different grade level instruction for a mixed age class with two different grade levels. Furthermore, this solution permits WCS to be competitive with its salary compensation as each main teacher will be responsible for an average of 25. WCS expects to achieve a 40% cost savings as compared to having to hire one teacher for each individual grade level. A magnet school using an arts-integration curriculum with Specialty Subject teachers, located in Milwaukie, OR, Sojourner Elementary School, has successfully implemented this type of split schedule similar to our proposed schedule and achieved significant gain in productivity and student learning. The end results of this program design will support an increased level of productivity from the financial aspect as well as from the academic achievement perspective. A lower ratio of students/teacher for each grade level remains an important factor in achieving higher student learning for all children, especially educationally disadvantaged students.

## **2. Application Requirements**

### ***(i) Describe the educational program***

Woodland Charter School (WCS) is authorized by the local educational agency, the Three Rivers School District (TRSD), located in Murphy, Oregon. TRSD serves less than 5,000 students within geographical boundaries equivalent to that of the state of Rhode Island. The ethnic background of the student population is relatively homogenous with only 15% being minority students. The student poverty level is significant with 67.9% of district students

qualifying for Free and Reduced Lunch Program (59% qualifying for free lunch and 8.9% qualifying for reduced price lunch).

Woodland Charter School (WCS) plans to open its doors in September 2012. WCS institutes a class structure combining 1<sup>st</sup> and 2<sup>nd</sup> grades, 3<sup>rd</sup> and 4<sup>th</sup> grades, and 5<sup>th</sup> and 6<sup>th</sup> grades; the initial targeted maximum enrollment will be 75 students in the first year of operation. Currently, we have 65 students enrolled for the next school year and 27 of them were previously homeschooled. WCS will add a class for each of the next two years until the school reaches the 8<sup>th</sup> grade and a total of approximately 100 students.

Woodland Charter School's mission is to implement Waldorf methods with the aim of kindling a lifelong love of learning in students by providing a developmentally appropriate, culturally enriched and arts-integrated curriculum which engages the whole child. The Waldorf educational program has been tested in the classroom for over 100 years with overwhelming success, primarily in private schools, and within the last twenty years in approximately 50 public charter schools around North America. The success of the Waldorf methods within the public education arena is well documented and strongly supported by current research in education. In fact, Waldorf education was highly endorsed by leading educators including Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching (1). This unique pedagogy is not currently available in the public or private schools of the Applegate Valley; by offering this educational opportunity, WCS enhances the public educational choices available to families in the local area.

### **Waldorf Educational Approach - A balance of Head, Heart, and Hands.**

A three-dimensional paradigm, one that recognizes the emotional and physical intelligences as well as the cognitive, allows all children to be gifted or talented in multiple areas. It also

serves to foster a wider array of abilities in all children. The following successful elements are central to Waldorf pedagogy: use of a developmentally based curriculum and teaching methods, hands-on or experiential learning, and arts-integration. A balance of academic, artistic, and kinesthetic practices allows the child to use multiple sensory and cognitive processes to assimilate information. Movement exercises can aid in speaking, reading, writing, and spelling by developing coordination, rhythm, and timing. The focus of the program is to provide a solid academic foundation with high academic standards, create an atmosphere in which healthy emotional development and a refined sensitivity to beauty, truth and goodness are fostered and promote learners who work with conviction, purpose, focus, and sound habits of follow-through. Practical subjects (cooking, gardening, handwork, and woodworking) give children the opportunity to build self-esteem while acquiring life skills; this is a form of self-actualization when the child can experience the unfolding of the fruit of their manual labor, which in turn aides in strengthening their focus and discipline.

The classroom furnishings and atmosphere incorporate inviting elements of simple, natural beauty, and homelike comfort such as wooden furniture, student watercolor paintings and simple seasonal decorations reflecting the changes in nature according to season. This aesthetic aspect is considered essential in contributing to the learning of students.

### **Waldorf Distinctive Teaching Techniques**

The daily learning schedule is organized in such a manner to achieve a balanced rhythm of thinking, feeling and doing on a daily basis.

The core academic subjects are taught in block periods for a three or four week block. The basic sequence is to introduce the immediate experience, then the quiet ripening of this experience by working it through in one art form or another and finally arriving at the conceptual

understanding. A basic tenet of the philosophy is that a cognitive comprehension of a subject arises out of experiential learning and emotional involvement, supporting a natural and healthy progression of the cognitive development for children.

Teaching will proceed from the whole to the parts and from the concrete to the abstract. For example, students learn math in multiple ways –the four arithmetic operations may be introduced through story-telling, illustrated drawing, use of manipulatives, children writing down the math lessons in their own lesson books, reciting verses with math concepts integrated, or performing movements such as jump rope exercises while reciting multiplication tables. This approach offers a kinesthetic effect on student learning process.

As a vital part of learning, students create their own lesson books; written observations, descriptions, compositions, diagrams and drawings are recorded illustrating their studies. These lesson books reflect the individual progress of each student from their daily academic content acquisition during the core academic blocks. These books also represent a method of inquiry, increasing the students' capacities for creativity and for knowledge and remain a unique and essential part of the Waldorf methods.

The Class Teacher stays with the same class multiple years. This approach offers the educator time to develop trusting relationships with the children and their families. The unique challenge of working with a new curriculum each year also provides teachers with a sense of self renewal and helps keep the teaching enlivened and promotes enthusiasm. For students, the security of a long-term relationship with the teacher fosters stability and continuity of guidance. Students will not need to spend the first several months of the school year trying to adjust to a new teacher with different expectations and styles. This

continuity enables the teacher a deep understanding of each student's strengths and challenges and supports the development of a rich social dynamic.

The teaching of reading and writing follows the course of development that language did in human history. The focus of younger grades is on oral language development (learning songs, rhymes, verses, story-telling), which is essential to building a rich vocabulary. The alphabet is learned through stories and pictures and students discover the letter in the gesture of the picture. Exposure to phonics is accompanied by the use of songs, poems, and games that assist in establishing a meaningful and living experience of language.

Science is taught through observation and experience. The teacher sets up an experiment and then calls upon the children to observe carefully, ponder, and discuss. The students are then encouraged to discover the conclusion—a law or formula. Through this experiential process, rigorous, independent thinking and sound judgment are trained.

Specialty subjects are part of the daily schedule. These subjects may include Movement/Physical Education, foreign language, music, and handwork such as knitting, crocheting, sewing, wood and metal work, and bookbinding. Other arts, such as beeswax or clay modeling, dramatics, puppetry, and painting add to the child's joy of learning. Not only are coordination, patience, perseverance and imagination fostered through practical work, but intellectual development is also enhanced by these activities (i.e., effect on brain development from playing music or knitting) —a fact confirmed by recent mind/brain research and Howard Gardner's Multiple Intelligences theory.

### **Synopsis of Curriculum**

Waldorf curriculum demonstrates high academic rigor in math and science and a rich cultural literacy in language arts, history, geography and social sciences. The sequence of

History curriculum follows the progression of ancient civilizations. Language Arts curriculum adapts to the students’ changing consciousness as the content-rich instruction is tailored to what is considered emotionally and intellectually appropriate for students within each age group. Handwork is designed to help brain development, reading and it teaches self-sufficiency. Music and arts also help brain development and address the emotional needs of students at different developmental stages. It is important to note that the arts are not add-on components of the curriculum but are inter-woven into the presentation and implementation of academic subjects and/or they serve to complement and reinforce the academic subjects. This arts-integration approach helps teachers meet the student where he/she is at emotionally, intellectually and physically, and facilitates the delivery of learning.

Grade	<b><u>Math Curriculum Description</u></b>
First	Qualities of numbers; counting, Roman numerals and introduction of the four operations in arithmetic.
Second	Continue with four operations of arithmetic; story problems; beginning multiplication tables, times table, time, money, situation problems, numerical patterns. Learning to do mental arithmetic.
Third	Higher multiplication tables; weight, measure, money and time.
Fourth	Complete learning of all 12 multiplication tables; four digit multiplication; long division and introduction to fractions.
Fifth	Decimals; ratio, proportion and calculation of perimeter and area; continuation with fractions; introduction to metric system.
Sixth	<u>Introduction to Algebra</u> ; ratios; proportions; geometric drawing with instruments; business math, including interest, percentage, discount, proportion.

Seventh	Algebra; mathematical thinking/theory and geometry.
Eighth	Continuation with algebra and geometry. Practical applications of arithmetic.
Grade	<b><u>Language Arts Curriculum Description</u></b>
First	Reading of fairy tales from around the world; poetry recitation and songs. Pictorial and phonetic introduction to the letters of the alphabet, reading from writing, speech exercises, form drawing of curves, straight lines & patterns.
Second	Study of animal fables, and legends from around the world. Introduction to small letters, reading, plays, speech work, elements of grammar, dictation, composition and beginning cursive.
Third	Study of stories from ancient history. Continuation with elements of grammar (nouns, verbs, adjectives); continuing cursive, punctuation, compositions, parts of speech and sentence-building.
Fourth	Study of Norse and Germanic mythology. Continuation with parts of speech, tenses, letter-writing, grammatical rules; continuing cursive; punctuation; book reports and creative writing.
Fifth	Study of mythology and ancient history to Alexander the Great including India, Persia, Mesopotamia, Egypt, culminating in Greek mythology and history. Study of subject and predicate, syntax, composition and speech, including research reports, writing, active and passive tenses;
Sixth	Study tales of chivalry, poetry, ballads. Continuation with advanced grammar / descriptive and expository writing, composition, including business letters and

	journalism.
Seventh	Study of classical literature. Creative writing, research papers, book reports, grammar;
Eighth	Study works of Shakespeare, epic and dramatic poetry. Grammar, composition including book and scientific reports.
Grade	<b><u>Science Curriculum Description</u></b>
First	Nature studies from stories in an imaginative manner; nature walks; observations; gardening.
Second	Continuation of garden and nature studies.
Third	Continuation of garden and nature studies.
Fourth	Zoology - study of animals in relation to Man; continuation of garden and nature studies.
Fifth	Botany; zoology, lesser known animals; introduction to Inductive Method; Reproductive systems; continuation of gardening and nature studies.
Sixth	Mineralogy; physics (acoustics, electricity, magnetism, optics, and heat); beginning astronomy; continue reproductive systems; continuation of gardening and nature studies.
Seventh	Physics (mechanics); physiology (blood and muscles); astronomy; inorganic chemistry; nutrition; continuation of gardening and nature studies.

Eighth	Physics; organic chemistry; physiology; continuation of gardening and nature studies.
Grade	<b><u>History and Social Studies Curriculum Description</u></b>
First	Multicultural stories
Second	Multicultural stories
Third	American Indian legends, study of practical life (farming; housing; clothing).
Fourth	Oregon and local history and early settlers.
Fifth	Ancient civilizations through Greek times.
Sixth	Roman and medieval history.
Seventh	End of Middle Ages; age of exploration and the Renaissance.
Eighth	History of 1700 to present including the Industrial Revolution and United States history.
Grade	<b><u>Geography Curriculum Description</u></b>
First	Not yet introduced.
Second	Not yet introduced.
Third	Not yet introduced.
Fourth	Oregon and local geography and map making—classroom, home, county, state, and region.
Fifth	American geography as related to vegetation, agriculture, culture and economics.
Sixth	European and African geography, tides, map making and world geography.
Seventh	Geography of North America; South America.

Eighth	Geography of Asia, Australia and Antarctica as well as global contrasts.
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Grade	<b><u>Handwork Curriculum Description</u></b>
First	Beeswax modeling of scenes from fairy tales and simple figures Knitting using two needles (shows a close relationship between finger movement, speech, and thinking).
Second	Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development), beeswax modeling of scenes from legends and fable.
Third	Crocheting is introduced.
Fourth	Cross-stitch and embroidery; clay modeling of animals and geometric shapes.
Fifth	Clay modeling of clay tablets and Greek vases / work with carving knife to make an egg and a simple toy.
Sixth	Sewing stuffed animals and pattern making / modeling bas-relief in Roman style; beginning use of saws, rasps, gouges etc. to shape wood.
Seventh	Sewing and embroidery; woodworking with mallets, gouges and chisels to shape bowls and movable toys; modeling the human hand, foot, bones etc. in clay.
Eighth	Use of sewing machine to make a piece of clothing; modeling the human head in clay; 3-dimensional drawing /making a stool, carved box or moveable toy from wood.

Grade	<b><u>Handwork Curriculum Description</u></b>
Grade	<b><u>Foreign Language (Spanish) Curriculum Description</u></b>
First	Songs and rhymes.
Second	Songs, plays, poetry, games, and simple conversations, counting, names of animals, family members, parts of the body, foods, seasons, colors, months.).
Third	Simple conversations, songs.
Fourth	Simple conversations.
Fifth	Simple text, syntax, short descriptions.
Sixth	Reading texts, humorous stories, free translations.
Seventh	Reading and conversation, grammar and structure.
Eighth	Emphasis on vocabulary building and dialogues.

Grade	<b><u>Art Curriculum Description</u></b>
First	Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures, wet on wet painting using the three primary colors); beeswax modeling; crayon illustrations.
Second	Symmetry-mirror form drawing; painting; beeswax modeling. Painting secondary colors and animal forms.
Third	Form drawing; painting; beeswax modeling, luster colors and interaction of colors in painting.
Fourth	Form drawing; painting; beeswax modeling; freehand geometric drawing; expressive

Grade	<b><u>Art Curriculum Description</u></b>
	and defined painting.
Fifth	Calligraphy; painting by working from darkness into light; free geometric drawing, dynamic drawing.
Sixth	Calligraphy; painting of landscapes, color contrasts, triads, and spectrum; exact geometric drawing / black and white drawing.
Seventh	Calligraphy; wet and dry, transparent color painting; perspective drawing; drawing platonic solids.
Eighth	Calligraphy; painting with an emphasis on discovering space in color; soapstone carving.

Grade	<b><u>Music Curriculum Description</u></b>
First	Singing; pentatonic flute (develops finger coordination, concentration, and breath control); songs based on seasonal themes.
Second	Singing; pentatonic flute.
Third	Singing, the octave in song and recorder, musical notation.
Fourth	Singing; recorder; violin.
Fifth	Singing; recorder; violin; major and minor scales, strings and winds, three Part singing.
Sixth	Singing; recorder; violin, descant, alto and tenor recorders, strings and woodwind instruments.
Seventh	Singing, recorder; choir, orchestra.
Eighth	Singing; recorder; violin, choir and orchestra.

Grade	<b><u>Music Curriculum Description</u></b>
Grade	<b><u>Movement Curriculum Description</u></b>
First	Jump rope, hop scotch, rhythmic games.
Second	Jump rope, hop scotch, rhythmic games.
Third	Ring games, line games, work games and songs, dodge ball.
Fourth	Square and folk dancing / running, jumping, and throwing games.
Fifth	Greek sports —javelin, discus, shot put, long jump etc.
Sixth	Team sports.
Seventh	Gymnastics and team sports.
Eighth	Gymnastics with equipment, team games and sports.

Appendix A contains a complete set of Waldorf-inspired standards for Math, Language Arts and Science as well as assessment rubrics for Math, and Language Arts adopted from Yuba River Charter School. These standards and assessment rubrics are effectively implemented in several Waldorf-inspired public schools in California for grade 1 through 8. Language Arts Assessments include three different areas: 1) Reading, 2) Writing and 3) Speaking and Listening. As indicated, Math standards will be taught and assessed in multiple ways: orally, in writing and kinesthetically. Teachers record results through:

1. Visual and auditory observations of the standard named by the teacher or aide. Rating is an objective view of the student’s success/ability.
2. Lesson Book entries - These are problems, exercises or constructions that the student performs in his or her lesson books in class with no outside help. Rating results from the teacher corrections.

3. Assessment Test - Any quiz, exam or standardized test given to measure the student's ability of any grade level skill.

An example of math kinesthetic assessments in Geometry for 1<sup>st</sup> grade - Student needs to demonstrate the following:

1. Can kinesthetically form a circle, a square, an oval, and a rectangle with class
2. Knows right from left
3. Can arrange objects in space according to position and direction (e.g., near, far, below, above, up, down, left, right)
4. Can order geometrical objects by shape, volume, and size
5. Can give and follow directions about location

The Waldorf curriculum encompasses most of the state content standards, with some differences in the timing of introducing certain standards. For example, Waldorf math standards are ahead of the state standards and the Common Core Standards in many areas, e.g., the introduction of all four arithmetic operations occurs in First grade and learning of multiplication tables starts in 2<sup>nd</sup> grade. Oral language development focuses on building a rich vocabulary and language comprehension and remains a strong focus in the first quarter of First Grade. The preparation for reading with phonics – decoding the language, so to speak- is delayed in the Waldorf curriculum until the middle of First Grade, but by Third Grade the language arts standards converge and student performance is expected to meet or exceed these standards as experienced by the four Waldorf-inspired public charter schools in Oregon (Appendix E contains student performance on state standardized tests for these four schools.) and those in California. As the Oregon Department of Education joins the Common Core State Standards Initiative and the Smarter Balanced Assessment Consortium, WCS, as part of our project goals, will develop a

mapping and an alignment strategy of the Waldorf curriculum to the Common Core Standards to integrate into our existing academic requirements and instructions.

Further, WCS Administrator and faculty members will attend training in implementing Common Core Standards and new assessment methods for the Common Core Standards. Additionally, our faculty and Administrator will receive training by the local educational agency in tests administration; this training will equip them with knowledge and skills to provide appropriate test accommodations to students with special needs and educationally disadvantaged students. In addition, teachers will prepare all students with testing strategies and provide orientation on computer skills required to take the tests. This effort is to ensure that students are well prepared with respect to their understanding of the intent and objectives of the standardized tests and to give them opportunities to familiarize themselves with the computerized testing environment prior to taking the standardized tests. This alignment of the standards and training in implementing them will enable WCS teachers to assist all students in meeting or exceeding state academic achievement standards and the Common Core Standards when these will go into effect in 2014-2015.

In addition, based on WCS recent preliminary review of the Common Core Standards, we found among other changes, a significant shift toward increasing content literacy for English Language Standards, History, Social Sciences and Sciences. Waldorf curriculum's emphasis on high quality literacy contents in these core academic subjects will position WCS students well to meet or exceed the Common Core Standards. Also, the new assessment methods outlined by the Smarter Balanced Assessment Consortium for the common core standards introduces extended responses and performance tasks allowing students to demonstrate critical-thinking and problem-solving skills. This new assessment strategy is well aligned with the focus of Waldorf

educational training that students will receive at WCS. Waldorf assessments as demonstrated in Appendix A include components requiring extended responses and performance tasks. In addition, WCS will look to evaluate all formative assessment tools made available by the Smarter Balanced Assessments Consortium to aid improvement on teaching and learning. WCS is excited to meet the challenges of the Common Core Standards and new corresponding assessments methods as this will be a great opportunity for WCS to demonstrate our student's achievements in a multi-dimensional approach. Again, content-rich instruction, critical thinking and problem solving skills remain the strong pillars of Waldorf curriculum framework that WCS will offer to our students.

**Waldorf Methods and the Educationally Disadvantaged Student** - Educationally disadvantaged students, by definition (2) (3), are usually low academic achievers who exhibit low self-esteem. Low socioeconomic status is considered the primary correlation. Minority status, especially if combined with low income, will increase the student's risks of becoming educationally disadvantaged. In addition, families with low educational background tend to also have low educational expectations for their children. The crux of the issue lies in the fundamental lack of appropriate home and community resources and support for students to benefit fully from conventional schooling practices. The situation can also be exacerbated by cultural obstacles or linguistic differences. As Ms. Donnelly suggests (2) for a program addressing the needs of at-risk students to be effective, "...it needs to offer a supportive environment that helps these students improve their self-esteem, experience some sense of progress rather than feelings of failure and futility; the program should offer alternatives to traditional promotion policies, structuring curriculum in nontraditional ways..."(2).

Given the above premise, the educational environment that WCS offers has many elements that are conducive in assisting educationally disadvantaged students: small class size, Spanish, the native language of most of the non-English speakers in the area will be taught from 1-8 grade and foremost, a child centered pedagogy that will honor students' needs. For example, needs are met with instructional materials that match students' developmental stages and with teachers, whom by staying with the class for multiple years will get to know the strengths and weaknesses of each child, and will be able to respond to the students' changing needs throughout the years. Successes from learning in an environment honoring multiple intelligences will help build self esteem as at-risk students will be able to demonstrate their abilities in different arenas, which will bring courage to experience and overcome new challenges. The boost in self-confidence will eventually lead to significant improvements in their attitude toward schools and their academic performance. This learning environment will help students to meet State academic content standards and State achievement standards.

Further, teachers in Waldorf schools share a common objective to generate an inner enthusiasm for learning within every child. This inner motivation is realized through offering content-rich instruction that is developmentally appropriate and adding an experiential quality to the learning process. Students will likely retain the learning experience better as they are engaged to actively participate in the process and the skills and knowledge acquired will stay with students as they are able to relate cognitively and emotionally to what they learn. The entire experience allows motivation to arise from within and helps engender the capacity for joyful lifelong learning.

### Additional Support from WCS:

For students who show a significantly low level of performance compared to the grade level that they are in, a child study will be performed based on information provided by parents and observations by faculty using the assessment rubrics. As a team, faculty members will arrive at a resolution to assist the student. WCS will benchmark at-risk students at the point of entry into WCS and monitor their individual learning growth. The emphasis for these students will be on achieving specific learning growth targets at determined short intervals. Achieving the academic standards for their grade level will be determined based on how behind they are and how accelerated their learning growth proves to be to prevent inducing a feeling of failure.

In addition to relying on the strengths of the Waldorf pedagogy to assist at-risk students, WCS will implement the following:

- Training of Teachers to work with at-risk youth.
- Additional Assistance for English Language Learners: Certificated WCS staff will provide instruction and support to ELL students.
- Differentiated Instruction – During skills development periods, teachers will utilize multi-level reading/ writing/ spelling/ math assignments to students that will address the different learning capabilities of the class. Students who show 75% proficiency for their current level will move up to the next level as the school year progresses. This strategy will allow low-achieving students to get caught up.
- Collaboration from families regarding homework and student home life.
- Instructional Aides to assist the main teachers in helping students who are behind.
- Contracting with after-school services that will offer professional staff who are credentialed teachers to assist students with home work and other after-school activities.

*(ii) Describe how the charter school will be managed*

WCS is primarily managed by the Administrator who assumes the role of the Executive Director of the non-profit organization as well as that of the Principal in charge of the school.. The WCS Board will have performance oversight of the Administrator. Support staff may include administrative and business staff and contracted Waldorf professionals. WCS will outsource the accounting, payroll, tax preparation and audit services to external professional service providers specialized in these areas. The Administrator will oversee 4 grade teachers and 3 to 4 Specialty Subject teachers for a total of 7 to 8 faculty members. To provide a complete picture of the management of the school, the following is a description of relationships, roles and responsibilities of different groups and functions, WCS selection standards for quality personnel. Appendix C also includes an organizational flow chart.

- **Three Rivers School District Board (TRSD Board)** is the authorizing agency of the charter contract.
- **Three Rivers School District Administration (TRSD Administration)** monitors WCS's financial solvency, students' academic performance and WCS legal compliance. TRSD Administration negotiates the charter contract at the request and on behalf of TRSD Board, executes the charter contract on behalf of TRSD Board and evaluates WCS's overall performance.
- **WCS Board** oversees WCS operations from the aspects of financial viability, legal compliance and strategic direction such as facility expansion needs or program enhancements. WCS Board's financial oversight responsibilities include approval of annual budget, review of monthly financial statements; approval of all banking transactions during monthly meetings; review of yearly municipal audit reports and approval of expenditures

greater than \$5,000. WCS board is in charge of negotiating the initial charter contract as well as the renewal of subsequent charter contracts with the TRSD Board via the TRSD Administration as explained above. WCS board protects the legal interests of the school and performs risk management through establishment of school policies and purchase of liabilities insurance. WCS board also has the authority to establish Administrative Committees, recruit committee leadership team and oversees projects led by Administrative Committees. WCS board is accountable to the TRSD Board and communicates with TRSD Administration regarding any issues related to contractual obligations within the charter contract. WCS board members demonstrate extensive entrepreneurial experiences, a strong background in business and education and have strong ties with the local community.

Resumes and professional profile information of Founding Board members are in Appendix B.

- The **Charter Advisory Board (CAB)** may include volunteers from faculty, parent body and other community members. It serves to advise the WCS board on Waldorf Education and all governance areas in which it has expertise. It may provide guidance to the Administrator on implementation of its suggestions.
- **The contracted CPA** helps establish the school accounting system including setting up the chart of accounts based on the state accounting structure for public schools. The CPA produces monthly financial statements from financial data provided by the Office Manager and answers questions regarding the school finances and accounting practices.
- **External Auditors** work with the Administrator, the school contracted CPA and the Office Manager to review financial and operational information to perform yearly municipal audit

services. Auditors produce audit findings and recommendations to the Administrator, and WCS Board and to the TRSD Board and TRSD Administration.

- **The Administrator** is responsible for the operation and financial management of the school and the success of the program. The Administrator is ultimately responsible for executing the charter contract based on its stipulations. S/He is responsible for hiring all employees, providing directions to administrative staff as well as faculty members. The Administrator will work with the Administrative Assistant and the Office Manager to design administrative support services to implement the program. This includes potentially engaging Waldorf consultants to provide instructional support services to faculty members and is ultimately responsible for faculty members' performance. The Administrator is WCS's primary agent in executing contracts. S/He works with the Office Manager to provide operational and financial information to the Auditors and implements Auditors' recommendations for improvement. The Administrator reports directly and solely to WCS Board of Directors, coordinates activities related to the execution of the charter contract with the TRSD Administration and reports to WCS Board on the performance of the school at WCS board meetings. The Administrator will serve as the Project Manager of all the project goals within this grant application.
- **Faculty Members** provide instructional services to students through the implementation of Waldorf methods and curriculum, perform academic assessments, produce Student Progress Reports to parents and meet with parents during parent conferences or at parents' request. They report directly to and receive directions from the Administrator. In addition, they receive instructional and administrative support services from Waldorf Consultants and the Administrator. They may participate in Administrative Committees to support the program

(i.e., participation in the Outreach Committee) or based on individual interests participate in other areas of operations of the school. Faculty members also receive support from the Parent Council with respect to needs within the classroom.

- **The Office Manager/Bookkeeper** reports directly to the Administrator and performs bookkeeping tasks related to recording of revenues and expenses and grant administration. S/he also administers payroll, employee benefits (Public Employee Retirement System and medical), submits financial data to the Administrator, CPA, and Auditors at their request and shares the responsibility of property inventory control with the Administrative Assistant.
- **The Administrative Assistant** reports directly to and supports the Administrator in all administrative and clerical tasks such as data entry of student enrollment, student attendance, in addition to carrying out administrative and clerical support services to the faculty and the WCS Board.
- **Waldorf Consultants** provide mentoring services and evaluation services. They may be requested to assist the hiring process and to provide recommendations for faculty professional development plans to the Administrator. They may become part of the Charter Advisory Board to provide Waldorf educational perspectives in important decisions.
- **Administrative Committees** are established by the WCS Board to provide the Administrator and faculty with assistance in different aspects (Site, Budget, Fundraising, Outreach) of the operation of the school. Membership is usually recruited by the Administrator or Committee leadership; membership is on a volunteer basis and may include parents, faculty members and external community members.
- **Parent Council Leadership** works to provide support services to faculty, parents and students, organizes faculty appreciation efforts, identifies projects or works with

Administrative Committees to support different projects enhancing the program. It can serve to recruit volunteers from the parent body or from the community at large to staff

Administrative Committees or to help in different areas of the school or in individual classrooms. This body may also assist with recruiting parents to aid fundraising efforts.

- **Parent Body** - Every parent is automatically a member of the Parent Council and can participate in the election of the Parent Council Leadership Team. Parents are encouraged to assist teachers in the classroom whenever there is a need. Families may also participate in projects organized by the Parent Council or those initiated by Administrative Committees. Every parent is encouraged to participate in the fundraising effort.

**Quality of Management Plan** - WCS will institute a grant administration process with a project plan listing timelines, milestones, tasks, responsible parties, dependencies of tasks and constraints to monitor the implementation of all proposed project goals to ensure that project goals are executed on time and within budget. WCS will require at least three different bids for any item greater than \$5,000. WCS will design a property inventory control process to track all assets purchased with funds from the grant award. The Administrator will approve all financial transactions related to the execution of the goals. S/He is also in charge of overseeing the execution of these goals and responsible for the success of their implementation. In essence, the Administrator is the Project Manager of all project goals related to this grant.

The following outlines milestones and completion dates of these goals and the parties who will collaborate with the Administrator to achieve these goals. Some tasks will require up to two years to complete in order to accommodate our expansion to include additional grades. A diagram of the project goals and milestones is included in Appendix D.

Within the scope of this grant, WCS has 4 project goals:

1. **Educational Program Design** - Project Milestones for this goal are as follows:
  - a. Selection of curriculum materials and development of instructional materials by faculty (7/2012 through 7/ 2013) - Accomplished with the collaboration of contracted Waldorf professionals, Charter Advisory Board (CAB) and the faculty.
  - b. Identifying requirements for and completing purchases of Waldorf furniture, equipment, instructional materials and supplies. (7/ 2012 – 6/2014) - Accomplished with the collaboration of the CAB and the faculty.
  - c. Mapping of Waldorf Curriculum to Common Core Standards and designing an alignment strategy of relevant standards in addition to training on implementing Common Core Standards (7/2012 through 7/2013)
  - d. Selection/design/consolidation of Waldorf assessment methods and rubrics. Training on Waldorf assessment methods and new assessment methods for common core standards. (7/2012 through 3/2014) - Accomplished with the collaboration of consultants, faculty and Waldorf professionals.
  
2. **Build School Community and Outreach Plan** – The milestones in this project goal are accomplished with the collaboration of the CAB and the Outreach Committee. Dates for all tasks within this goal are 8/2012 through 8/2014.
  - a. Developing marketing materials including website, social media such as a Facebook page, flyers, school brochure, and business cards.
  - b. Designing and implementing a series of educational outreach events quarterly, focusing on an aspect of Waldorf Education to both school community and external audience.

- c. Selecting and organizing Waldorf style seasonal festivals four times per year with games, music, food, and artisan vendors to promote Waldorf education and practices. These events will be open to the school community and general public to attract supporters.
- d. Dissemination of informative articles to newspapers to educate and increase publicity.
- e. Developing collaborative partnerships with local public and private entities.

**3. Organizational Infrastructure Development.** The following are milestones of the goal:

- a. Launch search for Administrator (7/2012 through 6/2013). WCS Board is in charge of this milestone and will be assisted by the CAB.
- b. Purchasing office furniture, equipment and supplies. (7/2012 through 1/2014) - Accomplished with the collaboration of the CAB and administrative staff.
- c. Refinement of bylaws (1/2013 through 5/2013) - Accomplished with the collaboration of WCS board and legal counsels.
- d. Establishment of Board Policies (7/2012 through 5/2014) - Accomplished with the collaboration of professionals from the Oregon School Board Association (OSBA), WCS Board and the CAB.
- e. Board Training (1/2013 through 5/2013) - Accomplished with the collaboration of consultants and WCS Board using board training handbooks, by-laws and board policies developed in above milestones.
- f. Developing Personnel Handbook, Parent Handbook and Financial Accounting System. (7/2012 through 5/2014). Handbooks development will be accomplished with the collaboration of administrative staff and the WCS Board using board policies as input. Design of WCS financial accounting system will be performed with the collaboration of the contracted CPA using the state accounting structure for public

schools as input to create and implement our financial accounting system.

#### **4. Recruitment and Professional Development Plan**

- a. Recruitment of Administrative Assistant and Office Manager (7/2012 through 8/2012)  
- Accomplished by the Hiring Committee.
- b. Recruitment of faculty (6/2012 through 8/2013) - Accomplished with the collaboration of CAB, the Hiring Committee and faculty members.
- c. Design Professional Development Plans for faculty and staff (7/2012 through 5/2014) - Accomplished with the collaboration of Waldorf professionals and faculty members.

The WCS organizational chart reflecting the relationships between the major groups and functions and the reporting and communication structure between these entities is included in Appendix C. This structure may evolve to accommodate the changing needs of the organization as the school matures. This framework reflects an implementation of checks and balances across different functions as well as an earnest effort to include the voice of all stakeholders into the building and management of the school, while restricting the legal liabilities and limiting the responsibility and accountability for the success of the program to the appropriate parties in charge of the operation of the school.

**Quality of Project Personnel** – WCS implements a non-discriminatory practice in its human resources management in all aspects including recruitment, performance review and promotion. WCS will strive to provide an environment free of harassment based on an individual's race, religion, gender, sexual orientation, ethnicity, national origin and disability. In order to ensure a high quality program, WCS establishes qualifications for all available positions based on the

skill sets required to manage the organization or to teach the Waldorf and state standards for each grade level, requirements specified in Oregon charter legislation and those by the Teacher Standards & Practices Commission (TSPC).

**Administrator Qualifications:** The Administrator’s recruitment will be performed by the WCS Board. The ideal candidate for the Administrator position will have a background combining experiences in both education and business or non-profit management. It is important that the candidate possesses resourceful entrepreneurial skills and perspective, and strong leadership ability in managing a start-up school. The ideal applicant will demonstrate a commitment to fostering student academic achievement and growth. A Waldorf background and an Oregon School Administrator license will constitute a preferred candidate. S/He will receive training about important aspects of charter school management by the SEA, the Oregon Department of Education. S/He will visit other public Waldorf schools in Oregon to learn about best practices in academic implementation as well as organizational management. The Administrator will receive an orientation about the WCS initiative from WCS board, a copy of the charter contract, a Performance Review Plan, and a Personnel Handbook upon accepting the position.

**Teacher Qualifications:** As required by Oregon Charter Schools Legislation, a minimum of 50% of instructional staff will be licensed (having state teaching credentials) with the Teacher’s Standards and Practices Commission (TSPC). Other non-licensed teachers will be registered by TSPC. The registration process by TSPC includes verification of educational, professional and criminal background for each candidate. The high standards of ethical conduct, non-discrimination and continuing professional development will be expected and monitored through annual school improvement planning and documentation of professional development units earned by each individual. All faculty members within WCS will obtain and maintain a “highly

qualified” status as required by federal legislation “No Child Left Behind”. Proof of this status will be provided prior to the recruitment of all teachers. All Oregon Revised Statutes applicable to staff in the performance of their duties will be documented.

In order to attract qualified candidates, WCS will offer a compensation package with competitive salaries for a rural location, public employee retirement benefits as required by the Oregon charter legislation and health insurance coverage benefits. Teachers will be required to participate in Waldorf teacher training each year by attending Waldorf education workshops at the Rudolf Steiner College, by meeting regularly with a Waldorf mentor, and by participating in reviews from Waldorf evaluators. WCS holds the goal that by year 5 of operation, 80% of our faculty will hold both Waldorf and State teaching credentials. As teachers will, ideally, loop with their students from 1<sup>st</sup>-8<sup>th</sup> grades, this career path provides an exceptional opportunity for meaningful professional and personal growth for those who have a deep commitment to children and the field of education. Teachers will demonstrate strong proficiency in curriculum content knowledge, strive to continually improve their instructional strategies, and increase student academic achievement.

In order to select the best applicants, WCS plans on instituting a rigorous hiring process as follows. All job postings will be done at the following website: <http://www.waldorfworld.net/>, [www.waldorftoday.com/](http://www.waldorftoday.com/), and the National Alliance for Public Charter Schools [www.publiccharters.org](http://www.publiccharters.org) and on WCS website. WCS’s primary objective is to reach the widest audience possible to attract candidates from various ethnic backgrounds as the above websites are accessed by Waldorf professionals worldwide and educators and administrators around the nation.

For the Administrator's position, the WCS board will conduct interviews with qualified candidates and may request demonstration of performance tasks or skill sets. References and professional and criminal background will be verified by WCS board and the Teacher Standards and Practice Commission. Until the Administrator search is complete, the WCS Board President will be the Acting Administrator.

For other staff positions, the Hiring Committee will select from the pool of applicants. One of our important goals is to mirror the diversity of our student population in our recruitment of faculty and staff. To help achieve this objective, in addition to posting announcements on above websites, we will also be posting our openings at Waldorf teacher training centers, and if deemed necessary, we will send recruiters to Waldorf training centers in California to access a broader base of teachers from diverse ethnic groups. WCS also considers giving preferential priority to bilingual (English and Spanish) candidates, especially those who are native speakers. The hiring process will be implemented by the Hiring Committee as follows:

- Producing and posting job announcements on above mentioned websites and training centers
- Selecting the best applicants having required credentials and experiences for interviews
- Requesting candidates who interview successfully to demonstrate his/her teaching abilities in a typical main lesson block (about 3 hours) using a pre-provided lesson plan in a classroom setting with students. The classroom performance can be requested for different grades and for different subjects to observe teachers adapting to different development stages and consciousness. The best candidates emerging from this classroom performance evaluation will be offered the position following a verification of professional and criminal background by the Oregon Teacher Standards and Practices Commission (TSPC).

All employees will receive an orientation about working in charter schools, an overview of Waldorf methods and its impact on student learning, a copy of the charter, an organizational chart, a description of his/her role within the organization, a complete description of his/her job responsibilities, all human resources management related information and a personnel handbook.

***(iii) Describe the objectives of the charter school and the methods for achieving those objectives.***

The objective of WCS is to build a school offering a holistic education to children. Our overarching goal is to produce well-rounded high academic achievers. For the first five years of operation, given a high population of incoming homeschooled students, our initial target will be outlined in the following table:

	Grade 3	Above Grade 3
Students who have been at WCS for 3 school years	80% will meet or exceed state and Waldorf standards	70% will meet or exceed state and Waldorf standards
Students who have been at WCS longer than 3 school years	N/A	75%-80% will meet or exceed state and Waldorf standards

For all students performing at below benchmark or grade levels, WCS will be charting these individual students' academic growth on a yearly basis using state standardized test results. WCS goal for these students is that at least 10% of these students will meet benchmark in the following year and 50% of these students will show some level of academic growth to meet the Safe Harbor rule and earn AYP designation as specified in NCLB. Following the first five years,

we will make adjustments to the above academic goals based on our experience curve and a deeper understanding of our student profile.

We measure the ultimate success of our school based on our achievement of the above goals. TRSD Administration will review our yearly achievement as part of their annual evaluation as described in question (iv) and will collaborate with WCS on a School Improvement Plan. To ensure our continued success and the consistent quality of our program, WCS prepared a quality assurance program and an academic accountability plan for educational excellence encompassing all aspects of student teaching and learning. The following outlines our quality assurance program and our accountability plan:

**A. Provision of Identified Critical Success Factors** is important to ensure a good foundation for the implementation of the program:

1. Waldorf trained Faculty and Administrator or commitment to Waldorf methods and training and continued education and Waldorf Mentorship for Faculty
2. Availability of Waldorf Educational and Reference Materials
3. Building a repertoire of instructional materials and detailed lesson plans created by teachers from each school year to provide guidance and inspirations to new teachers
4. Waldorf style classroom/school environment:
5. Collaboration with Families for homework assistance and student home life.

**B. Monitoring of Academic Planning Processes**

In addition to the above prerequisites that constitute critical success input factors of the program, WCS will institute the following to monitor our academic planning processes. The Administrator and mentors will be in charge of this process.

**1. Academic Goals Setting by faculty:**

At the beginning of the school year, the faculty will set an initial set of academic goals for the class and individual goals for educationally disadvantaged students or talented and gifted students. The academic goals for the class will be reviewed by the Administrator.

2. **Class Syllabuses and Lesson Plans** will be reviewed by the School Administrator and Waldorf mentors for complete coverage of curriculum content and state/Waldorf standards.

### **C. Evaluation of Academic Implementation**

The evaluation of academic implementation is essential as it provides a feedback loop to WCS administration and board regarding the performance of the faculty. This process also serves as input into the yearly School Improvement Plan.

#### **1. Evaluation of Faculty Performance:**

The Administrator will perform this task or outsources this task to Waldorf consultants. Evaluation results will be shared with individual faculty members and his/her respective mentor for help with improvement if needed. The primary objective is to plan for a) Instructional improvement and b) Faculty professional growth. In general, teachers will be evaluated based upon:

- Student learning and engagement and student achievement on state standardized tests
- Timely coverage of curriculum as planned in the syllabus and coverage of Waldorf content standards and state content standards and thorough preparation of lesson plans; creative implementation of curriculum to offer something for every student and differentiated instruction addressing different performance levels;
- generating an inner enthusiasm for learning within every child; understanding of Waldorf pedagogy and the child's changing consciousness within his/her grade level

- Knowledge of and connection with students
- Aesthetics of classroom environment
- Professional conduct with colleagues and administration

## 2. Assessment of Student Performance

### a. Summative Assessments:

State Standardized Testing: - These tests will be administered on a yearly basis to specific grades as specified by the Oregon Department of Education.

Student Portfolio Assessment: Since Waldorf methods present a holistic approach to education, the assessment of students is also performed in a holistic way. The student portfolio includes student work in main lesson books, writing samples, handwork projects, homework assignments, drawings and paintings. Main lesson teachers and specialty subject teachers provide narratives about their observations of student performance, and they include assessment details about students' portfolios.

Assessment Rubrics: Assessment rubrics provide detailed information about student performance based on observations in class, evidence in main lesson books, and results from various formative assessments. These rubrics may also be utilized with at-risks students within the first month of joining the school to document their starting point at WCS and to chart their progress.

- a. **Formative Assessments:** Formative assessments may occur daily and are activities to help the students demonstrate achievement relative to the instructional content and to give feedback to teachers for any needed adjustments in the teaching.

- b. **Student Progress Report:** The Student Portfolio will be presented to parents at parent conferences. The narratives about student performance will be sent to parents twice a year, once in the middle of the school year and at the end in June.

## **2. Survey of Students, Parents and Staff**

Each year, students, parents and staff will be requested to participate in a survey by the Oregon Department of Education about their satisfaction with WCS. In addition, WCS will institute its own survey to obtain specific information about the program and school performance. The results of both surveys will be shared with all stakeholders: families, faculty, administration and the board. The Administrator and the board will collaborate on ideas to remedy areas of weakness identified in the survey results and incorporate them into the annual School Improvement Plan.

### ***(iv) Administrative relationship between WCS and the authorized public chartering agency***

The Oregon Charter Legislation, chapter 338, provides for a strong degree of autonomy to charter schools, which operate as independent entities from the authorizing agencies. Charter schools in Oregon have their own legal corporate status, tax-exempt status, governance board and by-laws, personnel, and they manage their own operating budget and financial and accounting system. In addition, charter schools are also exempt from all statutes and rules applicable to school district and school district boards with the exception of federal law and statutes and rules listed in chapter 338.115, an excerpt of which is included in Appendix F.

The Woodland Charter School Charter proposal was approved on January 9<sup>th</sup>, 2012 by the Three Rivers School District (TRSD) Board. Subsequently, the charter agreement was signed on date April 26, 2012. The charter agreement specifies the contractual obligations between the WCS Board and the TRSD Board, and the administrative relationship between WCS

administration and TRSD administration. Acting on behalf of the Board, TRSD administration serves as the liaison for implementation of the contract, the representatives for contract negotiation, and the oversight authority of WCS program implementation. The WCS point of contact is the WCS Administrator. TRSD's point of contact is Peter Maluk, Director of Federal Programs. See Appendix G for Charter Agreement documents and other communications pertaining to TRSD.

The Charter Contract went into effect at the date of signature, and expires June 30<sup>th</sup>, 2015. It can be renewed following the completion of the process outlined by Oregon law in Section 338.065, and the initial renewal shall be for three years. The Charter Renewal process will include a requirement for a report similar to the Annual Report WCS will provide TRSD, but this report will cover the entire term of the charter. Included in this process is a public hearing to obtain public comments about the merit of the charter school. At the time of renewal, the charter school and TRSD will consider a re-negotiation of terms within the charter agreement. In each school year, TRSD will provide WCS with a base level of funding that is 80% of the state school fund rate to public schools based on student count (average daily membership). Initial funding will begin in July 2012 and shall be awarded each month thereafter through the end of the contract term.

The administrative relationship between TRSD and WCS is primarily based on stipulations of accountability requirements: a) student attendance and performance level, b) financial solvency and c) legal compliance by the charter school.

Within the educational program, stipulations include elements such as curriculum content standards, mapping of curriculum to state content standards, assessment methods, non-religious educational content, extra-curricular activities, non-discriminatory enrollment (enrollment

conditions based on age and grade only), the number of instructional hours, school calendar and daily schedule of all grade levels, hours of operation, student welfare and safety requirements and standards, enrollment level, student attendance, conduct and discipline policies, education of students with disabilities, education of talented and gifted students, confidentiality of student records, data collection and reporting pertaining to enrollment level, and student attendance. WCS will have access to TRSD computer system to update student enrollment, and student attendance data on a daily basis. State standardized testing will occur on-line via internet access into the SEA (Oregon Department of Education) testing facility with test results made available publicly from the SEA website. A specific schedule for data collection and reporting is being created to coincide with TRSD's existing schedule for submitting reports to the Oregon Department of Education.

In the financial area, to ensure the financial solvency of WCS: WCS shall establish, maintain and retain appropriate financial records in accordance with all applicable federal, State and local laws, rules and regulations and generally accepted accounting principles ("GAAP"). WCS will submit to TRSD the annual WCS budget prior to the beginning of each fiscal year. WCS will submit financial statements to TRSD on a monthly basis. In addition, WCS will arrange for an annual audit of WCS' accounts in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.998 and will submit those audit reports to TRSD by October 31 of each year for the previous fiscal year.

There is a requirement for an Annual Report to be delivered in February of each year to the TRSD board and WCS will provide an informational package consisting of the annual balance sheet and audit reports, a student performance report, and the School Improvement Plan. The School Improvement Plan will detail all aspects needing improvement at WCS and expected

actions by the charter school to enhance the program. To demonstrate the results of a holistic educational approach, WCS may incorporate as part of this Annual Report a sample of student portfolios including student works in all areas of the program (i.e. main lesson books, drawing, paintings, writing samples, book report samples, handwork projects, video or audio recording of music and theater performances by students) for review by TRSD.

TRSD representatives will make announced and unannounced visits to the charter school to inspect all aspects of the program including visits to different classrooms to evaluate the teaching process, safety of school grounds, student record keeping in the administrative office, or to speak with parents and staff regarding their perception of the performance of the school. Other WCS administrative responsibilities will include a requirement for a property inventory to document and distinguish all assets (non consumable items) purchased with state funding, those purchased with the charter program federal incentive grant funds, and assets purchased with private funds. The charter agreement also includes clauses for dissolution and termination of the charter school and other standard clauses for miscellaneous provisions and general legal definitions for the contract.

In the area of risk management, TRSD has required a standard level of insurance coverage within the charter contract for each type of liability that WCS and TRSD might face. This insurance coverage is currently being finalized to include commercial and general liability insurance covering bodily injury and property damage; directors' and officers' liability insurance; automobile liability insurance; workers' compensation insurance; and an honest bond. Each policy of insurance will be written as primary coverage, and will name the District as an additional named insured. The insurance policy will protect the sponsor against indirect liabilities incurred from the operation and oversight of the charter school.

The final aspect of WCS's administrative relationship with TRSD pertains to the campus where WCS will be located. WCS signed a property lease with the TRSD Board for a 13 acre parcel owned by TRSD and adjacent to the existing Hidden Valley High School. This property will be developed in summer 2012 to serve as the WCS campus. The WCS Board intends to lease and site modular buildings, hook up utilities, create a road and parking area, install ADA compliant walkways, install fencing, and develop a playground and school garden to prepare for the school's opening. This lease was signed on April 26, 2012 and will be in effect until June 30, 2023. Beginning April 2017, WCS will be entitled to the option to purchase this property from TRSD and this option will be available to WCS for a two year period. Should WCS wish to renew the lease, it can be renewed for a period of up to 10 years subject to approval of the TRSD Board. During the period of tenancy, WCS will obtain approval from the TRSD Board for any intended improvements to the property, will pay an annual lease fee, and will be required to maintain the property in good and clean working order.

***(v) Parents and Community Members' Involvement in the school planning /implementation***

The impetus for the Woodland educational initiative to form a Waldorf-inspired charter school arose out of a strong desire for this form of education by community members. Parents are drawn to the home-like, nurturing environment offered by the Waldorf school setting. Applegate Valley residents are by-and-large artists, farmers, musicians, and educators, and the Waldorf educational philosophy, with its integration of the arts into all curriculum content, its strong emphasis on nature studies, and its multidisciplinary, multisensory approach, deeply resonates with the community ethos of the Applegate Valley. These parents have children that homeschool using Waldorf methods, or they have children who are travelling far outside of their

rural community of the Applegate Valley to attend charter or private Waldorf methods schools. in Ashland or Medford (45-60 minute drive one way). Out of their strong desire for this pedagogy, these parents are left with choosing the above options until WCS is open. In addition to being the primary drivers determining the curriculum and methods that will be implemented, prospective parents have the opportunity to be involved in all aspects of planning and implementation of the school, including joining the WCS board, the Charter Advisory Board, and Administrative Committees, or volunteering on different projects or within the classroom. There are currently more than 20 active parents and community volunteers planning for the opening of Woodland Charter School.

Once the school is open, there will be postings of upcoming projects requiring assistance of volunteers on the school website and on a board on display on school grounds. A database of volunteers, interests and skill sets will be developed to match volunteers with the needs of the school. Parents will be requested to volunteer at least 20 hours during each school year.

Volunteers may contact the school on their own initiative or those who are listed in the database may be contacted by the Parent Council, if there is a match between their interests, skill sets and the requirements of the project. All volunteer hours will be logged to reflect the true cost of building the school. There will be opportunities for the Administrator and WCS board to honor volunteers and express appreciation for their contributions.

To date, WCS has received over 250 letters of support from families of prospective students and other community members. These letters were collected from residents of Grants Pass and the many rural communities throughout Josephine County, and submitted to TRSD with WCS's charter proposal. WCS recruited over 20 active parent volunteers, and currently has 65 students pre-enrolled. WCS fundraising efforts have resulted in over \$10,000 raised from November

2009- June 2011, and \$55,500 in fundraising pledges for the campus development and first year of operation. Pledges have come in from students' families, community members, and local business partners. WCS has become a true community project that illustrates the concept of 'it takes a village to build a school'.

***(vi) Authorized public chartering agency funding support for continued operation of the charter school***

Woodland Charter School (WCS) received direct charter sponsorship by the local educational agency (TRSD). WCS will receive 80% of the state school funds for each 1<sup>st</sup>-8<sup>th</sup> grade students as operating revenue supporting its educational program. This funding will continue until the charter is no longer in effect, the charter is not renewed, or there is a change in the Oregon charter legislation regarding funding. According to WCS projections, this level of funding proves adequate to maintain a sustainable quality program. The state school fund will be administered and disbursed by the LEA (Three Rivers School District) on a monthly basis. In addition, WCS will receive from the LEA additional supports such as the purchase of general office or janitorial supplies at reduced costs, and some limited access to district facilities including data collection and data reporting electronic facilities, outdoor fields, sport facilities, theater, and common spaces for students' use or community gatherings. These arrangements will allow WCS to significantly reduce operating costs and enhance our program for all students. In addition, our financial plan includes several yearly fundraising events to supplement our revenue and enhance our program.

**(vii) Waivers:**

Woodland Charter Schools (WCS) is seeking the following waiver:

A waiver from the equitable lottery requirement for admission of founding members' and employees' children in the eventuality that the demand for school admission by our constituency exceeds the available spaces. This waiver enhances WCS's ability to enlist and sustain motivated parents to join our Founding Board to help build the vision for the school and to successfully recruit qualified candidates to staff the organization. This waiver is especially critical for the success of the program due to the rural and remote location of Woodland Charter School and the low availability of individuals with pertinent and appropriate background in the local area to serve as founders. In addition, it is important that the school has the ability to offer staff's children admission to the school as an unequivocal benefit, as we attempt to build a faculty with the most highly qualified staff possible. These faculty members will likely come from other geographical areas and will need to relocate themselves and family to serve our school. This feat can be difficult for a small school in a remote area to accomplish without such benefits to founders and employees desiring this educational approach for their children. WCS Board will limit the percentage of students admitted with the priority of founders and staff's children to 8% of total enrollment.

**(viii) Use of Grant Funds**

WCS was awarded \$56,000 from the federal incentive grant for charter schools that was administered by the state educational agency. This award assisted WCS complete our project goals during the planning phase including researching the curriculum, drafting the charter proposal and obtained its approval, building the school community through initial outreach,

negotiation with the local educational agency (TRSD) to reach the charter agreement, drafting initial by-laws of the organization and planning for the implementation phase.

The grant funds requested in this application will assist us in the following goals of the implementation phase spanning two academic years 2012-2013 and 2013-2014:

Goal 1 – Educational Program Design – Budget: \$223,511 (55.87%). Resources will be spent on classroom furnishings, curriculum and instructional materials, reference books, Training on Common Core Standards and how to implement and integrate them successfully, and new assessment methods supporting the Common Core Standards. Waldorf methods in lower grades (1-6) generally do not rely upon textbooks or worksheets from educational publishers; instructional materials to be used in classroom are mostly developed by teachers based on their research of curriculum and standards for the subject.

Goal 2 - Building School Community through Outreach Plan - Budget: \$17,070 (4.27%). The expenditures involve producing marketing materials including a school brochure, event flyers, business cards, website, Facebook page and organizing outreach events. This goal is important to inform prospective parents about our initiative and school, educate them on charter schools, the benefits of Waldorf education and gather community support.

Goal 3 - Developing Organizational Infrastructure - Budget - \$62,777 (15.69%). The resources for this goal will be spent on purchasing office furniture, equipment and supplies, development of board policies, board training, development of administrative rules and procedures for the school, which will be included in the Personnel handbook and Parent handbook, development of our accounting and financial system based on the state accounting structure for public schools, refining or adjustment of by-laws and launching a search for the

Administrator. This goal is important as it will a) build a solid legal and operational framework for the organization; b) educate and strengthen the organizational leadership and c) build the physical infrastructure with furniture, equipment and needed office technology for the school administration.

Goal 4 - Recruitment and Professional Development Plan - \$96,641 (24.16%) Resources will be spent on recruitment and professional development of teachers including training on teaching and continued education on Waldorf curriculum, standards and methods, Waldorf assessment methods, mentorship for faculty, Waldorf workshops and training materials.

Goal 1 – Educational Program Design and Goal 4 – Recruitment and Professional Development Plan are projected to be 80% of the grant budget. These two goals have direct impact on student performance. The total investment in these two goals is approximately \$320,000 or \$3,200 per student for the first 100 students, once the school reaches its maximum capacity. However, in the long run, with the graduation of students and admission of new ones, the per student cost will decrease as the benefits will be spread out over a larger number of students using these same physical and intellectual assets. The quality of the intellectual assets will enhance over time with experience and will stay with the school as the school will build a repertoire of instructional materials and lesson plans to be shared by the faculty. The physical assets should have a life expectancy from 5 to 10 years, thus serving well over the initial 100 students. The total expenditures for Goal 2 - Outreach Plan and Goal 3 - Organizational Infrastructure will amount close to \$80,000 or 20% of the total budget. These two goals encompass the needed start-up overhead expenses for the charter school.

Our allocation of resources represents a well balanced budget and an exceptional value package to start a high quality educational institution placing a high priority on impact on student

learning. The requested grant funds will help WCS establish a highly desirable, solid, and innovative educational opportunity, and one that will be valued by community members for under-served students in our rural community for many generations to come. The details of the project goals pertaining to project tasks, milestones and completion dates and responsible parties can also be found in the Quality Management Plan section under question ii (Describe how the school will be managed) and in the budget narrative.

***(ix) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;***

WCS holds educational outreach events quarterly to introduce Waldorf Education and the opportunities that charter schools present for educational innovations and school choices within the public education arena. These events, thematic festivals, and activities reflect the Waldorf curriculum content and the Waldorf style of community building. There are held in different locations throughout the county so as to inform a wider audience. As an ongoing effort to keep in touch with our prospective parents, WCS plans to continue its outreach efforts at locations that our targeted constituency will most likely frequent such as the Williams Farmers' Market and the Grants Pass Growers' Market. Advertising for the school is placed with Grants Pass Daily Courier, Southern Oregon Family, Applegater Newspaper, and Jefferson Public Radio. WCS lists a telephone number and an email address on all outreach flyers and other media for families to contact us and learn about current developments of the initiative. WCS implements an automated email list manager (LISTSERV technology) to collect and build a list of email addresses of interested families to keep everyone informed with our project. WCS uses digital social media such as Facebook to introduce the project to the community and keep everyone

abreast of events and developments with the project. In addition, WCS has a website and will establish a link from our authorizing agency's (TRSD) website.

Under Oregon charter legislation, charter schools are considered schools of choice and therefore there is no requirement for inter-district transfers. For this reason, WCS, with the help of volunteers, also places flyers in the vicinity of adjacent school districts: at grocery stores, public libraries and grange halls in the small towns throughout the Applegate (Williams, Provolt, Applegate, Ruch, Murphy, Jerome Prairie, and Wilderville) and Grants Pass. If there are spaces, out-of-district students will be accepted. Should demand exceeds the available seats, a lottery process will be conducted in the presence of TRSD administrative staff to ensure equitable admission to the school. Within the lottery process, in-district students will have higher priority than out-of-district students. (In-district students' entries will be drawn first).

As Waldorf pedagogy has a high success rate in turning around at-risk youth (4), (5), it is important that families with educationally disadvantaged children are aware of our initiative, as at-risk youth can benefit significantly from our educational approach. To this end, WCS places school flyers at ACCESS, a non-profit organization offering basic services to underprivileged families, Our Foster Kids, Inc. and the Department of Human Services office to address the equity concerns within section 427 of the General Education Provisions Act (GEPA).

***(x) Compliance with sections 613(a)(5) and 613(e)(1)(B) of (IDEA);***

WCS does not screen out applicants on the basis of race, religion, sex, sexual orientation, ethnicity, national origin, disability, income level, English language proficiency, athletic ability or any attribute other than age and grade. Age and grade are the only criteria for application and enrollment.

After a student has been invited to enroll, WCS will ask if the student has a current Individualized Education Program (IEP) under IDEA. This information will not be used to discriminate in any way against special education students in the enrollment process or in any other manner. The LEA will be notified of any prospective student who has a current IEP in order to convene an IEP team meeting. The student's IEP team will determine the appropriate educational goals, program and placement for the student. WCS will comply with all applicable laws regarding special education students. The state-approved policies and procedures for special education used by the LEAs will apply to students with disabilities enrolled in WCS.

The following will occur upon the entry of a student with disabilities:

- District notification: WCS immediately notifies TRSD of the student's enrollment.
- Records review: The LEA reviews the WCS enrollee list to identify if any of the listed students have an IEP, are in the process of evaluation, including a referral for an evaluation, or are receiving interventions that may lead to a referral for an evaluation. The LEA notifies WCS of this information.
- IEP meeting notice: The LEA convenes an IEP meeting and sends notice of the IEP meeting to all participants stating the purpose of the meeting is to review/revise the IEP and to determine appropriate placement.
- Records distribution and retention: The LEA forwards the student's confidential file. The LEA and WCS are required to maintain records according to all applicable statutes and laws.
- IEP team members: The IEP team includes the parent/guardian, at least one regular education teacher for the student, at least one special education teacher of the student and a representative of the LEA. The IEP meeting is convened in order to determine the applicability of the documents goals and requirements, whether the goals are being achieved

and to illuminate any lack of expected progress toward the annual goals and in the general education curriculum. In consideration of student placement in the least restrictive environment, the IEP team considers WCS as the student's home school. The LEA must ensure a continuum of placement options is available for all students with disabilities, including those attending WCS. This continuum includes supplementary aides and services, pull-out programs, in-class assistance and regular class placement.

A placement team meeting will be convened following the determination of the goals and student progress towards those goals. As with all students eligible under IDEA, placement is based on the student's IEP in conformity with the student's needs. If these needs, as determined in the IEP document cannot be met at WCS, pursuant to OAR 581-015-0061, other placement and service options will be considered. If the student has been previously identified, parent consent for placement is not required. Should a parent challenge this placement decision and request a hearing, the "stay put" clause in IDEA legislation will be in effect. For students who are newly identified as having a disability, the LEA must plan for evaluation and follow all requirements of IDEA legislation for the evaluation process. The LEA will determine the appropriate delivery model for the provision of special education services. Further, the LEA is responsible for transportation, if outlined on the IEP. The LEA and WCS may negotiate a plan for an alternate distribution of funds and/or contract with outside service providers or WCS.

Generally speaking, we would expect that students who were previously served in the regular classroom setting for the majority of their learning toward IEP objectives and goals, would continue to be similarly served at WCS. The main lesson teacher would make every effort as any regular classroom teacher would to serve the student in the least restrictive environment.

# Language Arts Assessment - First Grade

<b>Objectives and teaching strategy:</b> To begin the development of reading skills by using a rich array of verses, fairy tales and folk stories from around the world, told in a vivid and enlivened way. Many of these verses and stories are memorized and dramatized by the students who use them as the content for their written books. These books become their first readers.	<b>Reading</b>			
	Always	Often	Sometimes	Not Yet
<b>Literature</b>				
Shows enthusiasm and attentive behavior while listening to stories				
<b>Comprehension</b>				
Can retell a story				
Talks to others about a story and participates in discussions				
Creates projects (drawings and paintings) related to a story				
Can dramatize a story through acting and puppetry				
Uses pictures to make predictions				
Can select a favorite story				
<b>Skills and Strategies</b>				
Demonstrates knowledge of how print is organized and read				
Understands concept of reading from left to right/top to bottom				
Can identify the front and back of a book				
Can match some spoken words with print				
Identifies upper case letter names, shapes and sounds				
Identifies some high frequency words				
Demonstrates knowledge of phonemic awareness				
Identifies beginning, middle and ending sounds of words				
Can clap syllables in words and sentences				
Orally recognizes rhyming words				
Recognizes words that start and end the same				
Can substitute words in a rhyming pattern				
Can blend sounds into words				
Applies knowledge of letter-sound correspondences when reading				
Uses beginning and ending consonants and vowels when reading				
Recognizes some word families				
Reads unknown words using meaning cues (pictures, knowledge of the story, etc.)				
Uses decoding strategies (sounds out words, compares similar words, breaks words into smaller words)				

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Language Arts Assessment - First Grade

<b>Objectives and teaching strategy:</b> Waldorf-inspired students learn to read through their own writing. Therefore a strong emphasis is placed on the writing process. Unique to the Waldorf-inspired curriculum is form-drawing. Children begin by walking and gesturing the two basic forms, the straight line and the curve. These are carefully brought to the actual process of writing. They practice a diverse array of patterns, utilizing the line and curve which enhances the ability to write letters and measure spatial relationships used in writing. After several form drawing lessons, the students will make their own books featuring simple sentences and colorful illustrations, from the verses and stories told to them by their teacher.	<b>Writing</b>			
	Always	Often	Sometimes	Not Yet
<b>Form drawing</b>				
Can walk and gesture straight lines and curves				
Can draw straight lines, curves and patterns				
<b>Skills</b>				
Forms letters out of practice with form drawing				
Can copy written words from memorized verses and stories				
<b>Organization</b>				
Can organize ideas for simple sentences				
Can include facts and details with brainstorming for writing				
Can explain own drawings that tell a story				
<b>Communication</b>				
Can read and explain own drawings and writings				
Draws pictures about experiences				
Copies sentences from stories or verses				
Dictates own story or contributes to a group story				
<b>Using conventions</b>				
Writes using a left to right, top to bottom progression				
Can write own name				
Uses letters to write and copy				
Understands what the meaning of a sentence is				

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Language Arts Assessment - First Grade

<b>Objectives and teaching strategy:</b> Waldorf-inspired instruction relies heavily on oral presentation. The oral tradition is used for its ability to develop rich vocabulary and deepened inner comprehension as well as its ability to expand the listening and perceiving capacities of the student. Both the content of the speech and the articulation are conscientiously brought into the daily lessons.	<b>Speaking and Listening</b>			
	Always	Often	Sometimes	Not Yet
<b>Speaking skills</b>				
Recognizes rhythms and patterns of language in verses				
Uses correct pronunciation				
Speaks clearly and audibly				
Building a rich resource of words				
Uses an increasingly broad vocabulary				
Building comprehension through retelling of stories				
Participates in creative dramatics and choral speaking				
Respectfully takes turns when speaking				
Expresses ideas orally in complete sentences				
Developing higher thinking skills through retelling stories				
<b>Listening skills</b>				
Shows increased vocabulary and conceptual comprehension				
Uses pictorial thinking				
Shows an enthusiasm for the oral tradition				
Follows simple directions				
Recites short poems, rhymes, songs and stories with repeated patterns				

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Language Arts Assessment - Second Grade

<b>Objectives and teaching strategy:</b> Reading instruction continues with the oral presentation of stories and verses which the children use to make their own readers. A stronger emphasis is given in the second year to word attack and decoding strategies. The oral tradition continues to allow the student to utilize a higher level vocabulary and deeper conceptual comprehension in their work than simplified lower grade texts and readers allow. Animal fables and legendary tales of virtuous and courageous deeds from cultures around the world are used.	<b>Reading</b>			
	Always	Often	Sometimes	Not Yet
<b>Comprehension</b>				
Responds to what has been heard or read				
Can retell stories and events using beginning, middle and end				
Describes and identifies the setting, characters or events				
Recognizes topic or main idea				
Relates previous experiences to what is heard or said				
Can make predictions about the content				
Restates ideas from the text				
<b>Skills and Strategies</b>				
Reads aloud familiar, grade appropriate materials				
Uses phonemic awareness and phonics to blend sounds for more complex words				
Can change beginning, middle and ending sounds of words to make new words				
Uses decoding strategies such as sounding out words, comparing similar words, breaking words into smaller words				
Uses phonics, meaning clues and language structure when reading				
Uses conventions of print (capitals and periods) to help oral reading				
Uses rhythm breathing and intonation that sounds like natural speech				
Uses rereading, cross checking and self-correcting to help reading				

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Language Arts Assessment - Second Grade

<b>Objectives and teaching strategy:</b> Writing in the second grade continues to be centered around the children's handmade books and their form drawing. Children start to write their own sentences for these books as well as copying what the teacher has written. Simple punctuation and lower case/upper case distinctions are introduced. Cursive is usually brought in the final term of the year. Form drawing patterns become more challenging and continue to improve the spatial relationships and legibility required in the writing process.	<b>Writing</b>			
	Always	Often	Sometimes	Not Yet
<b>Form drawing</b>				
Draws complicated patterns of straight and curved lines				
Can draw and understand symmetrical patterns				
<b>Skills</b>				
Forms upper and lower case print and cursive letters				
Writes words on their own and copied from the board or dictation				
<b>Communication</b>				
Can organize ideas into sentences and simple paragraphs				
Writes simple paragraphs from stories they've heard or from their life experiences				
Paragraphs include appropriate details and stay within the assigned topic				
Can self correct spelling of familiar high-frequency words				
Corrects simple punctuation and capitalization				
<b>Using conventions</b>				
Uses simple, informative sentences				
Capitalizes the first word in a sentence and the pronoun "I"				
Uses correct punctuation at the end of a simple statement and question				
Attentive to proper margins, indentations and the appearance of the page				
Uses conventional spelling for high frequency words and those words with regular spelling patterns				
Can spell common sight words, basic reading vocabulary words and word families				
Can write from dictation of simple sentences				

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Language Arts Assessment - Second Grade

<b>Objectives and teaching strategy:</b> The student’s attentive listening span continues to improve as the stories, verses and games become more complicated. Clear articulation is individually encouraged through choral recitation of poetry verses, and dramatizations from the language blocks are still the main vehicle for student practice. During the retelling and discussion of the lesson content, respectful listening to others’ points of view is emphasized.	<b>Speaking and Listening</b>			
	Always	Often	Sometimes	Not Yet
<b>Speaking skills</b>				
Speaks with clear pronunciation and enunciation				
Uses increasingly descriptive oral vocabulary				
Asks questions for understanding				
Responds to the questions of others				
Participates in group discussions				
Participates in choral reading recitation of rhymes, poems, songs and stories				
Participates in dramatics				
Retells stories in logical order				
Creates oral stories to share with others				
<b>Listening skills</b>				
Listens responsively and respectfully				
Follows simple two to three step directions				

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Language Arts Assessment - Third Grade

<b>Objectives and teaching strategy:</b> Students continue to read from their own books, which they make from content given orally from the teacher. However, the narrative and compositional writing requirements for their books are increased. More published materials, both fictional and expository, are utilized. Hebrew legends, native tales and stories about the origins of living on the earth; farming, gardening, house building, animal husbandry are used. Suggested texts may include: Farmer Boy, Ox Carl Man and Miss Rumphius.	<b>Reading</b>			
	Always	Often	Sometimes	Not Yet
<b>Comprehension</b>				
Can read and respond to narrative materials				
Makes, confirms or reverses predictions				
Extracts significant information about settings, characters and events				
Can identify the problem or solution				
Recognizes topic, main idea and supporting details				
Relates what is read to prior knowledge and experience				
Asks and answers questions				
Can restate and summarize information				
<b>Skills and Strategies</b>				
Uses cueing systems, eg.: phonics, meaning, content to determine pronunciation and meanings				
Uses all decoding strategies mentioned in grade two				
Uses a rhythm, pace and intonation that sounds like natural speech				
Uses conventions of print, including commas, to facilitate oral reading				
Uses strategies such as rereading monitoring, checking, predicting and confirming and self-correcting to facilitate reading				
Vocabulary is developing				
Can determine the meaning of unknown words using context and dictionaries				

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Language Arts Assessment - Third Grade

<b>Objectives and teaching strategy:</b> Students continue in their form drawing instruction and in the making of their own books. Narrative and compositional writing requirements are increased. Students are introduced to sentence structure, simple paragraphing, all punctuation markings, beginning grammar, and use of reference and research material.	<b>Writing</b>			
	Always	Often	Sometimes	Not Yet
<b>Form drawing</b>				
Draws complex patterns of straight and curved lines				
Draws mirror forms in four areas of 2-D space				
<b>Organization</b>				
Can organize ideas for writing				
Includes appropriate facts and details				
Stays with the assigned topic				
Can edit and correct spelling				
Can edit for appropriate capitalization and punctuation				
Can revise work to further develop the story in a variety of ways				
<b>Communication</b>				
Includes setting, characters and events				
Uses dialogue				
Includes beginning, middle and end				
Maintains a focus				
Understands the topic				
Organizes content				
Includes appropriate facts and details				
Uses descriptive words				
Maintains a focus				
Uses efficiency of expression				
<b>Using conventions</b>				
Spells high frequency words on third grade level spelling lists				
Spells using continued phonic work and encoding skills				
Uses complete sentences, both simple and compound				
Uses paragraphs to organize information and ideas				
Capitalizes proper nouns and words at the beginning of a sentence				
Uses correct punctuation at the end of a sentence				
Uses commas correctly				
Can identify and use nouns, verbs, adjectives and adverbs				

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Language Arts Assessment - Third Grade

<b>Objectives and teaching strategy:</b> Students will further develop and expand their speaking skills through choral and individual speaking of the memorization of poetry, verse and selections from the lesson content. Dramatizations and class discussions continue with the emphasis on respectful listening.	<b>Speaking and Listening</b>			
	Always	Often	Sometimes	Not Yet
<b>Speaking skills</b>				
Speaks clearly and audibly				
Uses descriptive and expanded oral vocabulary				
Uses appropriate grammar and word choice when speaking				
Asks appropriate questions to gain information and maintain or clarify understanding				
Responds to the questions of others				
Paraphrases and summarizes information shared orally by others				
Clarifies and explains words and ideas orally				
Contributes to group discussions				
Uses increasingly complex sentence structure in oral communications				
<b>Listening skills</b>				
Listens responsively and respectfully				
Paraphrases and summarizes what has been heard				
Follows oral directions with three or four steps				
Understands other perspectives and points of view				

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Portfolio Assessment - Quality of Writing - Grade 4

<p>Work selected from the student's portfolio are to be assessed as to the quality of the writing. Each category reflects the skills and standards that must be met at this grade level.</p>	Exemplary	Commendable	Effective	Flawed	Not Yet
<p><b>Mechanics</b> Meets spelling, punctuation, capitalization, paragraphing and legibility standards. Shows appropriate editing, revision skills.</p>					
<p><b>Language</b> Meets the standards of effectiveness and variety. Uses appropriate vocabulary. Shows understanding of nouns, verbs, adjectives and adverbs.</p>					
<p><b>Sentence structure</b> Meets variety and quality of sentence standards. Uses complete sentences. Uses a variety of sentence structures.</p>					
<p><b>Content</b> Meets standards of supporting detail. Uses dialog appropriately. Uses detail to develop characters, setting, plot.</p>					
<p><b>Organization</b> Meets clarity and logic standards. Maintains a focus throughout piece. Shows organized draft, editing and revision skills.</p>					
<p><b>Thinking</b> Meets development of ideas standards. Shows narrative development. Exhibits clear thinking.</p>					
<p><b>Task</b> Meets the assigned choice of voice, audience, form or purpose.</p>					

Project: \_\_\_\_\_  Most challenging  Most original  Best piece

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Portfolio Assessment - Quality of Writing - Grade 5

<p>Work selected from the student's portfolio are to be assessed as to the quality of the writing. Each category reflects the skills and standards that must be met at this grade level.</p>	Exemplary	Commendable	Effective	Flawed	Not Yet
<p><b>Mechanics</b> Meets spelling, punctuation, capitalization, paragraphing and legibility standards. Shows appropriate editing, revision skills.</p>					
<p><b>Language</b> Meets the standards of effectiveness and variety. Uses appropriate vocabulary. Shows understanding of nouns, verbs, adjectives and adverbs.</p>					
<p><b>Sentence structure</b> Meets variety and quality of sentence standards. Uses complete sentences. Uses a variety of sentence structures.</p>					
<p><b>Content</b> Meets standards of supporting detail. Provides an engaging beginning to establish situation. Uses detail to develop characters, setting, plot.</p>					
<p><b>Organization</b> Meets clarity and logic standards. Maintains a focus throughout piece. Shows revision skills that add detail and clarify meaning. Shows proofreading skills.</p>					
<p><b>Thinking</b> Meets development of ideas standards. Shows narrative development. Exhibits clear thinking.</p>					
<p><b>Task</b> Meets the assigned choice of voice, audience, form or purpose.</p>					

Project: \_\_\_\_\_  Most challenging  Most original  Best piece

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Portfolio Assessment - Quality of Writing - Grade 6

<p>Work selected from the student's portfolio are to be assessed as to the quality of the writing. Each category reflects the skills and standards that must be met at this grade level.</p>	Exemplary	Commendable	Effective	Flawed	Not Yet
<p><b>Mechanics</b> Meets spelling, punctuation, capitalization, paragraphing and legibility standards. Shows appropriate editing, revision, proofreading skills.</p>					
<p><b>Language</b> Uses appropriate vocabulary. Uses a variety of literary techniques. Shows understanding of noun and verb phrases, independent/subordinate clauses.</p>					
<p><b>Sentence structure</b> Meets variety and quality of sentence standards. Uses a variety of sentence structures.</p>					
<p><b>Content</b> Meets standards of supporting detail. Shows ability to explain and describe using different perspectives, compare and contrast, object/subject. Shows ability to write to persuade. Uses visuals or graphics as appropriate.</p>					
<p><b>Organization</b> Meets clarity and logic standards. Shows a controlling idea throughout piece.</p>					
<p><b>Thinking</b> Meets development of ideas standards. Shows narrative development. Exhibits clear thinking.</p>					
<p><b>Task</b> Meets the assigned choice of voice, audience, form or purpose.</p>					

Project: \_\_\_\_\_  Most challenging  Most original  Best piece

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Portfolio Assessment - Quality of Writing - Grade 7

<p>Work selected from the student's portfolio are to be assessed as to the quality of the writing. Each category reflects the skills and standards that must be met at this grade level.</p>	Exemplary	Commendable	Effective	Flawed	Not Yet
<p><b>Mechanics</b> Meets spelling, punctuation, capitalization, paragraphing and legibility standards. Shows appropriate editing, revision, proofreading skills.</p>					
<p><b>Language</b> Uses appropriate vocabulary. Uses a variety of literary techniques. Shows understanding of conjugation of verbs, regular/irregular verbs.</p>					
<p><b>Sentence structure</b> Meets variety and quality of sentence standards. Shows understanding of simple/compound/complex sentences, phrases and clauses.</p>					
<p><b>Content</b> Meets standards of supporting detail. Shows understanding of first person narratives. Shows understanding of simile and metaphor.</p>					
<p><b>Organization</b> Meets clarity and logic standards. Shows a controlling idea throughout piece that conveys a perspective on the subject.</p>					
<p><b>Thinking</b> Meets development of ideas standards. Shows narrative development. Exhibits clear thinking. Shows ability to analyze ideas.</p>					
<p><b>Task</b> Meets the assigned choice of voice, audience, form or purpose.</p>					

Project: \_\_\_\_\_  Most challenging  Most original  Best piece

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

# Portfolio Assessment - Quality of Writing - Grade 8

<p>Work selected from the student's portfolio are to be assessed as to the quality of the writing. Each category reflects the skills and standards that must be met at this grade level.</p>	Exemplary	Commendable	Effective	Flawed	Not Yet
<p><b>Mechanics</b> Meets spelling, punctuation, capitalization, paragraphing and legibility standards. Shows appropriate editing, revision proofreading skills.</p>					
<p><b>Language</b> Uses appropriate vocabulary. Increased use of free essay. More emphasis on exact descriptions.</p>					
<p><b>Sentence structure</b> Meets variety and quality of sentence standards. Shows understanding of infinitive and infinitive phrase, gerund and gerund phrase, participle and participle phrase.</p>					
<p><b>Content</b> Supporting detail. Shows understanding of different writing forms. Uses elements such as plot, point-of-view, setting, conflict and characters to establish a situation.</p>					
<p><b>Organization</b> Meets clarity and logic standards. Shows a controlling idea through piece that conveys a perspective on the subject.</p>					
<p><b>Thinking</b> Meets development of ideas standards and clear thinking. Shows ability to analyze ideas by looking at them from multiple angles and through deeper layers of meaning.</p>					
<p><b>Task</b> Meets the assigned choice of voice, audience, form or purpose.</p>					

Project: \_\_\_\_\_  Most challenging  Most original  Best piece

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Fall  Spring  20\_\_

**Yuba River Charter School**

**LANGUAGE ARTS  
STANDARDS**

**Grades 1–8**

**1997**

# GRADE ONE

## READING

The Waldorf-inspired approach to reading recapitulates the course of reading in human history. The abstract symbols that we know as letters were derived from pictographs of ancient peoples representing scenes from real life. First graders similarly begin their reading process by discovering letters from forms in pictures drawn from stories told by their teacher (e.g.: an “S” may be derived from a curling hissing snake).

From this point, however, the Waldorf-inspired approach differs greatly from the traditional methods of reading instruction in which reading goes from detail to generalization, letter to word, word to sentence, etc. The Waldorf-inspired method reverses this. Rather than proceed from the detail to the general, step by step, Waldorf-inspired reading is a process of drawing out detail from the general concept. A rich array of verses, fairy tales and folk stories from around the world are told in a vivid and enlivened way. Many of these verses and stories are memorized and dramatized by the students who use them as the content for their written books. These books become their first readers.

Students in Waldorf-inspired methodology will be exposed to less decoding and word attack instruction and may even test lower in initial reading evaluations than students in more traditional approaches. However what is encouraged from the beginning is the child’s inherent interest in life and ability to find meaning in their written language. Understanding and comprehension are a natural result. From the story, to the picture, to the sentence, to the word, children develop a love for language, putting all aspects together as a whole. The skill of learning to read will emerge out of the student’s inner experience of pictorial representation and image making. This process is accompanied by phonetic work in songs, poems and games which help establish a joyful and living experience of language.

The Waldorf-inspired curriculum’s use of high quality literature and verse establishes a rich oral vocabulary and a story comprehension beyond that which could be provided by watered-down word family and simple vocabulary texts.

## Curriculum Standards

1. Listens to and experiences a wide range of literature from rich, powerful and diverse archetypal fairy and folk tales, verses and songs from around the world (e.g.: Germany, Russia, Japan, Norway, India, Ireland and Africa).
2. Comprehends and inwardly interprets the content of the story.
3. Develops proficiency in beginning reading skills and strategies appropriate to the pace of Waldorf-inspired methodology.

## Demonstrations of Standard

- Show enthusiasm and attentive behavior while listening to the stories.
- Retell the story.
- Talk to others about the story, participate in discussions.
- Create projects such as drawings, paintings, and models related to the story.
- Dramatize the story through acting and puppetry.
- Use pictures to make predictions.
- Select favorite stories.
- Show knowledge of how print is organized and read.
- Read from left to right and top to bottom.
- Identify the front and back of a book.
- Match some spoken words with print.
- Identify upper case letter names, shapes and sounds.
- Identify some high frequency words.
- Demonstrate knowledge of phonemic awareness
- Identify beginning, middle and ending sounds of words.
- Clap syllables in words and sentences.
- Orally recognize rhyming words.
- Recognize words that start and end the same.
- Substitute words in a rhyming pattern.
- Blend sounds into words.
- Apply knowledge of letter-sound correspondences.
- Recognize some word families.
- Read unknown words using meaning cues (pictures, knowledge of the story, etc.).
- Show knowledge of decoding strategies (sound out words, compare similar words, break words into smaller words).

# WRITING

Like the current language experience approach to reading in mainstream education, Waldorf-inspired students learn to read through their own writing. Therefore a strong emphasis is placed on the writing process.

Unique to the Waldorf-inspired curriculum is form-drawing. Children begin by walking and gesturing the two basic forms, the straight line and the curve. These are carefully brought to the actual process of writing. The

students then proceed to practice a diverse array of patterns, utilizing the line and curve which enhances their ability to write letters and measure spatial relationships used in writing.

After several form drawing lessons, the students will make their own books featuring simple sentences and colorful illustrations, from the verses and stories told to them by their teacher.

## Curriculum Standards

1. Participates in form drawing instruction.
2. Begins to assimilate the necessary skills for writing.
3. Begins to organize thoughts and information for writing.
4. Uses writing to communicate.
5. Begins to use the appropriate conventions of written language.

## Demonstrations of Standard

- Walk and gesture straight lines and curves.
- Draw straight lines and curves and patterns that arise from combining these.
- Form letters out of practice with form drawing.
- Copy written words from verses and story segments.
- Begin to organize ideas for simple sentences.
- Begin to include details when brainstorming for writing.
- Read and explain own drawings and writings.
- Copy sentences from stories or verses.
- Dictate own story or contribute to group story.
- Write using a left to right, top to bottom progression.
- Write own name.
- Use letters to write and copy.
- Understand the meaning of a sentence.

# SPEAKING/LISTENING

Waldorf-inspired instruction relies heavily on oral presentation. The oral tradition is used for its ability to develop rich vocabulary and deepened inner comprehension as well as its ability to expand the listening and

perceiving capacities of the student. Both the content of the speech and the articulation are conscientiously brought into the daily lessons.

## Curriculum Standards

1. Uses daily speech to develop awareness and skills.
2. Uses listening to develop awareness and skills, through the daily listening to quality folk literature.

## Demonstrations of Standard

- Recognize rhythms and patterns of language in verses.
- Develop correct pronunciation.
- Learn to speak clearly and audibly.
- Build a rich resource of words.
- Use an increasingly broad vocabulary.
- Build comprehension through retelling of stories.
- Participate in creative dramatics and choral speaking.
- Learn to respectfully take turns when speaking.
- Express ideas orally in complete sentences.
- Begin to develop higher thinking skills through the retelling of stories (e.g.: sequencing, inferring and deducting).
- Show increased vocabulary and conceptual comprehension.
- Enhance pictorial thinking.
- Develop an enthusiasm for the oral tradition.
- Follow simple directions.
- Recite short poems, rhymes, songs and stories with repeated patterns.

# GRADE TWO

## READING

Reading instruction continues with the oral presentation of stories and verses from which the children make their own readers. A stronger emphasis is given in this second year to word attack and decoding strategies. The oral tradition continues to allow the student to utilize a higher level vocabulary and deeper conceptual compre-

hension in their work than simplified lower grade texts and readers allow.

Animal fables and legendary tales of virtuous and courageous deeds from cultures around the world are studied.

### Curriculum Standards

1. Listens to and experiences a wide range of literature from the above mentioned sources.
2. Comprehends and inwardly interprets the content of the story. Starts to read simple student or teacher made books.

### Demonstrations of Standard

- Show enthusiasm and attentive behavior while listening to the stories.
- Respond to what has been heard or read to develop understanding.
- Retell stories and events using beginning, middle and end.
- Describe and identify the setting, characters or events.
- Recognize topic or main idea.
- Relate previous experiences to what is heard.
- Make predictions about the content.
- Restate ideas from the text.

## Curriculum Standards

3. Develops proficiency in beginning reading skills and strategies appropriate to the pace of Waldorf-inspired methodology.

## Demonstrations of Standard

- Read aloud familiar materials of the quality and complexity illustrated in grade appropriate materials.
- Use knowledge of phonemic awareness and phonics to blend sounds for more complex words.
- Change beginning, middle and ending sounds of words to make new words.
- Use decoding strategies, i.e.: sounding out words, comparing similar words, breaking words into smaller words.
- Integrate knowledge of phonics, meaning clues and language structure when reading.
- Use conventions of print (e.g.: capitals and periods) to facilitate oral reading.
- Have rhythm breathing and intonation that sounds like natural speech.
- Use strategies such as rereading, cross checking and self-correcting to facilitate reading.

# WRITING

Writing in the second grade continues to be centered around the children's handmade books and their form drawing. Children start to write their own sentences for these books as well as copying what the teacher has written.

Simple punctuation and lower case/upper case distinc-

tions are introduced. Cursive is usually brought in the final term of the year.

Form drawing patterns become more challenging and continue to improve the spatial relationships and legibility required in the writing process.

## Curriculum Standards

1. Participates in form drawing instruction.
2. Continues to assimilate the necessary skills for writing.
3. Begins to organize thoughts and information for writing and continues to use writing for communication.

## Demonstrations of Standard

- Draw complicated patterns of straight and curves lines
- Begin to draw and understand symmetrical patterns.
- Form upper and lower case print and cursive letters.
- Write words both on their own as well as those copied from the board or dictation.
- Organize ideas into sentences and simple paragraphs.
- Write simple paragraphs from told stories or from life experiences. These paragraphs include appropriate details and stay within the assigned topic.
- Self correct spelling of familiar high-frequency words.
- Correct simple punctuation and capitalization.

## **Curriculum Standards**

4. Begins to use, with some assistance, appropriate conventions of written language.

## **Demonstrations of Standard**

- Use a simple, informative sentence out of the appreciation for the word and what is being learned.
- Capitalize the first word in a sentence and the pronoun “I.”
- Use correct punctuation at the end of a simple statement and the end of a simple question.
- Be attentive to proper margins, indentations and the appearance of the page.
- Use conventional spelling for high frequency words and those words with regular spelling patterns.
- Be able to spell common sight words, basic reading vocabulary words and word families.
- Write from dictations of simple sentences.

# SPEAKING/LISTENING

The students' attentive listening span continues to improve as the stories, verses and games become more complicated. Clear articulation is individually encouraged through choral recitation of poetry verses, and dramatiza-

tions from the language blocks are still the main vehicle for student practice. During the retelling and discussion of the lesson content, respectful listening to others' points of view is emphasized.

## Curriculum Standards

1. Uses daily speech to develop awareness and skills.
2. Uses daily listening to develop awareness and skills.

## Demonstrations of Standard

- Speak with clear pronunciation and enunciation.
- Use increasingly descriptive oral vocabulary.
- Begin to ask questions for understanding and respond to the questions of others.
- Begin to participate in group discussions.
- Participate in choral reading, recitation of rhymes, poems, songs and stories.
- Participate in dramatics.
- Retell stories in logical order.
- Create oral stories to share with others.
- Listen responsively and respectfully.
- Follow simple two- to three-step directions.

# GRADE THREE

## READING

The students continue to read from their own books, which they make from content given orally from the teacher. However, the narrative and compositional writing requirements for their books are increased. More published materials, both fictional and expository, are utilized.

Hebrew legends, native tales and stories about the origins of living on the earth; farming, gardening, house building, animal husbandry, etc., are studied.

### Curriculum Standards

1. Listens to and reads from a diverse collection of texts and stories.
2. Reads, comprehends and inwardly interprets a wide range of materials appropriate to the grade level.

### Demonstrations of Standard

- Read fiction, including self-selected and teacher selected traditional and contemporary literature from a variety of cultures.
- Read and respond to narrative materials to develop understanding.
- Make, confirm or reverse predictions.
- Extract significant information about settings, characters and events.
- Identify the problem or solution.
- Recognize topic, main idea and supporting details.
- Relate what is read to prior knowledge and experience.
- Ask and answer questions.
- Restate and summarize information.

## **Curriculum Standards**

3. Is proficient in basic reading skills and strategies and continues to develop vocabulary and fluency in reading.

## **Demonstrations of Standard**

- Read aloud accurately, familiar materials of the quality and complexity illustrated in grade appropriate materials.
- Use a range of cueing systems, e.g.: phonics, meaning, content, to determine pronunciation and meanings.
- Use all decoding strategies mentioned in grade two including looking for word parts/affixes.
- Use a rhythm, pace and intonation that sounds like natural speech.
- Use conventions of print, including commas, to facilitate oral reading.
- Use strategies such as rereading, monitoring, checking, predicting and confirming and self correcting to facilitate reading.
- Continue to develop vocabulary.
- Determine the meaning of unknown words using context and dictionaries.

# WRITING

Students continue in their form drawing instruction and in the making of their own books. Narrative and compositional writing requirements are increased. Students are

introduced to sentence structure, simple paragraphing, all punctuation markings, beginning grammar, and use of reference and research material.

## Curriculum Standards

1. Increases proficiency in form drawing.
2. Begins to organize thoughts and information for writing.
3. Uses writing to communicate for a variety of purposes.

## Demonstrations of Standard

- Continue drawing complex patterns of straight and curved lines.
- Draw mirror forms in four areas of 2-D space.
- Organize ideas for writing.
- Include appropriate facts and details.
- Stay with the assigned topic.
- Begin to edit and correct spelling.
- Begin to edit for appropriate capitalization and punctuation.
- Begin to revise work to further develop the story.
- Write to tell a story.
- Include setting, characters and events.
- Begin to use dialogue.
- Include beginning, middle and end.
- Maintain focus.
- Write to inform reader.
- Reflect literal understanding of the topic.
- Organize content.
- Include appropriate facts and details.
- Use descriptive words.
- Use efficiency of expression.

## **Curriculum Standards**

4. Uses appropriate conventions of written language which include grammar, spelling, punctuation, language usage, capitalization, legibility, sentence structure and paragraphing.

## **Demonstrations of Standard**

- Spell correctly high frequency words on third grade level spelling lists.
- Spell using continued phonic work and encoding skills.
- Use complete sentences, both simple and compound.
- Use paragraphs to organize information and ideas.
- Capitalize all proper nouns and words at the beginning of a sentence, use correct punctuation at the end of a sentence.
- Use commas correctly in the greetings and closures in a letter and with dates and words in a series.
- Identify nouns, verbs, adjectives and adverbs and use them correctly in a sentence.

# SPEAKING/LISTENING

Students will further develop and expand their speaking skills through choral and individual speaking of the memorization of poetry, verse and selections from the

lesson content mentioned in the literature section. Dramatizations and class discussions continue with the emphasis on respectful listening.

## Curriculum Standards

1. Uses daily speech to develop awareness and skills.
  
  
  
  
  
  
  
  
  
  
2. Uses daily listening to develop awareness and skills.

## Demonstrations of Standard

- Speak clearly and audibly.
  - Use descriptive and oral vocabulary.
  - Use appropriate grammar and word choice when speaking.
  - Ask appropriate questions to gain information and maintain or clarify understanding.
  - Respond to the questions of others.
  - Summarize information shared orally by others.
  - Clarify and explain words and ideas orally.
  - Contribute to group discussions.
  - Use increasingly complex sentence structure in oral communications.
- 
- Listen responsively and respectfully.
  - Paraphrase and summarize what has been heard.
  - Follow oral directions with three or four steps.
  - Understand others' perspectives and points of view.

# GRADE FOUR

## READING

Students continue to expand and develop their comprehension and word attack skills through the writing of narratives and compositions for their self-made books. In addition, regular library use, recreational reading, book reports and reference research become a part of the curriculum.

Mythologies and legends of the Norse and Teutonic Peoples of pre-Christian Europe and Celtic legends, and stories from California history are also studied.

### Curriculum Standards

1. Listens to and reads a wide range of literature from the suggest fourth grade curriculum and other materials of the quality suggested in the reading list.
2. Reads, comprehends and evaluates quality materials appropriate to the grade level.

### Demonstrations of Standard

- Listen attentively to stories told in class.
- Read both fiction from a variety of cultures and non-fiction which have been self and teacher selected.
- Respond to fiction using evaluative processes.
- Demonstrate an understanding of the text.
- Make, confirm and revise predictions.
- Relate what is read to prior knowledge.
- Extract appropriate, significant information about events, characters and settings.
- Select a favorite author.
- Put ideas in own words.
- State main idea in material read or heard and the significant details in his/her own words.

## **Curriculum Standards**

3. Is proficient in reading skills and strategies and continues to develop vocabulary and fluency in reading.

## **Demonstrations of Standard**

- Read aloud accurately familiar materials of the quality and complexity illustrated in grade level appropriate text.
- Self correct when subsequent reading indicates an earlier miscue.
- Use a range of cueing systems, e.g., letter-sound correspondences (phonics), meaning, grammar, and overall context to determine pronunciation and meanings.
- Use a rhythm, pace and intonation that sounds like natural speech.
- Continue to develop vocabulary.
- Determine the meaning on unknown words, using context, glossaries and dictionaries.

# WRITING

Students continue to develop and expand their writing skills through the making of their own expository and creative books. Form drawing continues. New lessons on styles of writing, letter writing, sentence types and parts of

speech are introduced. Spelling skills are increased through continued work on: phonetic encoding and syllabifying, proofreading, dictionary use and formal vocabulary work.

## Curriculum Standards

1. Participates in form drawing instruction.
2. Organizes thoughts and information for writing, develops drafts, edits and revises work.
3. Writes effectively for a variety of purposes.

## Demonstrations of Standard

- Draw complicated forms of curved and straight lines that integrate all reversibles and symmetries.
- Draw more complicated forms of metamorphosis.
- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to make the meaning clear to the reader.
- Proofread writing for misspelled words using dictionaries when necessary.
- Write to inform the reader.
- Maintain a focus throughout a piece of writing
- Provide appropriate facts and details to accommodate the information need of the reader.
- Organize the writing so that the reader can easily follow what is read.
- Write to tell a story both narrative and biographical.
- Outline the main ideas and organize the writing. Has a sense of narrative development.

## Curriculum Standards

4. Uses appropriate conventions of written language which include grammar, spelling, punctuation, language usage, capitalization, legibility, sentence structure and paragraphing.

## Demonstrations of Standard

- Use dialogue appropriately.
  - Use well chosen detail to develop character, setting and/or plot.
  - Provide an engaging beginning that establishes the situation, moves through sequence of events and concludes in a logical way.
  - Write to describe and express ideas.
  - Explore new ideas and/or observations.
  - Orient reader and use detail to elaborate on ideas.
  - Exhibit clear thinking.
- 
- Use complete sentences.
  - Use a variety of sentence structures with appropriate capitalization and punctuation.
  - Use paragraphs to organize information and ideas.
  - Understand declarative, interrogative, exclamatory and imperative sentences.
  - Understand the characteristics of nouns, verbs, adjectives and adverbs.
  - Use conventional spelling by:
    - > Referring to resources when needed.
    - > Working with phonetic encoding and syllabifying.
    - > Working with grade level spelling words.
    - > Using an expanded vocabulary.
    - > Speaking/Listening

# SPEAKING/LISTENING

Students will continue to develop and expand their diction, pronunciation and enunciation through individual and choral speaking and dramatization. Alternative verse

and poetry will be used to strengthen a sense of majesty of language. Respectful listening to others' perspectives during instructional lessons is encouraged.

## Curriculum Standards

1. Listens, understands and speaks effectively in both formal and informal situations, using appropriate conventions of language to communicate these skills.

## Demonstrations of Standard

- Ask appropriate questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen responsively and respectfully to others' points of view.
- Use clear and specific language to communicate ideas.
- Use language and gestures expressively.
- Participate in choral and individual recitations as well as dramatizations.

# GRADE FIVE

## READING

In addition to the continued making of their own texts and books, students further develop and expand their reading skills through: recreational reading, the study of novels and biographies, increased reference and library requirements and formal content area vocabulary instruction.

Stories from ancient India and Persia (e.g.: The Ramayana, Buddha and Zarathustra); ancient Babylonian, Chaldean and Egyptian myths (e.g.: Isis and Osiris and Gilgamesh); ancient Greek myths (e.g.: Prometheus, Odyssey and Alexander the Great); stories of the plant world—Botany.

### Curriculum Standards

1. Listens to and reads a wide range of literature from the fifth grade curriculum and other materials of the quality suggested in the reading list.
2. Reads, comprehends, interprets and evaluates quality materials appropriate to the grade level.

### Demonstrations of Standard

- Listen attentively to the stories told in class.
- Read both fiction from a variety of cultures and non-fiction which have been self and teacher selected.
- Demonstrate a thorough understanding of the text.
- Make, confirm and revise predictions.
- Identify recurring themes.
- Extract appropriate and significant information about events, characters and settings.
- Identify characteristics of genres.
- State main ideas and significant details

## **Curriculum Standards**

3. Proficient in reading skills and strategies and continues to develop vocabulary and fluency in reading.

## **Demonstrations of Standard**

- Read aloud accurately familiar materials of the quality and complexity illustrated in grade level appropriate text.
- Self correct when subsequent reading indicates an earlier miscue.
- Use a range of cueing systems, e.g., letter-sound correspondences (phonics), meaning, grammar, and overall context to determine pronunciation and meanings.
- Use a rhythm, pace and intonation that sounds like natural speech.
- Continue to develop vocabulary.
- Determine the meaning of unknown words, using context, glossaries and dictionaries.

# WRITING

Students continue to develop and expand their writing skills through the making of their own expository texts and creative writing assignments. Form drawing continues. Grammatical study is increased to include all parts of speech, active and passive voices and simple and com-

pound sentences. Increased emphasis is placed on learning to outline main ideas and sequence supporting details. Narrative writing from history continues. New lessons are given on learning to write research reports and business letters.

## Curriculum Standards

1. Participates in form drawing instruction.
2. Organizes thoughts and information for writing, develops drafts, edits and revises work.
3. Writes effectively for a variety of purposes and audiences.

## Demonstrations of Standard

- Draw complex forms of interweaving curved and straight lines that “braid together.”
- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to make the meaning clear to the reader.
- Proofread his or her own writing or the writing of others, using dictionaries.
- Provide appropriate facts and details from ore than one source to develop the subject.
- Provide an engaging beginning that establishes the situation, moves through the sequence of events and concludes in a logical way.
- Orient the reader and use relevant and well-chosen detail to elaborate on ideas.

# SPEAKING/LISTENING

Aural memory, diction, pronunciation, enunciation and expression continue to develop through individual choral speaking from selections and verses of the history lessons. Dramatizations continue and at least one formal perfor-

mance to the public is given. Respect, patience and thoughtfulness in listening to others is encouraged in group discussions and in daily interaction.

## Curriculum Standards

1. Listens, understands, evaluates and speaks effectively in both formal and informal situations, using the appropriate conventions of language to communicate ideas.

## Demonstrations of Standard

- Ask appropriate questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen responsively and respectfully to others' points of view.
- Use clear and specific language to communicate ideas to the intended audience.
- Use language and gestures expressively.
- Participate in choral and individual recitation as well as dramatization.

# GRADE SIX

## READING

Students continue to write and research their own books for main lesson content work (history, science, math, geography, etc.). Students further develop and expand reading speed and reading comprehension through: recreational reading, formal practice on non-fiction, fiction and poetic material, increased practice with reference materials, study of story elements, formal con-

tent area vocabulary work and increased writing requirements utilizing descriptive compositions, narrative essays, comparative essays and peer editing of written work.

Biographies and legends from Rome and the Middle Ages, e.g. Aenibo, Plutarch's Lives, Charlemagne, poetry in the four metric forms—iambus, trochee, anapest, dactyl—are studied.

### Curriculum Standards

1. Reads, extensively and in depth, from a diverse collection of texts and other materials of quality.
2. Reads for a variety of purposes: to comprehend, interpret, evaluate and appreciate a wide range of materials appropriate to the grade level.

### Demonstrations of Standard

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature.
- Read nonfiction across the curriculum.
- Read several books in depth about one issue or subject.
- Respond to fiction (e.g., poetry, novels, drama) using critical, interpretive and evaluative processes and produce evidence that they can:
  - > Select favorite authors and subjects.
  - > Compare and contrast ways characters solve problems.
  - > Discuss recurring themes across works in print.

## Curriculum Standards

3. Uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials.

## Demonstrations of Standard

- > Make inferences and draw conclusions about contexts, events, characters and setting.
- > Support plausible interpretations with evidence from text.
- Read nonfiction text and informational materials to develop understanding and expertise.
- Summarize ideas revealed in the text or visual media.
- Relate new information to prior knowledge and experience. Make connections to related topics or real-world situations.
- Easily apply reading strategies, such as using context cues, rereading, self-correction, reading with others, predicting, questioning, clarifying, and summarizing.
- Dramatize interpretations of readings.
- Collaborate with others to build text interpretations.
- Read longer and/or more difficult texts.
- Select and read books for recreation.
- Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.

# WRITING

An emphasis in middle school writing is placed on the student recognizing satisfactory exposition, i.e., a practical sense for good style (sentence/paragraph development and coherence). Students further develop their writing skills through:

- 1) An emphasis on explanatory, descriptive and narrative compositions.
- 2) Revision/editing of own and peer work.

## Curriculum Standards

1. Organizes thoughts and information for writing, develops drafts, analyzes, revises and edits work as appropriate for audience and purpose.
  
  
  
  
  
  
  
  
  
  
2. Writes effectively for a variety of purposes and audiences.

- 3) Compositions featuring differing perspectives, compare and contrast and object/subject relationships.
- 4) Continued vocabulary/spelling instruction.
- 5) Continued grammar study emphasizing sentence diagrams/patterns, noun and verb phrases, independent/subordinate clauses, and further study of all parts of speech.

## Demonstrations of Standard

- Create an organizing structure, e.g., brainstorming, clustering, and webbing, and content.
- Develop a controlling idea that conveys a viewpoint or stance on a subject.
- Include relevant facts, concrete and sensory, and details.
- Engage the reader's interest by establishing a detailed context and creating a well-developed persona, using personal anecdotes. Create images.
- Analyze, reflect on, and revise their own work to further develop the piece of writing.
- Edit their own writing or the writing of others, using dictionaries and other resources.
- Critique and respond to the writing of a peer.
  
- Write to inform the reader, e.g., creating reports or narrative procedures.
- Provide information from a variety of sources to develop the subject in some depth.

## Curriculum Standards

3. Uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure, and paragraphing.

## Demonstrations of Standard

- Include visuals or graphs as appropriate to support the text.
  - Include clear and complete descriptions in each step of a narrative procedure.
  - Write to persuade, e.g., create point-of-view pieces or responses to literary works.
  - Promote a thoughtful judgment that is interpretive, analytic, evaluative or reflective.
  - Support the judgment through references to the text or personal knowledge.
  - Write for self-expression or to entertain by creating poems, fictional narratives, and autobiographical accounts.
  - Use literary elements, such as establishing a situation, plot, point of view, setting, conflict and characters, with increasing facility and detail.
  - Use dialogue with increasing skill.
  - Write to tell a story (fictional or autobiographical).
  - Use a variety of literary techniques, such as suspense, dialogue, episodes and flashbacks.
- 
- Manage the conventions of written language so that they aid rather than interfere with reading.
  - Use a variety of sentence structures to make writing effective and interesting.
  - Use paragraph development and text structure to hold the reader's attention and facilitate understanding.
  - Use conventional spelling by referring to a dictionary or other resources when necessary for less common or troublesome words.
  - Use peer editing, reading and listening to each other's works to suggest ways to make improvement.

# SPEAKING/LISTENING

Students continue to develop diction, pronunciation, enunciation and expression through:

- The choral speaking of epic, lyric and dramatic poetry utilizing the iambic, trocheic, anapestal and dactyl forms.
- Dramatizations of Roman and Middle-Age biographies.

- Class discussions of lesson material.
- Individual oral reports and recitations.

Listening skills are strengthened through the hearing of poetic recitation and the telling of the stories listed in the literature section. Continued emphasis is placed on the respectful attention to peer-spoken points of view.

## Curriculum Standards

1. Listens, understands, evaluates and speaks effectively in formal and informal situations, using the appropriate conventions of language to communicate ideas.

## Demonstrations of Standard

- Ask appropriate questions and respond to the questions of others, participating in either small or large groups.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Listen responsively and respectfully to others' points of view.
- Use language that is clear, audible and appropriate for communicating to the intended audience.
- Use appropriate language and gestures to engage the listener.
- Effectively deliver speeches from history based on student work or written text.

# GRADE SEVEN

## READING

Students continue to write their own texts in the main content lesson areas. Large portions of these works are at this point individually composed, as opposed to copying, dictation or peer composing. Students further develop their reading skills through:

- Recreational reading.
- Formal comprehensive practice with non-fiction, fiction and poetic selections.
- Increased use of reference materials for research reporting.

- Continued study of fiction and non-fiction elements and organizational style.
- Formal vocabulary study in the content areas.

Materials studied include: Renaissance biographies and stories, e.g., Raphael, Leonardo da Vinci, Michaelangelo, etc.; stories and biographies of explorers, e.g., Columbus, Henry the Navigator, Megellan, etc.; stories and biographies of the Reformation, e.g., Martin Luther, William the Silent, Loyola, etc.

### Curriculum Standards

1. Reads, extensively and in depth, from a diverse collection of texts and other materials of quality.

### Demonstrations of Standard

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature.
- Read nonfiction extensively, including books from the curriculum.
- Read several books in depth about one issue or subject, or several books by a single writer.

## Curriculum Standards

2. Reads for a variety of purposes: to comprehend, interpret, evaluate and appreciate a wide range of materials appropriate to the grade level.

3. Uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials.

## Demonstrations of Standard

- Respond to fiction (e.g., poetry, novels, drama), using critical, interpretive and evaluative processes.
- Select favorite authors and genres.
- Identify recurring themes across works in print and media.
- Make inferences and draw conclusions about contexts, events, characters, and settings.
- Explain the differences among genres.
- Discuss the impact of authors' word choices and content.
- Connect literary selections to personal experiences.
- Read nonfiction text and informational materials to develop understanding and expertise.
- Put ideas into their own words.
- Relate new information to prior knowledge and experience.
- Make connections to related topics and information.
- Define and sequence information needed to carry out a procedure.
- Distinguish between significant and minor details.
- Easily apply reading strategies, such as using context clues, rereading, self-correcting, reading with others, predicting, questioning, clarifying and summarizing.
- Dramatize interpretations of readings.
- Collaborate with others to build text interpretations.
- Read longer and/or more difficult texts.
- Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.

# WRITING

“Wish, wonder and surprise” is a major writing block of the seventh grade, utilizing both expository and poetic compositions. Students learn to write out of “the inner character” of desire, wonder and surprise, incorporating the use of the indicate verb. Further strengthening of writing skills is achieved through:

- Writing assignments of first person narrative writings.
- Descriptive writing assignments using compare/contrast and subject/object themes.

- Introduction of simile and metaphor.
- Continued revision of peer and self written work.
- Continued letter writing, business and personal.
- Continued study of grammar, including:
  - > Diagramming sentences
  - > Conjugation of verbs and regular/irregular verbs
  - > Simple/compound/complex sentences
  - > Phrases and clauses
  - > Review all parts of speech
- Continued vocabulary/spelling instruction

## Curriculum Standards

1. Organizes thoughts and information for writing, develops drafts, analyzes, revises and edits work as appropriate for audience and purpose.
2. Writes effectively for a variety of purposes and audiences.

## Demonstrations of Standard

- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to create engaging opening sentences and a satisfying conclusion.
- Proofread their own writing or the writing of others, using dictionaries and other resources.
- Continue to develop a controlling idea that conveys a perspective on the subject.
- Write to inform the reader, e.g., creating reports or narrative procedures.
- Provide an interesting beginning that sets a context for a topic and concludes in a logical way.
- Maintain a focus throughout the piece of writing.

## Curriculum Standards

3. Uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure and paragraphing, to achieve clarity and to communicate with intended audiences.

## Demonstrations of Standard

- Provide appropriate facts and details from a variety of sources to develop the subject.
  - Organize writing in such a way that a reader can easily follow what they are saying.
  - Include appropriate facts and details.
  - Write to persuade the reader, e.g., creating point-of-view pieces or responses to literary works.
  - Clearly state their judgment and/or point of view.
  - Provide supporting evidence through a variety of strategies, such as references to a text or personal knowledge.
  - Write to tell a story (fictional or autobiographical).
  - Use literary elements, such as establishing a situation, plot, point of view, setting, conflict, and characters, with increasing facility and detail.
  - Use dialogue with increasing skill.
  - Use a variety of literary techniques, such as suspense, dialogue, episodes, flashbacks, alliteration, metaphor and simile.
  - Write for self-expression.
  - Explore ideas and/or observations.
  - Analyze ideas by looking at them from multiple angles and/or moving through successively deeper layers of meaning.
- 
- Manage the conventions of written language.
  - Use a variety of sentence structures with appropriate capitalization and punctuation.
  - Use paragraphs to organize information and ideas.
  - Use conventional grammar as appropriate to the purpose of writing.

# SPEAKING/LISTENING

Students continue to develop diction, pronunciation, enunciation and expression through:

- The choral speaking of epic, lyric and dramatic poetry (Shakespeare, Keats, Yeats, Wordsworth, Frost, etc.).
- Choral speaking of tongue twisters and articulation exercises.

- Dramatizations of the Renaissance and Reformation.
- Individual oral reports and recitations.
- Class discussions of lesson material.

Listening skills continue to be strengthened through the attentive hearing of poetic recitation and telling of stories listed in the literature section. Respectful listening is a continued and encouraged element in class interactions.

## Curriculum Standards

1. Listens, understands, evaluates and speaks effectively in formal and informal situations, using the appropriate conventions of language to communicate ideas.

## Demonstrations of Standard

- Ask appropriate questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen attentively and respectfully to others' points of view.
- Use language that is clear, audible and appropriate for communicating to the intended audience.
- Effectively deliver various oral presentations to an audience.
- Effectively deliver speeches from history based on student work or written text.

# GRADE EIGHT

## READING

Students continue to write their own books incorporating original compositions. Students further develop their reading skills through:

- Recreational reading.
- Formal comprehension practice with fiction, non-fiction and poetic selections.
- Increased use of library reference materials.
- Study of author's purposes in developing a book's mood, theme, characterization, plot, etc.

### Curriculum Standards

1. Reads, extensively and in depth, from a diverse collection of texts and other materials.
2. Reads for a variety of purposes: to comprehend, interpret, evaluate and appreciate a wide range of materials appropriate to the grade level.

- Formal content area vocabulary study.
- Continued writing assignments incorporating personal narratives, free essays, newspaper reports, business writing and short stories.

Literature includes biographies and stories from the Age of Reason (e.g., The 30-Year War, King Louis XIV, Peter the Great, etc.); biographies and stories from the French and Industrial Revolutions; biographies and stories of American history.

### Demonstrations of Standard

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature.
- Read nonfiction extensively, including books from curriculum.
- Read several books (or book equivalents, such as essays, stories, groups of poems, articles or magazines) about one issue or subject, or several books by a single writer.
- Respond to fiction (e.g., poetry, novels, drama) using critical, interpretive and evaluative processes.
- Select favorite authors and genres.

## Curriculum Standards

3. Uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials.

## Demonstrations of Standard

- Identify recurring themes across works in print and media.
  - Make inferences and draw conclusions about contexts, events, characters, and settings.
  - Explain the differences among genres.
  - Discuss the impact of authors' word choices and content.
  - Connect literary selections to personal experiences.
  - Identify literary techniques and elements as examples in texts.
  - Connect literary selections to historical events.
  - Read nonfiction text and informational materials to develop understanding and expertise.
  - Put ideas into their own words.
  - Relate new information to prior knowledge and experience.
  - Make connections to related topics and information.
  - Define and sequence information needed to carry out a procedure.
  - Distinguish between significant and minor details.
- 
- Easily apply reading strategies, such as using context clues, rereading, self-correcting, reading with others, predicting, questioning, clarifying and summarizing.
  - Dramatize interpretations of readings.
  - Collaborate with others to build text interpretations.
  - Read longer and/or more difficult texts.
  - Select and read books for recreation.
  - Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.
  - Retell or paraphrase selectively to illustrate central ideas.
  - Determine fact versus opinion.

# WRITING

Students further develop writing skills through:

- Increased use of free essay.
- Increased emphasis on exact descriptions in original compositions.
- Continued writing assignments and short research papers connected to content area lessons.
- Continued use of different forms: newspaper reporting, short skits, short stories, letter writing, book reports and poetry.
- Continued revision/editing of student’s own work.
- Continued study of grammar—review all grammar study to present including sentence structure and all part of speech. Introduce new concepts in verbal phrasing, e.g., infinitive and infinitive phrasing, gerund and gerund phrase, participle and participle phrase.
- Continued vocabulary/spelling instruction

## Curriculum Standards

1. Organizes thoughts and information for writing, develops drafts, analyzes, revises and edits work as appropriate for audience and purpose.
2. Writes effectively for a variety of purposes and audiences.

## Demonstrations of Standard

- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to create engaging opening sentences and a satisfying conclusion.
- Proofread their own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate to the subject.
- Write to inform the reader, e.g., creating reports or narrative procedures.
- Provide an interesting beginning that sets a context for a topic and concludes in a logical way.
- Maintain a focus throughout the piece of writing.
- Provide appropriate facts and details from a variety of sources to develop the subject.

## Curriculum Standards

3. Uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure and paragraphing.

## Demonstrations of Standard

- Organize writing in such a way that a reader can easily follow what they are saying.
  - Include appropriate facts and details.
  - Write to persuade the reader, e.g., creating point-of-view pieces or responses to literary works.
  - Clearly state their judgment and/or point of view.
  - Provide supporting evidence through a variety of strategies, such as references to a text or personal knowledge.
  - Anticipate the reader's concerns or counter arguments.
  - Write to tell a story (fictional, biographical or autobiographical).
  - Use literary elements, such as establishing a situation, plot, point of view, setting, conflict, and characters, with increasing facility and detail.
  - Use dialogue with increasing skill.
  - Use a variety of literary techniques, such as suspense, dialogue, episodes and flashbacks.
  - Write for self-expression.
  - Explore ideas and/or observations.
  - Analyze ideas by looking at them from multiple angles and/or moving through successively deeper layers of meaning.
- 
- Independently manage the conventions of written language so that they aid rather than interfere with reading.
  - Use a variety of sentence structures and careful word choices to make writing effective and interesting.
  - Use paragraph development, placement of text and text structure.
  - Use conventional spelling and grammar.

# SPEAKING/LISTENING

Students continue to develop diction, pronunciation, enunciation and expression through:

- Choral speaking of poetry and literature selections.
- Choral speaking of tongue twisters and articulation exercises.
- Dramatizations of history content and modern literature.
- Individual oral reports and recitations.
- Class discussions of lesson material.

In eighth grade, students can observe how different sounds are produced physically in different parts of the mouth. Voice projection and articulation should be strengthened.

Listening skills continue to be developed through the attentive listening to poetic recitation and prose from lesson content. Respectful listening to others' perspectives is a continued and encouraged element in class interactions.

## Curriculum Standards

1. Listens, understands, evaluates and speaks effectively in formal and informal situations, using the appropriate conventions of language to communicate ideas.

## Demonstrations of Standard

- Ask appropriate as well as challenging questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen attentively and respectfully to others' points of view.
- Use language that is clear, audible and appropriate for communicating to the intended audience.
- Anticipate the listener's point of view and address this perspective in the presentation.
- Effectively present various types of oral presentations, such as informational, persuasive and humorous speeches, to a variety of audiences.

## Appendix F

### Excerpt from Oregon Chapter 338.115 – Applicability of Laws

**338.115.** (1) Statutes and rules that apply to school district boards, school districts or other public schools do not apply to public charter schools. However, the following laws do apply to public charter schools:

- (a) Federal law;
- (b) ORS 30.260 to 30.300 (tort claims);
- (c) ORS 192.410 to 192.505 (public records law);
- (d) ORS 192.610 to 192.690 (public meetings law);
- (e) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);
- (f) ORS 326.565, 326.575 and 326.580 (student records);
- (g) ORS 181.534, 326.603, 326.607, 342.223 and 342.232 (criminal records checks);
- (h) ORS 329.045 (academic content standards and instruction);
- (i) ORS 329.451 (high school diploma, modified diploma, extended diploma and alternative certificate);
- (j) ORS 329.496 (physical education);
- (k) The statewide assessment system developed by the Department of Education for mathematics, science and English under ORS 329.485 (2);
- (L) ORS 337.150 (textbooks);
- (m) ORS 339.141, 339.147 and 339.155 (tuition and fees);
- (n) ORS 339.250 (12) (prohibition on infliction of corporal punishment);
- (o) ORS 339.326 (notice concerning students subject to juvenile court petitions);
- (p) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of child abuse and training on

prevention and identification of child abuse);

(q) ORS chapter 657 (Employment Department Law);

(r) ORS 659.850, 659.855 and 659.860 (discrimination);

(s) Any statute or rule that establishes requirements for instructional time provided by a school during each day or during a year;

(t) Health and safety statutes and rules;

(u) Any statute or rule that is listed in the charter;

(v) ORS 339.119 (consideration for educational services); and

(w) This chapter.

(2) Notwithstanding subsection (1) of this section, a charter may specify that statutes and rules that apply to school district boards, school districts and other public schools may apply to a public charter school.

(3) If a statute or rule applies to a public charter school, then the terms “school district” and “public school” include public charter school as those terms are used in that statute or rule.

(4) A public charter school may not violate the Establishment Clause of the First Amendment to the United States Constitution or section 5, Article I of the Oregon Constitution, or be religion based.

(5)(a) A public charter school shall maintain an active enrollment of at least 25 students.

(b) For a public charter school that provides educational services under a cooperative agreement described in ORS 338.080, the public charter school is in compliance with the requirements of this subsection if the public charter school provides educational services under the cooperative agreement to at least 25 students, without regard to the school districts in which the students are residents.

(6) A public charter school may sue or be sued as a separate legal entity.

(7) The sponsor, members of the governing board of the sponsor acting in their official capacities and employees of a sponsor acting in their official capacities are immune from civil liability with respect to all activities related to a public charter school within the scope of their duties or employment.

(8) A public charter school may enter into contracts and may lease facilities and services from a school district, education service district, public university listed in ORS 352.002, other governmental unit or any person or legal entity.

(9) A public charter school may not levy taxes or issue bonds under which the public incurs liability.

(10) A public charter school may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of the school.

(11) The school district in which the public charter school is located shall offer a high school diploma, a modified diploma, an extended diploma or an alternative certificate to any public charter school student who meets the district's and state's standards for a high school diploma, a modified diploma, an extended diploma or an alternative certificate.

(12) A high school diploma, a modified diploma, an extended diploma or an alternative certificate issued by a public charter school grants to the holder the same rights and privileges as a high school diploma, a modified diploma, an extended diploma or an alternative certificate issued by a nonchartered public school.

(13) Prior to beginning operation, the public charter school shall show proof of insurance to the sponsor as specified in the charter.

(14) A public charter school may receive services from an education service district in the

same manner as a nonchartered public school in the school district in which the public charter school is located.

# **Yuba River Charter School**

# **MATH ASSESSMENTS**

**Grades 1–8**

**1998**

# First Grade Assessment

## (Teacher Directed)

*Students in first grade may not necessarily know how to read. For this reason, this test is given orally to a student by a teacher.*

*The rubric for scoring each task is listed under the task. This aligns as well as possible to the general rubric percentages of a **4** (84-100%); **3** (60-84%); **2** (25-59%); and **1** (less than 24%).*

*Parts of this assessment may be administered at various times throughout the year (perhaps after a concept is learned or after the completion of a math main lesson block). It is advisable to administer it in parts so a student will not tire.*

### **MATERIALS NEEDED TO CARRY OUT THE ASSESSMENT:**

- 3 blank sheets of paper
- Crayons
- 2 x 2 number squares (index card weight) containing the counting numbers 1-30, plus several blank squares
- 12 counting stones
- 30 counting objects (cubes, beans, rocks)
- Small stuffed animal or wax figurine
- 5 glass jars of various sizes and shapes and a pitcher of water
- Attachment 1: Patterns to use for Assessment C1

## A1 - Rote Counts to 100

Ask student to count out loud. If they count with ease to 20, interrupt them saying, “Now, I will say a number, and I want you to keep counting from that number. 27.” Check whether they can “turn the next ten” by giving them “49” or “87” or “68.”

- Scale:**
- 4 Counts with ease far beyond 100.
  - 3 Counts to 100, skipping several numbers.
  - 2 Counts to 50, skipping several numbers.
  - 1 Counts to 20, skipping several numbers.
- 

## A2 - Demonstrates 1:1 Correspondence to 30 and Labels with a Number

**Task 1:** Ask student to walk forward, counting one number with each step to 30, e.g., “1” (step), “2” (step). When the student reaches 30, ask her to walk backwards, counting down from 30, e.g., “30” (step), “29” (step)—back to 1.

**Task 2:** Give a student 30+ beans or beads and ask him to count them out. Demonstrate that you would like him to put his finger on one, push it away from the pile, and count “one.” “Next return to the large pile, put your finger on another, and so on.” When he has finished counting out the beans, he should count them backwards, returning the beads to the original pile in the same way. Some students prefer to count by twos; this is fine, as long as their count is accurate.

- Scale:**
- 4 No missteps; no mistakes in counting out objects. Often a student will volunteer to count by threes or fours as well as by ones or twos. (Mark this on the assessment.)
  - 3 Occasionally step or count is mismatched with number spoken. Student can step and count backwards with good regularity.
  - 2 Student is unable to step backwards and “count down from 30”; is successful counting up. Student sometimes mismatches step or bead counting with rote counting (will count “26-27-28,” but only step one step or push one bead).
  - 1 Count rarely matches step; has difficulty stepping down the count; count rarely corresponds to motion of pushing bean or bead.
- 

## A3 - Reads and Writes 2-Digit Whole Numbers

**Task 1:** Give the student a sheet of paper and ask her to write down the numbers you say. First dictate the numbers (randomly) 0-9, then dictate several 2-digit numbers.

**Task 2:** Show the student 3 one-digit number squares and 3 two-digit number squares. Ask the student to read the numbers.

- Scale:**
- 4 Student can write and read all numbers without any reversals.
  - 3 Student writes all one-digit numbers or writes 2/3 two-digit numbers (note reversals). Can read all the numbers.
  - 2 Student writes and reads all one-digit numbers with ease (note reversals). Can read 1/3 two-digit numbers. Reverses in reading, e.g., “12” for “21.”
  - 1 Student misreads or miswrites at least 1 one-digit number (note reversals). Student is confused reading or writing two-digit numbers.

## **A4 - Breaks Down a Two-Digit Number into Ones and Tens**

Teacher shows the student a two-digit number square and asks, “Can you tell me how many tens and how many ones are in this number?” If the student is successful, offer her two more numbers (as a check for consistency of the concept).

- Scale:**
- 4 Student completes task.
  - 3 Student has the idea, but cannot complete the task successfully, e.g. for 21, says “One ten and 2 ones.”
  - 2 Student cannot complete the task.
  - 1 Student cannot complete the task.
- 

## **A5 - Student Orders Numbers to 30**

Student is given a set of numbers squares, 1-10, displayed in random order, and asked to put them in sequential order. If this task is completed, the student is given the numbers 11-30 and asked to continue the task.

- Scale:**
- 4 Student orders all numbers correctly.
  - 3 Student orders numbers 1-30 with < 8 mistakes in sequence.
  - 2 Student orders 1-10, cannot order numbers 11-30.
  - 1 Student cannot order numbers 1-10.
- 

## **A6 - Compares Numbers to Show Greater Than, Less Than, Equal to 30**

Teacher chooses 6 numbers to lay in front of the student on the table. (The teacher writes a duplicate of one of these 6 numbers on a blank card and keeps the duplicate in her hand.) She asks the student to show her all the numbers that are greater than the number she holds in her hand; those less than that number; and any number equal to the number in her hand.

- Scale:**
- 4 Student is 100% accurate.
  - 3 Student identifies these relationships with 85% accuracy.
  - 2 Student identifies these relationships with 60% accuracy.
  - 1 Student is unable to complete the task.
- 

## **A7 - Skip Counts Number Families 2, 3, 5 and 10 to the 12th Multiple**

Teacher asks student to count by 2s (stops the counting at 24). “Can you count by anything else? For example, can you count by 5s? (stops the counting at 60); 10s? (stops the counting at 120). How about counting by 3s?”

- Scale:**
- 4 Student can skip count by 2s, 5s, 10s and 3s with no mistakes.
  - 3 Student can skip count by 2s, 5s and 10s with no mistakes.
  - 2 Student can skip count by 2s and either 5s or 10s with < 3 mistakes
  - 1 Student can skip count by 2s.
-

## **A8 - Can Regroup Objects to Show Different Representations of the Same Sum to 12**

Teacher offers student 5 objects and asks, “Can you show me two ways of making 5 with these (beans, stones, beads)?” If the student is successful, the teacher will continue adding several more objects until 12 is reached, continuing to ask the student to show different ways of making \_\_\_\_\_ (7, 9, 12).

- Scale:**
- 4 Can regroup up to 12.
  - 3 Can regroup up to 8.
  - 2 Can regroup up to 6.
  - 1 Does not understand the concept of regrouping.
- 

## **B1 - Knows Addition and Subtraction Math Facts to 12**

Handwrite 5 math questions selected from this set (3 addition, 2 subtraction). Write 2 horizontally and 3 vertically and ask the student to write the answers. Provide counters and invite the student to use them, if they would like, to assist in coming to the correct answer.

12-3; 8+4; 7-5; 2+8; 11-4; 9+3; 10-6; 7+3; 6-5; 2+3; 9-4; 10+2; 8-6; 5+7; 5-2

(Note reversals in the answers. Note if student could answer horizontal but not vertical or vice-versa.)

- Scale:**
- 4 All correct.
  - 3 4/5 correct.
  - 2 2-3/5 correct.
  - 1 1/5 correct.
- 

## **B2 - Can Represent on paper a Sum or Product to 12 in Algorithmic Form in a variety of ways (e.g., 4 + 4, 6 + 2, 7 + 1) both Horizontally and Vertically**

Ask the student to write the following dictated algorithm.

$$2 + 10; 4 \times 3; 9 + 3; 6 \times 2$$

Ask the student, “Do you know the answer to these questions? You may use counters to help you figure them out.” When (and if) the student realizes that they all have a common answer of 12, ask the student, “Can you show me one more way to make 12?”

- Scale:**
- 4 Solves all 4, generates 5th.
  - 3 Can solve 4/4 problems without manipulatives, cannot generate fifth problem.
  - 2 Can solve 3/4 problems without manipulatives, guesses 4th answer; cannot generate fifth problem.
  - 1 Using manipulatives, student can solve 2/4 problems, cannot generate the fifth problem.
-

### **B3 - Can Show the Relationship Between all 4 Processes by Acting Out Number Stories with Real Objects or by Writing an Algorithm that Illustrates the Story**

Tell the two classic tales below or make up your own stories. Ask the student to represent, either with counters or with number sentences, the two questions in each story. Be sure to repeat the story if the student needs to hear it another time.

“The Ugly Duckling was swimming on the pond with 6 little ducklings, their mother, and a beautiful swan. (1) How many birds were swimming in the pond? Three little ducklings padded up on the shore to talk to a lizard sitting there. (2) How many birds were in the pond now?”

“A good witch had enchanted two sisters. Each time the good sister spoke, a rose and ruby would fall from her lips. Each time the naughty sister spoke, a scorpion and a toad would leap out of her mouth. This morning the good sister spoke 5 times. (1) How many rubies fell from her lips this morning? The bad sister only spoke 2 times. (2) How many toads and scorpions leapt out of her mouth?”

- Scale:**
- 4 Student answers all questions correctly, with or without the help of manipulatives. He can represent the answer in algorithmic form.
  - 3 Student answers 3/4 questions correctly, either with or without the help of manipulatives. She can represent the answer in algorithmic form.
  - 2 Student is eager to answer the questions, using manipulatives, but 1-2/4 answers are wrong.
  - 1 Student cannot answer any questions, with manipulatives or algorithms, and is confused.

---

### **B4 - Knows the Different “Jobs” of Addition, Subtraction, Multiplication and Division**

Teacher gives the student 12 stones and ask the student to show the different situations in the following story which she is going to tell. She says she will stop and tell the student when it is time to show. She instructs the student that if she doesn’t need to use the stones to answer her (the teacher’s) questions, she can just give her the answer orally.

Prince(ss) [Student’s name] met a little elf, a Brownie, one day. He was sitting on a log. Covering his lap was a great heap of beautiful, rose quartz stones. The Brownie told her/him that she would find a special surprise at home if s/he would give away these stones fairly to the first four children she met. ***How many stones will she give to each child? If she follows the Brownie’s instructions, what will she be doing with the 12 stones? (Adding? Subtraction? Dividing? Multiplying?)***

She found a poor little boy, about three years old, a bit down the road. He was digging with a stick in the dry dirt of his front yard. “Here!” s/he said to him, “I have a gift for you.” ***She gave him \_\_\_\_\_ stones. How many did she have left? Did you (add, subtract, multiply or divide) to see how many you had left?***

On she went and wonder of wonders, she came to three little girls who looked exactly the same. They were dressed similarly in white dresses, except one had a red-checked, one a blue-checked, and one a yellow-checked pinafore. “Here, little girls,” she said, “here are 3 lovely stones for each of you. Let’s see,  $3 \times 3$  equals \_\_\_\_\_.” ***Did she (Add? Subtract? Divide? Multiply?) to find the answer?***

Now she had done just what the Brownie asked her/him to do. S/he had given away all twelve stones. When s/he reached her/his house, her/his mother called, "Come quickly \_\_\_\_\_ and see the gift our Little Puss has for us." S/he ran into the kitchen, and there, in a basket by the stove, were many rosy quartz stones in the basket with Mama Kitty: one bunch of 6 stones lying in a heap, one group of 4 stones, and another group of 3 stones. **How many in all? How did you find out how many stones there were? Did you add? Subtract? Divide? Multiply?**

But no, the stones began to move and to make tiny mewling sounds. They were newborn kittens, not stones! As they moved toward Mama Kitty, \_\_\_\_\_ saw that one of them stayed very still—the 13th was not a kitten at all; it was a beautiful quartz stone, just for her.

- Scale:**
- 4 Can manipulate stones and knows all 4 processes.
  - 3 Can manipulate stones for 3 or 4 processes, but only can identify 2/4 processes.
  - 2 Can manipulate stones 3 or 4 times, but knows only 1-2 of the operations being performed.
  - 1 Knows how to manipulate the stones 2/4 times, but cannot identify the operation being performed.

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## **B5 - Can Solve Mentally or in Writing Problems Using all 4 Processes (up to 12)**

Give the student a fresh piece of paper. Based on the story in B4, ask the student to write a number sentence for each of the four questions in the story.

1. Divide 12 stones equally amongst four children.
2. The prince/ss gave the little boy three stones, how many were left?
3. The prince/ss gave each of the three girls three stones. How many did she give them altogether?
4. There were three groups of quartz stones with Mama Kitty: a group of 6, a group of 4 and a group of 3. How many were there in all?

- Scale:**
- 4 Can write 4/4 as algorithms.
  - 3 Can write 3/4 as algorithms. Confuses one or two signs.
  - 2 Can write 2/4 as algorithms. Confuses signs.
  - 1 Cannot write any of the questions as algorithms.

---

## **C1 - Can Continue and Extend a Pattern Rhythmically, Symbolically, in Shape or Color, or Numerically**

**Task 1:** Teacher claps a rhythmic pattern in front of the student and asks the student to imitate the pattern. **Pattern: Snap, clap, clap, stamp**

**Task 2:** Teacher draws patterns (Attachment 1) for the student on the back of the paper containing question B5 and asks the student to continue the pattern to the edge of the page.

- Scale:**
- 4 Can extend all patterns
  - 3 Can extend 4/5 patterns (note which ones) \_\_\_\_\_
  - 2 Can extend 3/5 patterns (note which ones) \_\_\_\_\_
  - 1 Can extend 1/5 patterns (note which one) \_\_\_\_\_

**Note: Assessments D1 and E1 should be observed during whole-class activities.**

## **D1 - With a Group, Can Collect Data and Form a Display and be Able to Indicate Greater Than, Less Than or Equal**

1. Teacher leads students to compile a “real graph” by sorting one shoe from each student by whether it is or is not a tennis shoe.
2. Are there more, less, or an equal number of tennis shoes compared to “other” shoes?
3. Are there more, less, or an equal number of tennis shoes compared to “other” shoes from the shoes of just boys? Just girls?

**Scale:** 4-3 Is comfortable with the activity and completes it.  
2 Understands the sort, cannot “see” greater than/less than/equals using the real objects.  
(Underline which was difficult for the student.)  
1 Is confused by the task of gathering data for an end purpose.

---

## **E1 - Can Kinesthetically Form a Circle, a Square, an Oval and a Rectangle with the Class**

Teacher might play “Simon says” with whole class: “Simon says, ‘Form a circle...’”

**Scale:** 4 Forms all shapes successfully.  
3 Can successfully form 3/4 shapes.  
2-1 Is unable to move into the correct spot in the group formation.

---

## **E2 - Knows Right from Left**

Teacher plays “Simon says” with student, giving student 6 left/right directions. For example: “Simon says, put your right hand on your right knee.” “Simon says, put your left hand on your left shoulder.” **Note:** Do not give directions that cross the vertical midline; that is, only give right-hand directions on the right side, left-hand directions on the left side.

**Scale:** 4-3 Chooses correct side with 100% accuracy.  
2-1 Chooses correct side with < 50% accuracy.

---

## **E3 - Can Arrange Objects in Space According to Position and Direction (e.g., near, far, below, above, up, down, left, right)**

## **E5 - Can Give and Follow Directions about Location**

Teacher places figurine on table and gives student a counting object. Then she asks her to put the stone (1) above (2) below (3) to the left of (4) to the right of (5) far away from (6) very near the figurine. Teacher invites student to let her (the teacher) place the stone according to instructions on direction she (the student) gives.

**Scale:** 4 Student follows every direction; gives complex directions instructions.  
3 Student follows 4/6 directions; gives complex directional instructions.  
2 Student follows 3/6 directions; gives several directional instructions.  
1 Student follows 2/6 directions; gives simple directional instructions.

## **E4 - Can Order Objects by Shape, Volume, and Size**

### **F1 - Uses Non-Standard Units to Measure**

### **F2 - Uses Non-Standard Units to Compare and Order Objects**

### **F3 - Estimates Quantity**

**Task 1:** Teacher gives student the 5 glass jars and asks him to put them in an order from the smallest to the largest. Teacher asks student to explain why they ordered the jars as they did.

**Task 2:** Teacher asks student to arrange the jars from the one that would hold the least to the one that would hold the most water. After the jars are arranged, teacher asks student to choose one of the 5 as the “measuring jar.” The student will fill it with water to test whether or not the display is arranged as requested. Again, teacher asks student the rationale behind the order.

- Scale:**
- 4 Student successfully completes both tasks.
  - 3 Student completes one of the tasks successfully, and has a sound rationale for both of them.
  - 2 The arrangement is done according to an expressed approach, but is incorrect, either for size or for volume, or both.
  - 1 Student cannot decide on an arrangement of smallest to largest; student does not make a reasonable guess of the volume capacity of the jars.

---

*Upon completion of the assessment, ask the student to put her or his name on all the sheets of paper containing his or her work.*

# Third Grade Assessment

## (Teacher Directed & Student Tests)

*For some skills, multiple assessments are given. If only one assessment is going to be administered, it should be the one marked with a “\*.” (This will maintain standardization.) If more than one assessment is administered, then an average of the scores should be used to mark the rubric sheet. Some of these assessments are based on teacher observation (OB) and others on the students’ written tests (AT).*

*Generally there are 4 (or multiples of 4) problems for assessing each skill. Rubric scoring should be as follows: 4 (0-1 wrong); 3 (2 wrong); 2 (3 wrong); 1 (4 wrong).*

### **MATERIALS NEEDED FOR THE ASSESSMENT:**

- Base Ten Blocks
- Colored pencils
- Rulers
- Tile blocks
- Cup, pint, quart, gallon measures
- Scale

## **A1 - Can Read, Write and Order Numbers to 10,000**

- a. (OB) - Teacher dictates 4 numbers between 1,000 - 10,000 and student writes them.
  - b. (OB) - Teacher asks students to read 4 numbers between 1,000 - 10,000.  
(Perhaps 406, 8,002, 5,476, 760)
  - c. (AT) - #1
  - \*d. (AT) - #2
- 

## **A2 - Knows Place Value Concepts**

- a. (OB) - Have Base Ten Blocks in front of student and say, "Please build: 47, 569, 709, 1,083."
  - b. (OB) - Tell the place value name of each digit in the number 8,493.  
Ask, "Why is the comma between 8 and 4?"
  - \*c. (AT) - #3
  - d. (AT) - #4
- 

## **A3 - Compares Numbers to Show Greater Than, Less Than, Equal**

- a. (OB) - Write these numbers on the board or on paper and have the student read them inserting "greater than," "less than," or "equals."
    - 1. 743 is \_\_\_\_\_ 734
    - 2. 106 is \_\_\_\_\_ 1,066
    - 3. 937 is \_\_\_\_\_ 937
    - 4. 4,375 is \_\_\_\_\_ 4,735
  - b. (AT) - #5
- 

## **A4 - Can Round to Tens and Hundreds**

- a. (OB) - Give student Base Ten Blocks. Ask him/her to make the following number: 637. Now ask the student to:
    - 1. Round to nearest 10
    - 2. Round to nearest 100

Repeat with the number 1,245. Ask student to:

    - 3. Round to nearest 100
    - 4. Round to nearest 1,000
  - \*b. (AT) - #6
-

## A5 - Can Recite 2-6s, 8s, 9s, 11s Times Tables to the 12th Multiple

- a. (OB) - Ask student to recite the following tables to the 12th multiple, forwards and backwards.
1. 6s
  2. 8s (Student must be able to go forward and back with less than 3 mistakes to have the number be right).
  3. 9s
  4. 11s

\*b. (AT) - #7

---

## A6 - Can Regroup Objects to Show Representations of Sums, Differences, Products, and Quotients.

- a. (OB) - Teacher presents Base Ten Blocks and asks student to make:
1. 2 representations of 48 as a sum
  2. 2 representations of 21 as a difference
  3. 2 representations of 36 as a product
  4. 2 representations of 6 as a quotient

\*b. (AT) - #8 (Teacher may have to help student with the directions on this one.)

---

## B1 - Can Access Math Facts as a Tool for Problem Solving

- a. (OB) - Teacher gives following math facts orally to student to answer:

$7 \times 4 =$ _____	$6 \times 7 =$ _____
$18 - 9 =$ _____	$14 - 6 =$ _____
$6 + 8 =$ _____	$5 + 7 =$ _____
$12 \div 4 =$ _____	$24 \div 6 =$ _____
$4 \times 8 =$ _____	$4 + 7 =$ _____
$13 - 5 =$ _____	$18 \div 3 =$ _____

- b. (OB) - Teacher gives orally:

1.  $24 \div 3 + 5 - 7 \times 2 =$
2.  $6 \times 4 \div 8 \times 3 - 3 =$
3.  $13 - 5 \times 2 \div 4 + 9 =$

- c. (OB) - Teacher gives orally:

1. Sue has 2 pairs of blue socks, 4 pairs of white, and 1 pair of red. How many *individual* socks does she have?
2. John bought 2 dozen marbles but lost 4 on the way home from the store. How many does he have left?

\*d. (AT) - #9 (A timed test to be done in 5 minutes.)

---

## **B2 - Student Solves Problems on Paper**

- a. (AT) - #10 (Give student 20-25 minutes to do this. It may be given in 2 parts.)
- 

## **B3 - Can Check One Process by Using the Reverse Process**

- a. (AT) - #11 Adding and subtracting
- b. (AT) - #12 Multiplying and dividing
- 

## **B4 - Can Mentally Solve Problems Including Math Facts**

- a. (OB) - Teacher gives problems orally to student to solve.
1. Sue's mother made 40 cupcakes and put 4 chocolate chips on the top of each one. How many chocolate chips did she use?
  2. Addie scored many points playing basketball. In one game she scored 22 points; in another 18; and in another 40 points. How many points did she score altogether?
  3. Joe went to the store and bought 56 marbles. He gave 24 to his friend Bill and shared the rest with 4 of his other friends. How many marbles did each of these 4 friends receive? (2 pts.)
- b. (OB) - Either tell or show student the algorithm. Ask him/her to mentally find the answer and then explain his/her strategy. Listen for clues that student is using strategies such as: make both numbers larger; take away too much and add back what you need; take away each part, etc.

1. 
$$\begin{array}{r} 98 \\ + 63 \\ \hline \end{array}$$

2.  $66 + 34 + 45 + 55 =$

3. 
$$\begin{array}{r} 43 \\ - 18 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 83 \\ - 48 \\ \hline \end{array}$$

- c. (OB) - Repeat above directions and listen for strategy clues.

1. 
$$\begin{array}{r} 13 \\ \times 4 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 15 \\ \times 6 \\ \hline \end{array}$$

3.  $4 \overline{)120}$

4.  $2 \overline{)124}$

---

## **B5 - Can Use a Variety of Problem-Solving Strategies**

(OB or AT) - #13 These problems may be done orally with a teacher or as a written assessment. However, #4 has to be done orally. What is important is that the student uses the various strategies to solve them.

---

## **C1 - Interprets and Extends Number Patterns**

- (AT) - #14
-

## **C2 - Constructs Patterns That Show Relationship Among X Facts**

- \*a. (OB) - Use the tile blocks to build and show two patterns—each showing 2 numbers multiplied together to make 24.  
Do the same. However, the patterns should show 2 quotients that are 6.
- b. (AT) - #15
- 

## **C3 - Can Find a Missing Number in an Equation Through 100**

- a. (OB) - Orally ask the student the following:

1.  $26 - \underline{\hspace{2cm}} = 9$

2.  $\underline{\hspace{2cm}} + 38 = 52$

3.  $\underline{\hspace{2cm}} \times 9 = 72$

4.  $\underline{\hspace{2cm}} \div 8 = 8$

5.  $\underline{\hspace{2cm}} - 19 = 11$

6.  $23 + \underline{\hspace{2cm}} = 54$

7.  $6 \times \underline{\hspace{2cm}} = 54$

8.  $56 \div \underline{\hspace{2cm}} = 7$

- b. (AT) - #16
- 

## **C4 - Can Create and Solve Problems Using Words, Symbols or Algorithms**

(OB or AT) - #17 This may be given orally or administered as a written test.

---

## **D1 - Can Collect Data and Construct Displays**

(OB or AT) - #18 This may be given orally or administered as a written test.

Students could also be asked to graph:

- types of shoes
  - the number of siblings each classmate has
  - the favorite color of their classmates
  - the birthday months of their classmates
- 

## **D2 - Can Analyze Data Displays**

(OB or AT) - #19 This assessment may be administered both ways.

---

## **E1 - Develops Concepts of Shape, Size, Symmetry, Congruence**

(AT) - #20

---

## **E2 - Determines Perimeter and Area of a Rectangle**

(AT) - #21

---

## **F1 & 2 - Uses Non-Standard and Standard Measurements to Estimate, Measure, order and Compare Objects**

(AT) - #22

---

## **F3 - Can Convert Liquid Measurement with Manipulatives**

(OB) - Have cups, pints, quarts, gallon measures available for student to use. Ask them:

1. How many cups are in a pint?
  2. How many pints are in a gallon?
  3. How many quarts are in a gallon?
  4. How many cups in a quart?
  5. How many cups in a gallon?
- 

## **F4 - Can Define Units of Weight Measurement**

(OB) - Have a scale. First estimate ounces and pounds of 4 objects and then weigh them to check.

---

## **F5 - Uses Appropriate Units of Measurement for Problem Solving**

(AT) - #23

---

## **F6 - Reads and Writes Time to the Nearest Minute**

(OB or AT) - #24 (Teacher may have a clock which can be manipulated and give this test orally.)

---

## **F7 - Counts Minutes by 1s, 5s and 10s**

(OB) - With a manipulative clock, ask the student to count the minutes by 1s, 5s and 10s.

---

## **F8 - Knows Terms “Before” and “After” the Hour**

(OB) - Show the student a manipulative clock with the following times. Ask him/her to tell you the time using “before” or “after” the hour.

5:10    9:50    11:45    3:20

---

## **F9 & 10 - Can Read a Calendar and Solve Problems Using It**

(AT) - #25

---

## **F11 - Reads and Writes Money Notation to \$10,000**

a. (OB) - Teacher shows the student the following numbers and asks the student to read them:

- |             |               |
|-------------|---------------|
| 1. \$4.06   | 3. \$17.56    |
| 2. \$218.00 | 4. \$8,088.01 |

b. (OB) - Teacher dictates the following to the student to write:

56¢      \$4.07      \$9,876.50      \$1,001.61

c. (AT) - #26

---

## **F12 - Uses Money in Real Life Situations up to \$10.00 to Describe Equivalence and Make Change**

(AT) - #27

---

# Written Tests

**GRADE 3**

# #1

## Write These Numbers:

Three hundred forty-two

---

One thousand six

---

Ninety-seven

---

Four thousand two hundred sixty

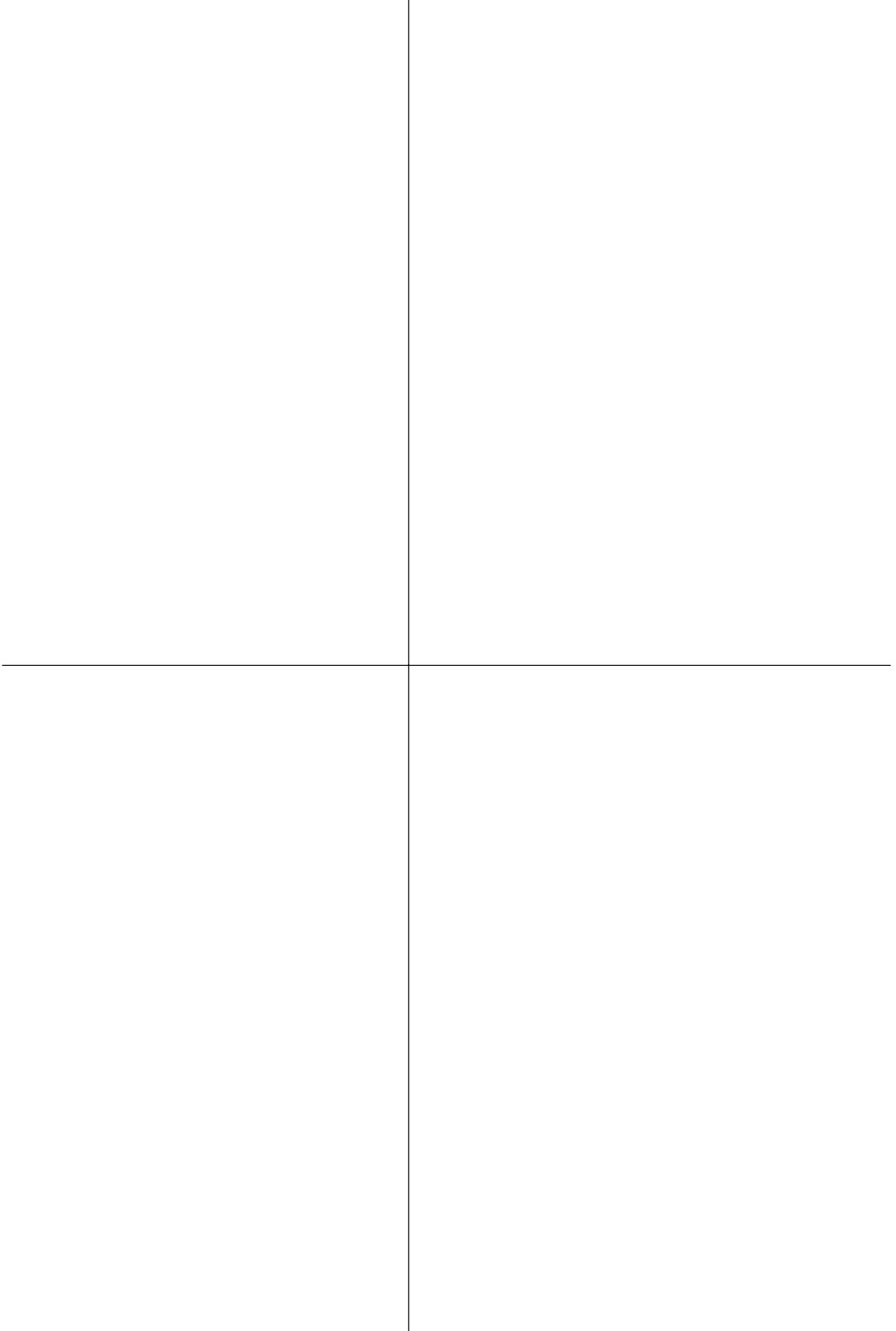
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# #2

Order These Numbers Smallest to Largest.

9,006	922	3,456	9600
461	35	416	350
832	8322	8232	8,223
17	71	170	710

**#3 What Numbers are Represented?**



# #4

**Draw pictures of these numbers.** You may use pictures of Base Ten Blocks, or other pictures, to show thousands, hundred, tens, and ones.

239	1,324
<b>Sample Base Ten Blocks:</b> thousand: hundred: ten: one:	

# #5

Fill in the blanks with **Greater Than** (GT or >), **Less Than** (LT or <) or **Equal** (E or =).

You may also choose any other picture or symbol to represent these concepts.

743 is \_\_\_\_\_ 734

106 is \_\_\_\_\_ 1066

937 is \_\_\_\_\_ 937

4, 375 is \_\_\_\_\_ 4,735

# #6

**Round to the nearest tenth.**

8 \_\_\_\_\_

13 \_\_\_\_\_

796 \_\_\_\_\_

3,144 \_\_\_\_\_

**Round to the nearest hundredth.**

149 \_\_\_\_\_

267 \_\_\_\_\_

890 \_\_\_\_\_

4,649 \_\_\_\_\_

# #7

**Fill in the missing numbers.**

\_\_\_\_\_, \_\_\_\_\_, 12, 16, 20, \_\_\_\_\_, \_\_\_\_\_, 32, 36, 40, 44, \_\_\_\_\_

6, 12, \_\_\_\_\_, 24, 30, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 60, 66, \_\_\_\_\_

8, \_\_\_\_\_, \_\_\_\_\_, 32, 40, \_\_\_\_\_, \_\_\_\_\_, 64, \_\_\_\_\_, 80, 88, 96

9, 18, \_\_\_\_\_, 36, \_\_\_\_\_, \_\_\_\_\_, 63, \_\_\_\_\_, \_\_\_\_\_, 90, 99, 108

# #8

- 1) Draw a picture of 15 objects. (They may be simple ♦s, □s, Xs, whatever.) Take a colored pencil and circle the groups of objects. Next write an addition sentence to describe the groupings.
- 2) Now do the same activity with another color.

1. \_\_\_\_\_

2. \_\_\_\_\_

Write 2 subtraction problems. The answer to each one should be 6. (You may write the problem with numerals or objects.) You may draw the problem if you'd like.

1. \_\_\_\_\_

2. \_\_\_\_\_

# #8 (continued)

With 2 different colored pencils, group these Xs 2 different ways. Next write a multiplication sentence of each one to represent what you did.

X X X X X X X X X X

X X X X X X X X X X

X X X X X X X X X X

X X X X X X X X X X

1. \_\_\_\_\_

2. \_\_\_\_\_

With 2 different colored pencils, divide these objects 2 different ways. Next write a division sentence for each one to represent what you did.

1. \_\_\_\_\_

2. \_\_\_\_\_

# #9

Ask your teacher to time you. You have 1 minute to do these problems.

$$\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ +5 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$$
$$\begin{array}{r} 15 \\ -9 \\ \hline \end{array}$$
$$\begin{array}{r} 12 \\ -4 \\ \hline \end{array}$$
$$\begin{array}{r} 13 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$9 \overline{)36}$$
$$4 \overline{)28}$$
$$2 \overline{)24}$$
$$8 \overline{)32}$$

# #10

761	456	905
+ 239	- 294	- 147
	+ 654	
465	6549	1,478
x 7	x 2	x 3
	305	
	x 6	

# #10 (continued)

83  
x 82

75  
x 38

91  
x 45

62  
x 17

5 | 41

9 | 29

6 | 39

7 | 48

# #11

Do the problem and check with the opposite operation.

$$\begin{array}{r} 49 \\ + 31 \\ \hline \end{array}$$

check

$$\begin{array}{r} 60 \\ - 24 \\ \hline \end{array}$$

check

$$\begin{array}{r} 913 \\ - 638 \\ \hline \end{array}$$

check

$$\begin{array}{r} 347 \\ + 156 \\ \hline \end{array}$$

check

# #12

Do the problem and check with the opposite operation.

check

$$\begin{array}{r} 18 \\ \times 6 \\ \hline \end{array}$$

check

$$\begin{array}{r} 8 \overline{)104} \\ \hline \end{array}$$

check

$$\begin{array}{r} 6 \overline{)96} \\ \hline \end{array}$$

check

$$\begin{array}{r} 13 \\ \times 4 \\ \hline \end{array}$$

# #13

## WORK SPACE

1) Make a **Drawing** of this problem to help solve it.  
Marika and 3 friends bought 2 pizzas. Each pizza was cut into 6 equal pieces. If they share the pizzas equally, how many slices should each girl have?

---

2) Use **Guess and Check** to solve this problem. Show your strategy.  
One ribbon costs 18¢. Four ribbons will cost approximately how much?

---

3) **Act** this problem out to solve it. Find objects in the classroom to use.  
Bill went to Crystal Mountain and gathered 39 crystals. Three crystals fell out of his pocket. He gave half of them to his friend Josh. He then divided the crystals into 3 groups. He kept one group. How many crystals did he have?

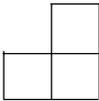
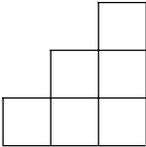
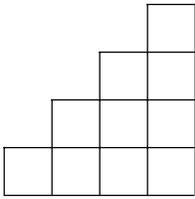
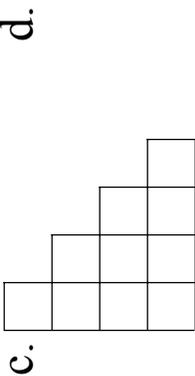
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4) Draw a **Graph or Model** to solve this. John was buying shirts. One cost \$8. Two cost \$16. How much did 12 cost?

---

# #14

1) Build the “stair” numbers. Write the addition facts for each stair.  
How much is added each time?

a.  b.  c.  d. 

$1+2=$        $1+2+3=$        $=$

2) Continue the pattern.  
How far does it hold true?

$(1 \times 9) + 2 = 11$   
 $(2 \times 9) + 3 = 21$   
 $(3 \times 9) + 4 = 31$

3) Continue the pattern.

a.  $3 \overline{12}$       b.  $3 \overline{120}$       c.  $3 \overline{1200}$       d.

4) What comes next?  
Describe the rule

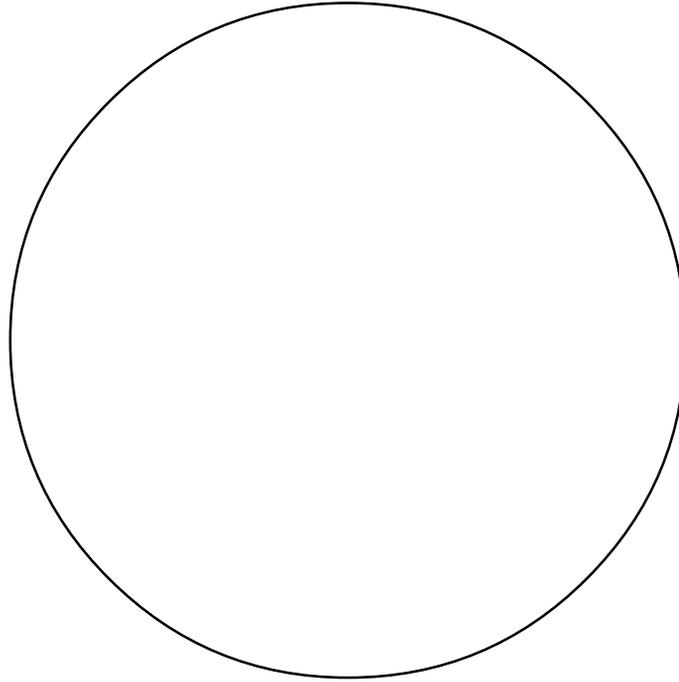
3, 4, 6, 9, 13, \_\_\_\_\_

0, 1, 2, 3, 5, 6, 8, 10,  
\_\_\_\_\_, \_\_\_\_\_

# #15

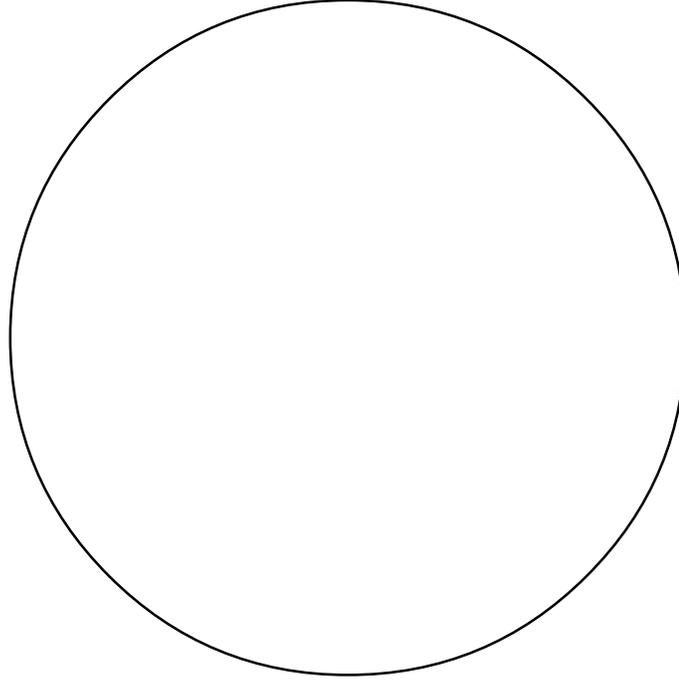
Draw the 4-table with a blue pencil starting on 0 and going to 4, etc.

Draw the 6 table with a red pencil starting with 0 and going to 6, etc.



What did you discover? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw the 3 family with a pencil starting on 0 and going to 3, etc.



What family is related to the 3s? \_\_\_\_\_

# #16

Solve to find the missing number.

$$13 + \underline{\hspace{2cm}} = 24$$

$$35 - \underline{\hspace{2cm}} = 22$$

$$\underline{\hspace{2cm}} - 20 = 61$$

$$\underline{\hspace{2cm}} + 27 = 43$$

$$\underline{\hspace{2cm}} \times 4 = 36$$

$$7 \times \underline{\hspace{2cm}} = 42$$

$$14 \div \underline{\hspace{2cm}} = 7$$

$$81 \div \underline{\hspace{2cm}} = 9$$

# #17

Create a problem in words or pictures that would match these math sentences.

a.  $7 + 5 = 12$

b.  $12 - 7 = 5$

b. Solve by drawing a picture or using symbols. Then write an algorithm.

4 cars were in a garage all needing new tires. How many new tires should be needed?

c. What multiplication problem does this show?

a. 
$$\begin{array}{ccccccc} \text{x} & \text{x} & \text{x} & \text{x} & \text{x} & \text{x} & \text{x} \\ \text{x} & \text{x} & \text{x} & \text{x} & \text{x} & \text{x} & \text{x} \\ \text{x} & \text{x} & \text{x} & \text{x} & \text{x} & \text{x} & \text{x} \end{array}$$

b.  $3 + 3 + 3 + 3 + 3$

\_\_\_\_\_

# #18

Observe the color of 15 classmates' eyes. Make a display (graph or chart) that shows what you observed.

Say something using the words "more than," "less than," or "equal" about what you discovered.

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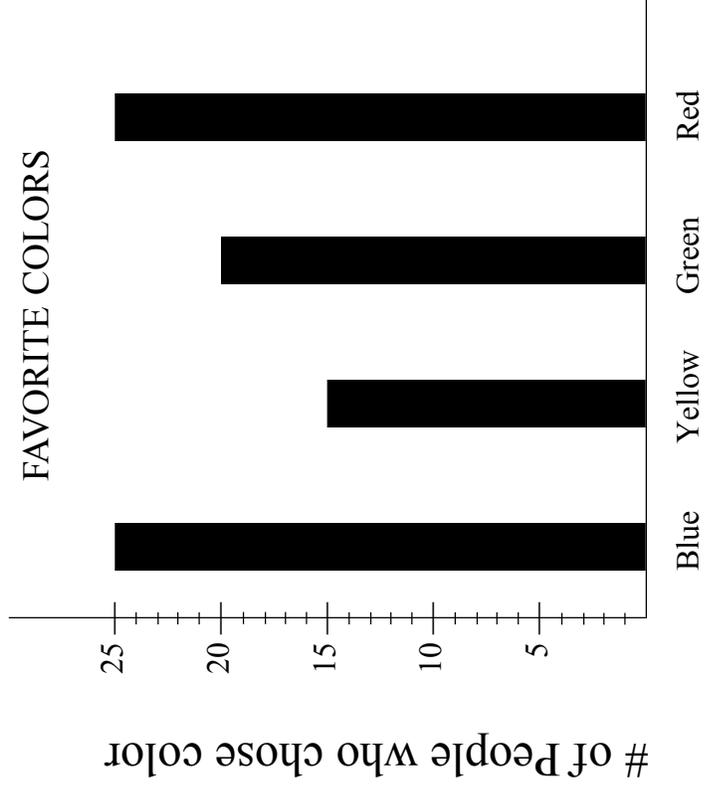
# #19

Compare data. How many more students prefer vanilla ice cream over mint?

Say three things you can learn from this chart.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Compare the people who like red with those who like blue. \_\_\_\_\_

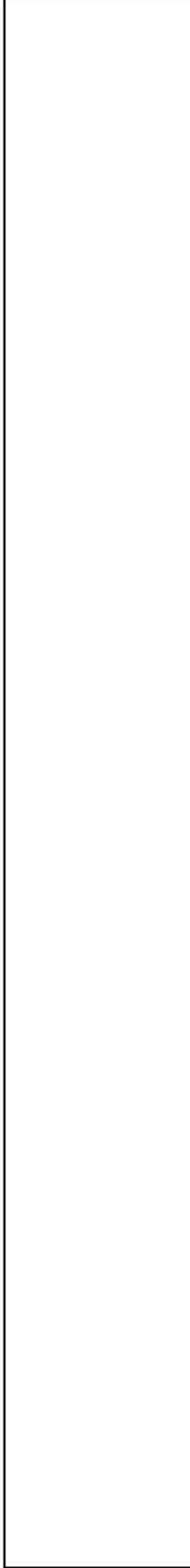


# #20

1. Circle the shapes that are the same on both sides or symmetrical.



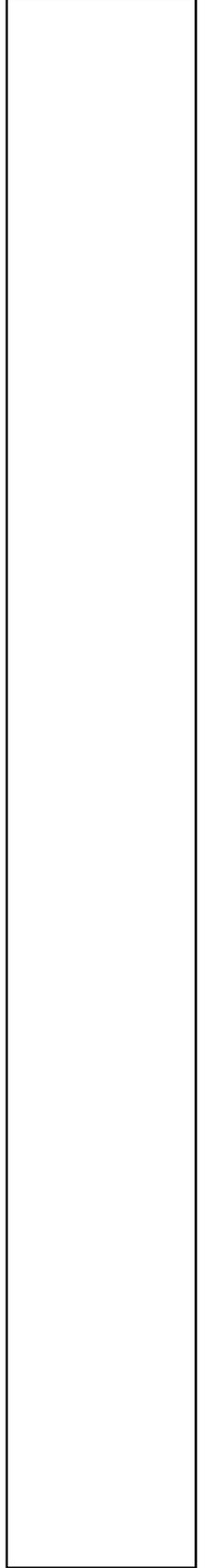
2. Circle the shapes that are the same no matter how you turn them.



3. Circle the shape that is the same as

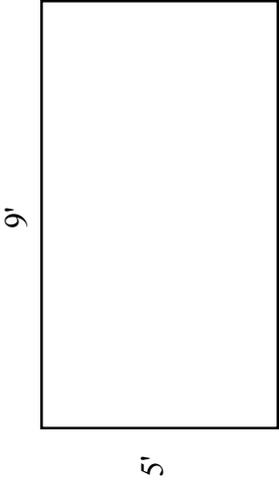


4. Circle the shape that is the same as

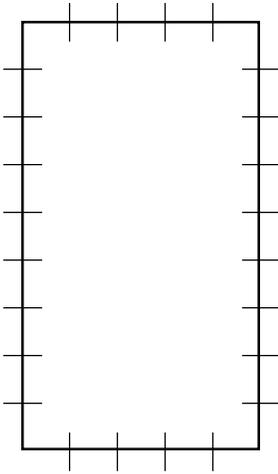


# #21

1. Fencing was needed for a garden that was 9 feet across and 5 feet along the other side. How much fencing was needed? (This is the perimeter.)



2. The area was also needed in order to determine how much fertilizer was needed. Can our help find the area? (You may draw in the grid lines if it helps you solve the problem.)



3. Using 42 square tiles, build as many rectangles as possible. Sketch and label each one. Record the dimensions, perimeter and area.

Dimensions	Perimeter	Area
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

# #22

1. First estimate the number of inches of each of these objects.  
Put them in order: smallest to largest.

\_\_\_\_\_

2. Measure their sizes with a label by the letter a.

a. \_\_\_\_\_ a. \_\_\_\_\_

\_\_\_\_\_

3. Measure with inches.

# #23

1. Sally is walking to school. Can you figure out how far away her school is?

1 inch - 1,000 feet

---

2. Sally has 2 cups of milk. The recipe asks for 1 quart of milk. How many more cups does she need?

# #24

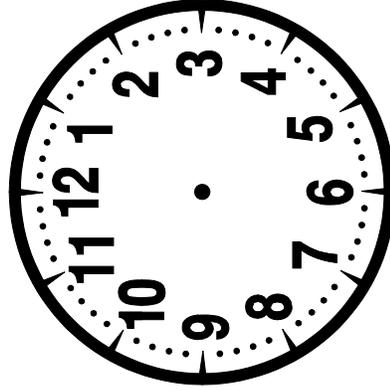
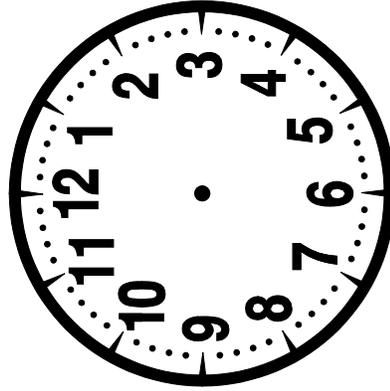
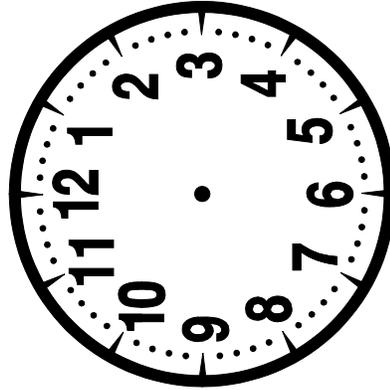
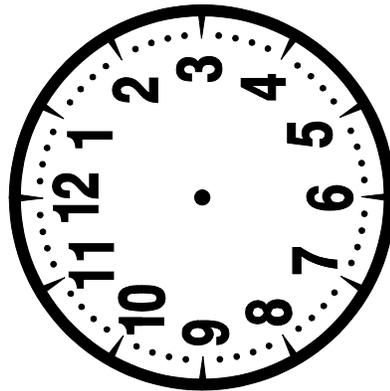
Write the time on each clock, as closely as you can, to the minute.

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---



# #25

What month comes after January? \_\_\_\_\_

What is the 4th month of the year? \_\_\_\_\_

What month is before December? \_\_\_\_\_

What day of the week is before Thursday? \_\_\_\_\_

Most months have \_\_\_\_\_ or \_\_\_\_\_ days.

---

Today is October 16. How many more days are there until Halloween? \_\_\_\_\_

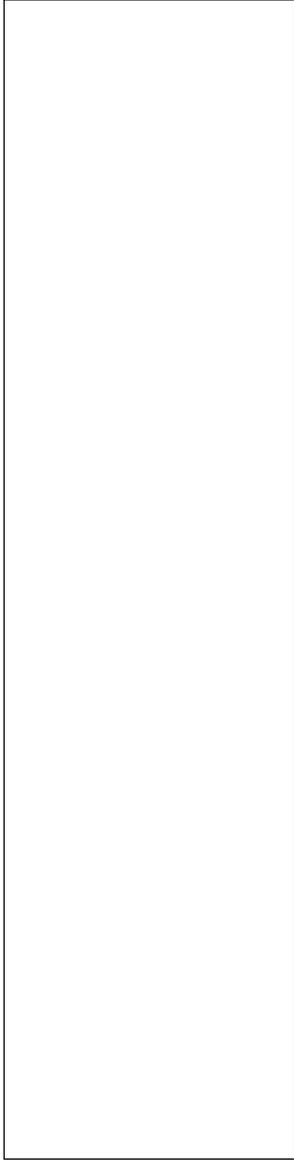
Two weeks after October 7 would be? \_\_\_\_\_

How many school days are there in October? \_\_\_\_\_

What day of the week is Halloween? \_\_\_\_\_

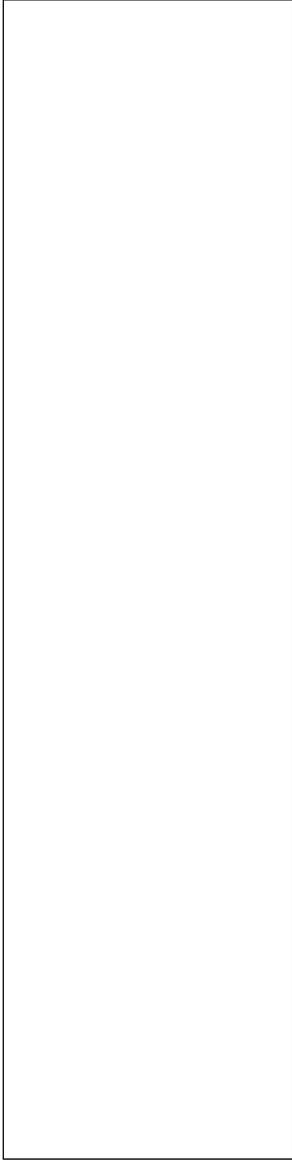
# #26

Write the amount of money.



1.

\_\_\_\_\_



2.

\_\_\_\_\_

3. Which is more — 4 nickels or 24 pennies? \_\_\_\_\_

4. Which is less — 1 quarter of 3 dimes? \_\_\_\_\_

# #27

Your mother has given you \$6.00 to spend for lunch. Below is the menu. Order the items you'd like by writing them down and figure out your change.

Menu	
Soup .....	\$1.50
Crackers .....	.25
Salad .....	1.50
PB&J Sandwich .....	2.50
Egg Sandwich .....	3.25
Tuna Sandwich .....	3.50
Cheese Sandwich .....	3.25
Hamburger .....	3.75
Bread.....	.50
Rolls.....	.75
Pie .....	2.50
Fruit .....	.60
Ice Cream.....	1.00
Soda .....	.75
Milk .....	.50
Juice .....	.80

# Fifth Grade Assessment

*The majority of this assessment is comprised of student tests. The problems that involve teacher observation are listed on page 2.*

*Generally there are 4 (or multiples of 4) problems for assessing each skill. Rubric scoring should be as follows: **4** (0-1 wrong); **3** (2 wrong); **2** (3 wrong); **1** (4 wrong).*

## **MATERIALS NEEDED FOR THE ASSESSMENT:**

- Scale
- Foot ruler, yardstick
- Meter ruler

# Teacher Directed and Observed Assessments

## A1 - Reads, Writes, Orders Numbers through the Billions

(OB) - Student is asked to list the following numbers (read orally at random) in order of their value, least to greatest.

5,200 — 28 — 35,000 — 4 — 950,000,000 — 640,000 — 29,000 — 1,000,000,000 — 999,999  
1,817 — 74,863 — 2,001

---

## A3 - Can Illustrate Application for Rounding

(OB) - Student is asked to think of a time when rounding off would make sense:

- A. In cooking
  - B. With money
  - C. When measuring
  - D. With fractions
- 

## A5 - Can Recite Times Tables through 12, to the 12th Multiple

(OB) - Student is asked to recite tables through 12. (Different tables from lowest to highest throughout year)

- Student is asked to answer random flash cards (multiplication) in timed increments.

---

## B1 & 6 - Can Mentally Solve Problems by Accessing Previously Learned Math Facts

- a. Kyle's science experiment calls for 12 grams of potassium. If he is to perform the experiment 8 times, how much potassium will Kyle need? \_\_\_\_\_
  - b. Jim and his 3 friends want to have a water balloon fight. If Jim has 36 balloons, how many balloons should each one take to begin? \_\_\_\_\_
  - c.  $12 \div 4 \times 9 + 8 \div 7$ . Square the answer = \_\_\_\_\_
  - d.  $\frac{1}{4} + \frac{1}{4} \times 2 \times 8 \div 2 =$  \_\_\_\_\_
- 

## B7 - Uses Mental Estimation

- a. What percent of our class is male?
- b. How many of you would it take to reach from the ground to the top of our building?
- c. How long would it take you to walk from here to (name a town 10-20 miles distant)?
- d. How many marbles fit in a quart jar?PR/Award # U282B120046

# Written Tests

**GRADE 5**

Round to:

TENS	HUNDREDS	THOUSANDS
367 _____	55,452 _____	7,540,016 _____
4,289 _____	12,999,999 _____	2,503 _____
42 _____	647 _____	641 _____
66,912 _____	5,214,363 _____	99,517,099 _____

**A4**

Answer True or False

$$628 < 5 \times 120 \quad \underline{\hspace{2cm}}$$

$$3/4 > 12/16 \quad \underline{\hspace{2cm}}$$

$$32 < 9 \times 4 \quad \underline{\hspace{2cm}}$$

$$16 \div 2 > 7.9 \quad \underline{\hspace{2cm}}$$

**A6**

Write Times Table Chart Through 12

**A7**

Write all Prime Numbers under 50

Write all the Perfect Squares through 144

**A8**

Write the Following as Fractions:

.3 \_\_\_\_\_

.28 \_\_\_\_\_

.7 \_\_\_\_\_

.95 \_\_\_\_\_

**A9**

List the Following Fractions from  
Least to the Greatest in value:

$1/3, 1/8, 2/5, 9/16, 1/2, 3/4, 3/8, 5/6$

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

7) \_\_\_\_\_

8) \_\_\_\_\_

# A10

Write Equivalent Fractions for the Following:

$$\frac{1}{2} = \frac{\quad}{6} \quad \frac{2}{3} = \frac{\quad}{9}$$

$$\frac{4}{\quad} = \frac{8}{10} \quad \frac{3}{12} = \frac{\quad}{4}$$

# A11

Fill in the Blanks

Expand:

$$\frac{1}{2} = \frac{\quad}{6} = \frac{9}{\quad} = \frac{\quad}{24} = \frac{\quad}{\quad}$$

Reduce:

$$\frac{18}{24} = \frac{\quad}{\quad} = \frac{9}{\quad} = \frac{\quad}{8} = \frac{\quad}{\quad}$$

**A12**

Write the Lowest Common Denominator

$$\frac{1}{4} + \frac{1}{3} \quad \text{LCD is } \underline{\hspace{2cm}}$$

$$\frac{1}{5} + \frac{1}{6} \quad \text{LCD is } \underline{\hspace{2cm}}$$

$$\frac{1}{8} + \frac{1}{9} \quad \text{LCD is } \underline{\hspace{2cm}}$$

$$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} \quad \text{LCD is } \underline{\hspace{2cm}}$$

**A13**

Write the Mixed Numbers as Improper Fractions

$$3 \frac{1}{2} = \qquad 47 \frac{2}{3} =$$

$$16 \frac{12}{13} = \qquad 9 \frac{1}{9} =$$

**A14**

Write the Improper Fractions as Mixed Numbers

$$\frac{4}{3} =$$

$$\frac{247}{12} =$$

$$\frac{94}{6} =$$

$$\frac{500}{50} =$$

**A15**

Write the Numeral That Holds the Place Value Named for each of the Following Decimal Numbers

310.67 — Which Numeral is in Tenths Place? \_\_\_\_\_

9,541.6783 — Which Numeral is in Hundredths Place? \_\_\_\_\_

2,954.631 — Thousandths \_\_\_\_\_

598,410.67230 — Ten-Thousandths \_\_\_\_\_

List the Following Decimals in order from Least to the Greatest in Value:

0.0017, 0.089, 0.136, 0.19006,

0.00999, 0.09001, 0.11001,

0.000059999

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_

Fill in the Blanks.

Change these Common Fractions to their Decimal Equivalent.

$$3/4 = 0. \underline{\hspace{1cm}}$$

$$2/3 = 0. \underline{\hspace{1cm}}$$

$$3/8 = 0. \underline{\hspace{1cm}}$$

$$1/2 = 0. \underline{\hspace{1cm}}$$

Change these Decimals to Fraction Form

$$0.60 = \underline{\hspace{1cm}}$$

$$0.75 = \underline{\hspace{1cm}}$$

$$0.625 = \underline{\hspace{1cm}}$$

$$0.25 = \underline{\hspace{1cm}}$$

**Guess and Check**

How many pears, each weighing 2 ounces, will be needed to balance three 2 lb. weights?

**Solve a Simpler Model**

How many squares are there on a checker board?  
(Make an easier square and look for a pattern.)

**Work Backwards**

If 30 hamburgers can feed a family of five for 3 meals, how many would be needed to feed just the 3 kids for 8 meals. (All eat the same amount.)

**Make a Table or Graph.**

Nine people at a cookie exchange each brought a dozen cookies for each other person. How many cookies were brought to this exchange?

**Make a Model or Drawing**

Kathy's model train is set up on a circular track. There are 6 telephone poles spaced evenly around the track. It takes the engine or her train 5 seconds to go from the first pole to the third pole. How long would it take the engine to go all the way around the track?

# B3

State whether the following answers are true or false.  
Use the operation in parenthesis to find your answer.

a.  $416 \div 18 = 23$  \_\_\_\_\_ (use multiplication)

b.  $42 \times 206 = 8,652$  \_\_\_\_\_ (use division)

c.  $1,428 - 642 = 784$  \_\_\_\_\_ (use addition)

d.  $5,286 + 437 = 5,723$  \_\_\_\_\_ (use subtraction)

SHOW YOUR WORK

# B5

## WHOLE NUMBERS (show all work)

$$\begin{array}{r} 6,543 \\ + 2,988 \\ \hline 4,112 \\ - 3,869 \\ \hline 1,676 \\ + 9,885 \\ \hline 9,012 \\ - 4,763 \\ \hline \end{array}$$

$$\begin{array}{r} 300 \\ - 99 \\ \hline 4,600 \\ - 876 \\ \hline 1000 \\ - 888 \\ \hline 9,000 \\ - 111 \\ \hline \end{array}$$

# B5

## WHOLE NUMBERS (show all work)

$$\begin{array}{r} 463 \\ \times 800 \\ \hline \end{array}$$
$$\begin{array}{r} 595 \\ \times 311 \\ \hline \end{array}$$
$$\begin{array}{r} 686 \\ \times 743 \\ \hline \end{array}$$
$$\begin{array}{r} 898 \\ \times 768 \\ \hline \end{array}$$

$$15 \overline{) 841}$$
$$27 \overline{) 37,614}$$
$$41 \overline{) 519,012}$$
$$98 \overline{) 104,656}$$

# B5

FRACTIONS (show all work)

$$\frac{1}{4} + \frac{1}{3} =$$

$$2\frac{1}{2} + \frac{5}{6}$$

---

$$19\frac{2}{5} + 11\frac{3}{8}$$

---

$$\frac{5}{9} + \frac{6}{13} =$$

$$3\frac{1}{2} - \frac{3}{4} =$$

$$25\frac{5}{16} - \frac{1}{4}$$

---

$$\frac{1}{2} - \frac{1}{3} =$$

$$17\frac{1}{4} - 8\frac{5}{8}$$

---

# B5

FRACTIONS (show all work)

$$\frac{3}{4} \times \frac{1}{2} =$$

$$\frac{1}{4} \div \frac{1}{2} =$$

$$3\frac{1}{3} \times \frac{5}{9} =$$

$$4\frac{2}{3} \div \frac{3}{16} =$$

$$16\frac{1}{4} \times 1\frac{4}{7} =$$

$$2\frac{5}{8} \div 1\frac{2}{3} =$$

$$\frac{3}{8} \times 6\frac{5}{9} =$$

$$\frac{7}{8} \div 2 =$$

# B5 DECIMALS

WORK SPACE

$$1) 30.005 + 16.28 + 14.2 =$$

$$2) 614.24 + 0.004 =$$

$$3) 0.006 + 0.12 + 0.0148 + 0.9 =$$

$$4) 814 + 2.62 + 3.90001 + 0.987 =$$

WORK SPACE

$$1) 47.6 - 1.001 =$$

$$2) 376.542 - 0.1 =$$

$$3) 62 - 18.95 =$$

$$4) 0.9103 - 0.84848 =$$

# B5 DECIMALALS

WORK SPACE

1)  $67.2 \times 5.6 =$

2)  $79 \times 3.69 =$

3)  $837 \times .001 =$

4)  $42.6 \times 6.78 =$

WORK SPACE

1)  $12.004 \div 3 =$

2)  $967 \div 0.004 =$

3)  $846.25 \div .05 =$

4)  $6835.47 \div 3.6 =$

# C1

Extend the Patterns

2, 4, 6, 8, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5, 11, 17, 23, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

90, 81, 73, 66 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

1, 1, 2, 3, 5, 8, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

# C2

Make up 2 math problems that include all 4 math processes and the math facts you know. The answer must be 5.

$$\underline{\quad} \times \underline{\quad} \div \underline{\quad} + \underline{\quad} - \underline{\quad} = 5$$

$$\underline{\quad} + \underline{\quad} \times \underline{\quad} \div \underline{\quad} - \underline{\quad} = 5$$

Now make up 2 problems with the answer of 8.

$$\underline{\quad} \div \underline{\quad} + \underline{\quad} \times \underline{\quad} - \underline{\quad} = 8$$

$$\underline{\quad} \times \underline{\quad} \div \underline{\quad} - \underline{\quad} + \underline{\quad} = 8$$

# C4

Name the operation.

$$2 \quad 6 = 12 \quad \underline{\hspace{2cm}}$$

$$24 \quad 8 = 3 \quad \underline{\hspace{2cm}}$$

$$16 \quad 7 = 9 \quad \underline{\hspace{2cm}}$$

$$28 \quad 7 = 4 \quad \underline{\hspace{2cm}}$$

# C5

Fill in the missing number.

$$240 + \underline{\hspace{2cm}} = 280$$

$$72 \div \underline{\hspace{2cm}} = 18$$

$$38 \times \underline{\hspace{2cm}} = 532$$

$$\underline{\hspace{2cm}} - 6,241 = 3,427$$

# D1

Poll your classmates and construct a chart showing how many hours of television were watched by each student for one week.

**D3**

Find the average.

1) 8, 6, 6, 10, 5

\_\_\_\_\_

2) 12¢, 20¢, 22¢

\_\_\_\_\_

3) 330, 100, 112, 222

\_\_\_\_\_

4) 26, 35, 32, 19, 21, 17

\_\_\_\_\_

**D4**

WORK SPACE

Ask 10 classmates how often any form of chicken was used in last week's suppers. Make a project for the entire class for the following week. Tabulate Results.

Use this space to start to collect data. However, put your final results and project in your Main Lesson Book.

# E1

Draw the following shapes freehand:

Circle

Square

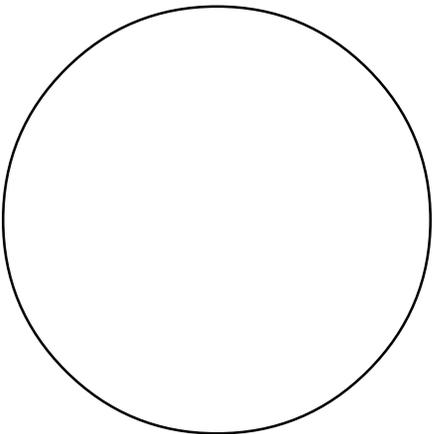
Triangle

Parallelogram (not square)

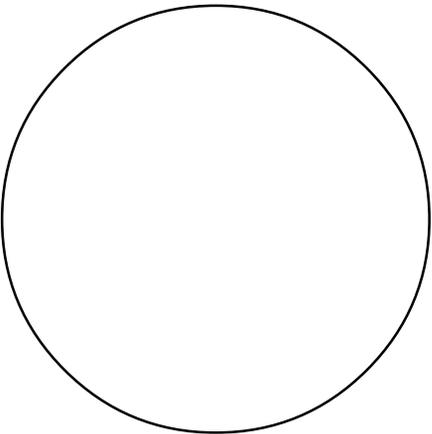
# E2

Divide the circles into the equal sections named above the circle.

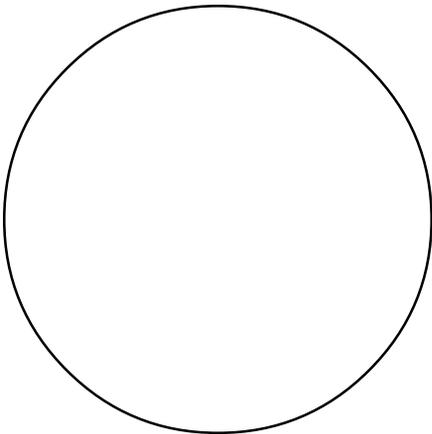
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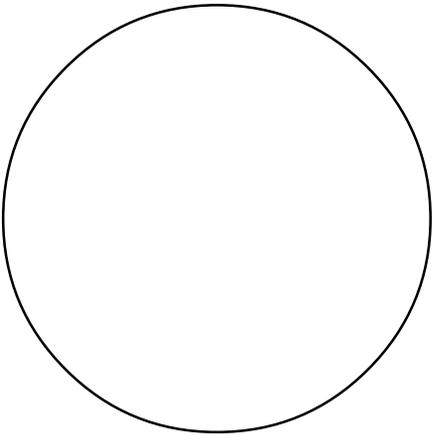
4



6

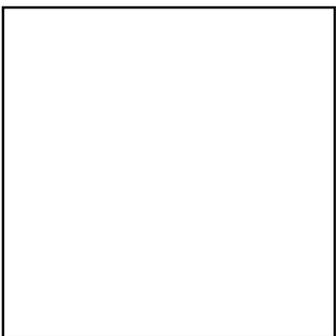


8

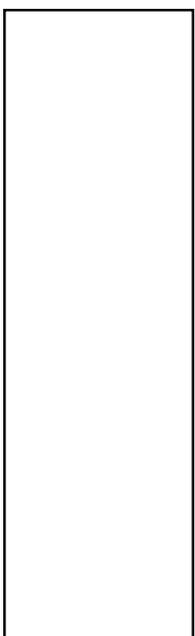


# E4

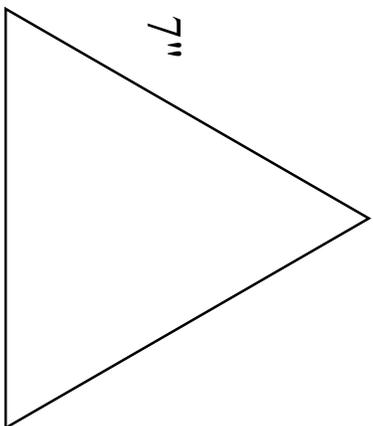
Calculate the perimeters.



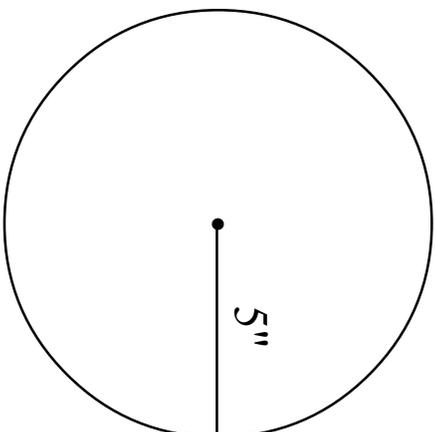
square



rectangle



isosceles triangle

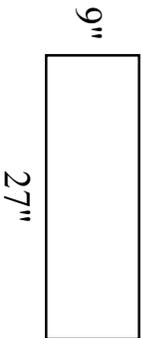
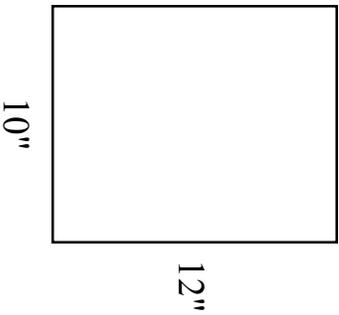
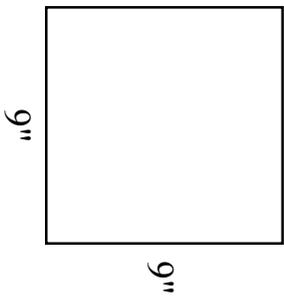
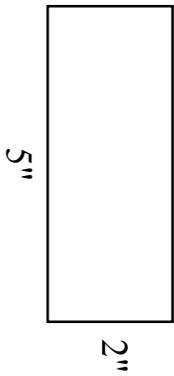


circle

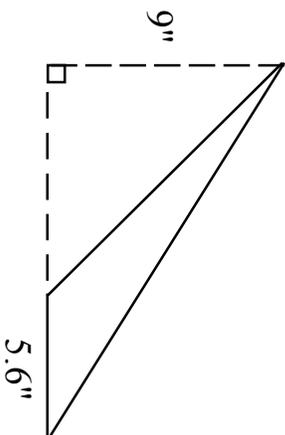
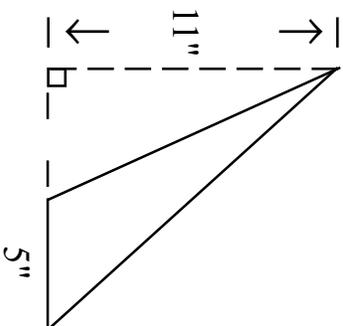
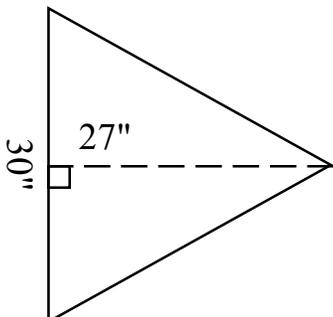
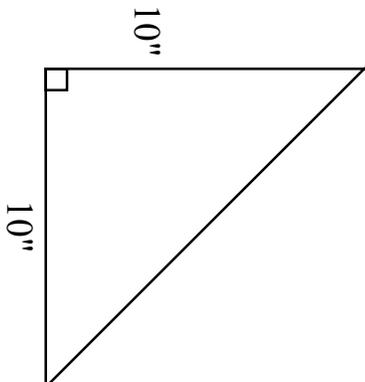
$$\pi = 3.14$$

# E5

Find the area of each figure.  
Give answers in square inches.



Find the area of each triangle.



# F1

Student is directed to measure 8 preselected objects and record data in LB. e.g., table, chalkboard, cabinet, window (give answers in ft. and inches).

# F2

Complete the following:

- 1) 6 ft = \_\_\_\_\_ in.
- 2) 3 ft. 2 in. = \_\_\_\_\_ in.
- 3) 2 yd = \_\_\_\_\_ in.
- 4) 6 yd 11 in. = \_\_\_\_\_ in.
- 5) 3 mi = \_\_\_\_\_ ft
- 6) 1 mi 450 ft = \_\_\_\_\_ ft
- 7) 84 in. = \_\_\_\_\_ ft
- 8) 7 yd 1 ft = \_\_\_\_\_ ft

## F3

Complete the following:

- 1) 32 oz = \_\_\_\_\_ lb
- 2) 4,000 lb = \_\_\_\_\_ T
- 3) 4 lb = \_\_\_\_\_ oz
- 4)  $1\frac{1}{2}$  lb = \_\_\_\_\_ oz
- 5)  $\frac{3}{5}$  T = \_\_\_\_\_ lb
- 6) 52 oz = \_\_\_\_\_ lb \_\_\_\_\_ oz
- 7) 6 lb 7 oz = \_\_\_\_\_ oz
- 8)  $2\frac{5}{8}$  lb = \_\_\_\_\_ oz

## F4

Complete the following:

- 1) 3 pt = \_\_\_\_\_ c
- 2) 12 qt = \_\_\_\_\_ gal
- 3) 10 pt = \_\_\_\_\_ qt
- 4)  $3\frac{3}{4}$  gal = \_\_\_\_\_ qt
- 5) 35 pt = \_\_\_\_\_ gal
- 6) 35 c = \_\_\_\_\_ qt
- 7)  $10\frac{1}{2}$  qt = \_\_\_\_\_ gal
- 8) 50 fl oz = \_\_\_\_\_ c

Complete the following:

- 1) 4 yr = \_\_\_\_\_ mo
- 2) \_\_\_\_\_ min = 6 h
- 3) 9 days = \_\_\_\_\_ h
- 4) 1 hr = \_\_\_\_\_ sec
- 5) 38 mo = \_\_\_\_\_ yr \_\_\_\_\_ mo
- 6) 114 wk = \_\_\_\_\_ yr \_\_\_\_\_ wk
- 7) 1 wk = \_\_\_\_\_ hr
- 8) 10 yr 6 mo = \_\_\_\_\_ mo

Name everyday items that hold, weigh or have length close to the following metric measurements. (It may have to be a road or a building.)

- 1) 2 meters \_\_\_\_\_
- 2) 1 gram \_\_\_\_\_
- 3) 1 kilogram \_\_\_\_\_
- 4) 5 kilometers \_\_\_\_\_
- 5) 3 milligrams \_\_\_\_\_
- 6) 1 liter \_\_\_\_\_
- 7) 200 millileters \_\_\_\_\_
- 8) 3 centimeters \_\_\_\_\_

# F7

Complete the following:

- 1) List change on an item priced at \$3.47 from a \$20 bill (from least to largest coins and bills).
- 2) 400 dimes = \_\_\_\_\_ dollars?
- 3) A man wants all quarters from his \$10 bill to do laundry. How many quarters do you give him?
- 4) List change (in order from least to largest, coins then bills) of item priced at \$19.27 from \$100 bill.

# **Yuba River Charter School**

# **MATH STANDARDS**

**Grades 1–8**

**1998**

# Yuba River Charter School Math Standards and Assessment Grades 1–8

*The following document contains the standards and assessment for mathematics, grades 1 - 8, at the YRCS as developed by the YRCS Curriculum Committee, 1997-98. A great deal of study, research and exploration of the curricula of other Waldorf-Methods schools, state standards and national math standards have been merged with existing program goals and objectives to produce this YRCS document. The resulting compilation for grades 1 - 8 reflects both academic excellence and the aesthetic enlivening sought for in Waldorf-Methods schools.*

## **MATH STANDARDS**

The curriculum standards are formatted to display both the specific skills and their corresponding assessment scores on the same page. In this manner, teachers are able to quickly diagnose problem areas and design lessons to address specific needs. Six mathematical domains or standards hold the skills for each grade level.

- **Number Sense**
- **Computation and Procedures**
- **Patterns and Algebra**
- **Data Analysis, Statistics and Probability**
- **Geometry**
- **Measurement**

Each of these standards is in turn formatted in three columns. The far left column names the specific skills for the grade level. The center numerical rubric is the quantitative score of the student in the named skill. The rubric to the far right identifies the type of assessment utilized in determining the student's score.

Each grade level is preceded by a short narrative summarizing the nature of the students' learning and the curriculum approach of that grade level.

Problem solving and mathematical reasoning are not named as specific strands because they do not represent a content domain—they cut across all six strands and are needed to succeed in any of these six domains. This format is constructed, not to reduce the importance of problem solving and reasoning, but rather to encourage teachers to promote and establish this essential component in all areas of mathematical study. Extra attention to problem solving practice has been addressed by specific objectives in the Computation and Procedures strand of each grade.

## **ASSESSMENT**

It has been observed through the 80-year history of Waldorf education and current research in Math Pedagogy that an inundation of unquestioned, cognitive information presented in fragmented skill drills leads to a one-sided or negative relationship with mathematics. Attempts have been made, therefore, to instill an appreciation to the realm of mathematics through the discovery of and interaction with interesting mathematical phenomena from the everyday world surrounding us. This includes, but is not limited to: rhythmical patterns in nature, musical and artistic correlations, and everyday practical experiences. These forms of curriculum implementation do not always easily lend themselves to traditional test forms for assessment. In addition, students in the early grades (particularly grade one) may not be proficient enough at reading to comprehend the test directions. Therefore, for these reasons, two additional means of assessment have been added. Below is an explanation of the forms of assessment.

### **Forms of Assessment**

- OB Observation.** Visual and auditory observation of the standard named by the teacher or aide. Rating is an objective view of the student's success/ability.
  
- LB Lesson Book** entries. These are problems, exercises or constructions that the student performs in his or her lesson books in class with no outside help. Rating results from the teacher corrections.
  
- AT Assessment Test.** Any quiz, exam or standardized test given to measure the student's ability of any grade level skill.

In order for YRCS to have an objective "baseline-of-performance" for every student, a standard grade-level test, assessing each skill, will be administered. This document includes the assessment test for grades 1, 3 and 5. These are representative of the tests to follow. (Note that the test for grade 1 is administered by the teacher and based on her observations. As the tests move through the grades, they become more individually read and written by the student.)

However, it is **STRONGLY** felt that one test does **NOT** accurately represent a student's true ability or performance skill. A better assessment is derived from a compilation of the rubric scores gathered from various assessments (OB, LB, and AT) administered throughout the year.

Multiple assessments require time and care taken by the teacher for record keeping. A sample form for this weekly/monthly record keeping is included (Appendix 1). The rubric score checked on the standards page (Appendix 2) for each student will then reflect the average of the weekly/monthly rubrics. Finally, the year-end report (Appendix 3) will reflect the average rubric scores for all the skills under each standard.

### Quantitative Rubric Scores

- 4** 85 - 100% of the criteria presented of the named skill performed correctly. **Mastery** level.
- 3** 60 - 84% of the criteria presented of the named skill performed correctly. **Partial Mastery** level. (Falls short of full understanding.) Student can reach mastery with additional work.
- 2** 25 - 59% of the criteria presented of the named skill performed correctly. **Fragmented Comprehension** level. (Significant gaps in understanding.) Student may be able to reach mastery with help and additional work.
- 1** Less than 24% of the criteria presented of the named skill performed correctly. **Limited Comprehension** level. (Little or no understanding of concepts involved.) Student would need considerable instruction to achieve mastery.

# MATH STANDARDS

# GRADE ONE

In first grade, math is taught through movement, drama, music, art, and storytelling. These multisensory approaches enliven the subject.

The qualitative aspects of whole numbers one through twelve are introduced using simple arithmetic stories and visual imaginations, as are the quantitative relations of numbers up to 100 using visual representations (patterns, pictures, simple geometric forms, and models). The idea that a whole can be divided into many parts is stressed. Manipulatives, handmade or gathered from nature, give the children an opportunity to explore these concepts.

The four arithmetic operations are presented through imaginative and concrete experiences. The natures, uses, and qualities of the four processes (addition, subtraction, multiplication, division) are stressed via personifications, stories, and pictures. Their interrelatedness is important, especially the ability to move from one operation to another.

Teaching often starts with archetypal number patterns from nature. Rhythmic movement exercises are used to strengthen the memory forces and activate the children's wills.

# GRADE ONE

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### A. NUMBER SENSE

1. Rote counts to 100
2. Demonstrates 1:1 correspondence to 30 and labels with a number
3. Reads and writes 2-digit whole numbers
4. Breaks down a 2-digit number into ones and tens
5. Orders numbers to 30
6. Compares numbers to show greater than, less than, equal to 30
7. Skip counts number families 2, 3, 5, 10 to the 12th multiple
8. Can recite the 2, 5 and 10 times tables to the 12th multiple
9. Can regroup objects to show different representations of the same sum to 12

1	2	3	4	OB	LB	AT
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

### B. COMPUTATION AND PROCEDURES

1. Knows addition and subtraction math facts to 12
2. Can represent on paper a sum or product to 12 in algorithmic form in a variety of ways (e.g.,  $4+4$ ,  $6+2$ ,  $7+1$ ) both horizontally and vertically
3. Can show relationship between all 4 processes by acting out number stories with real objects or by writing an algorithm that illustrates the story
4. Knows the different “jobs” of addition, subtraction, multiplication and division
5. Can solve mentally or in writing problems using all 4 processes (up to 12)

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

### C. PATTERNS AND ALGEBRA

1. Can continue and extend a pattern rhythmically, symbolically, in shape or color, or numerically

<input type="checkbox"/>						
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

### D. DATA ANALYSIS, STATISTICS, AND PROBABILITY

1. With a group, can collect data and form a display and be able to indicate greater than, less than, or equal

<input type="checkbox"/>						
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

### E. GEOMETRY

1. Can kinesthetically form a circle, a square, an oval, and a rectangle with class
2. Knows right from left
3. Can arrange objects in space according to position and direction (e.g., near, far, below, above, up, down, left, right)
4. Can order objects by shape, volume, and size
5. Can give and follow directions about location

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

### F. MEASUREMENT

1. Uses non-standard units to measure
2. Uses non-standard units to compare and order objects
3. Estimates quantity

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

# GRADE TWO

In second grade students largely continue and deepen the work begun in first grade. Where first grade was the foundation, second grade is the platform upon which the higher structures will be built.

The imaginative, personified quality which still lives strongly in the 7/8-year-old is used to fully develop inspiring pictures, with strong visual/narrative elements, of the operations involved in the four processes. The students are taught to differentiate between the processes and know when to use each one as well as to be able to work simple problems of each type in their head and on paper. (In written work, a strict orderliness should be remembered.)

The concepts and mechanics of carrying and borrowing are introduced with the use of manipulatives, imaginative pictures, and grouping and regrouping activities. The neat columnar writing of problems is stressed.

Review and practice of previous work is performed. The ability to write dictated and read written numbers 1-100 is firmly established before the students move on to place value. Counting by the various multiples is secured before moving on to written multiplication and division. In second grade, rhythmic counting is transformed into the times tables (2s, 3s, 4s, 5s, 10s).

Rhythmic and patterning work increase in sophistication, emphasizing the aesthetic and dynamic quality of the number line through arranging number families in various ways. Students are encouraged to consciously see order and beauty in number patterns. Visualizations of the counting patterns are introduced—string boards, group geometric forms in space, etc. Opening exercises can be built around number work—from group forms to simple computation games—and can include moving more geometric forms.

Word problems will continue as students write the simple algorithm that applies. Students solve written, oral story, and mental math problems using math concepts.

# GRADE TWO

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### A. NUMBER SENSE

	1	2	3	4	OB	LB	AT
1. Rote counts to 1000	<input type="checkbox"/>						
2. Demonstrates understanding of numbers to the hundredth place	<input type="checkbox"/>						
3. Demonstrates 1:1 correspondence to 100 and labels with a number	<input type="checkbox"/>						
4. Reads and writes 3-digit whole numbers	<input type="checkbox"/>						
5. Breaks down a 3-digit number into ones, tens and hundreds	<input type="checkbox"/>						
6. Orders numbers to 900	<input type="checkbox"/>						
7. Compares numbers to show greater than, less than, equal to 900	<input type="checkbox"/>						
8. Skip counts number families 6, 9, 11 forwards and backwards to the twelfth multiple	<input type="checkbox"/>						
9. Can recite the 2, 3, 4, 5, and 10 times tables to the twelfth multiple	<input type="checkbox"/>						
10. Can regroup objects to show different representations of sums to 18, products to 48, and corresponding differences and quotients	<input type="checkbox"/>						
11. Can demonstrate, using manipulatives, the concept of regrouping as used in carrying and borrowing	<input type="checkbox"/>						

### B. COMPUTATION AND PROCEDURES

1. Knows addition and subtraction math facts to 18	<input type="checkbox"/>						
2. Can represent on paper a sum to 18 and a product to 24 or their opposite operations in algorithmic form in a variety of ways (e.g., 4+4, 6+2, 7+1) both horizontally and vertically	<input type="checkbox"/>						
3. Can show relationship between all 4 processes by acting out number stories with real objects or by writing an algorithm that illustrates the story	<input type="checkbox"/>						
4. Knows the different “jobs” of addition, subtraction, multiplication and division	<input type="checkbox"/>						
5. Can solve mentally, up to a 2-digit +, - algorithm or on paper, 3-digit one	<input type="checkbox"/>						
6. Can check addition by using subtraction and vice versa	<input type="checkbox"/>						
7. Can solve mentally or on paper very simple $\times$ or $\div$ fact if in 2, 3, 4, 5, 10 tables	<input type="checkbox"/>						
8. Can draw a model as a problem-solving tool	<input type="checkbox"/>						
9. Uses number sense to justify the reasonableness of solutions to story problems	<input type="checkbox"/>						

### C. PATTERNS AND ALGEBRA

1. Can continue and extend a more complex pattern rhythmically, symbolically, in shape or color, or numerically	<input type="checkbox"/>						
2. Can describe and construct patterns that show relationships among basic arithmetic facts to 18	<input type="checkbox"/>						
3. Can identify missing object or number in a given pattern	<input type="checkbox"/>						
4. Can create and solve problems using words, symbols, drawings, algorithms, or objects	<input type="checkbox"/>						

### D. DATA ANALYSIS, STATISTICS, AND PROBABILITY

1. Collects and sorts a set of objects with two or three attributes	<input type="checkbox"/>						
2. With a group, collects data and forms a display. Able to indicate greater than, less than, or equal	<input type="checkbox"/>						
3. Analyzes data displays by making comparisons, inferences and predictions	<input type="checkbox"/>						

# GRADE TWO

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### E. GEOMETRY

1. Knows right from left
2. Can order objects by shape, volume, and size
3. Can find patterns in geometric figures
4. Recognizes shapes in different orientations and in relationship to each other (symmetry and congruence) through form drawing

**1 2 3 4**

**OB LB AT**

### F. MEASUREMENT

1. Uses non-standard units to measure length and width
2. Uses non-standard units to compare and order objects by length and width
3. Uses units of measurement in simple problem-solving situations
4. Estimates quantity

# GRADE THREE

In third grade, the students begin to develop a basic sense for practical math and an appreciation for the work which numbers and the processes can do. This first practical picture of numbers can be introduced through the work with analog clocks and calendars as well as with counting money and making change.

All forms of counting (all number families) are firmly established. (Concerns should be raised regarding children who are still experiencing difficulty in this area.) Likewise, basic additive/subtractive number facts are memorized as well as the times tables (2, 3, 4, 5, 6, 8, 9, 11). Also, by year's end, place value is established and computations using multiple place value are developed. Long addition, subtraction, and multiplication will be mastered. Subtracting from zeroes can be introduced.

Students are introduced to various units of measurement, beginning with how the standards were derived from the human form. Length, liquid weight, and money are taught using concrete experiences of measurement and measuring tools.

Some students may find division difficult and for them, instruction proceeds methodically. Work begins with even quotients and moves on to remainders. Personifications are still useful. (Avoid two-digit divisors until the mechanics of division are secure and there is some sense of estimation.) Attention is paid to memorizing the steps and their repetitive nature, as well as keeping work neatly aligned. Checking (proving) one process by using the reverse process continues.

Continued emphasis is placed on the importance of informal guessing and estimating. Students are encouraged to problem solve using various strategies.

# GRADE THREE

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### A. NUMBER SENSE

1. Can read, write and order numbers to 10,000
2. Knows place value concepts. Can break down a 4-digit number into ones, tens, hundreds and thousands
3. Compares numbers to show greater than, less than, equal to 10,000
4. Can round to tens and hundreds
5. Can recite 2, 3, 4, 5, 6, 8, 9, 10 and 11 times tables, to the 12th multiple, forwards and backwards
6. Can regroup objects to show different representations of sums and products to 144 and corresponding differences and quotients

	1	2	3	4	OB	LB	AT
1.	<input type="checkbox"/>						
2.	<input type="checkbox"/>						
3.	<input type="checkbox"/>						
4.	<input type="checkbox"/>						
5.	<input type="checkbox"/>						
6.	<input type="checkbox"/>						

### B. COMPUTATION AND PROCEDURES

1. Can access math facts (+ and – to 18; × and ÷ to 60) as a tool for problem solving
2. Uses paper and pencil to solve:
  - 3-digit addition and subtraction problems with and without regrouping
  - 3- and 4-digit multiplication problems with a 1-digit multiplier
  - 2-digit multiplication problems with a 2-digit multiplier
  - Simple long division with a remainder (i.e., 4 into 38 = 9R2)
3. Can check one process by using the reverse process
4. Can mentally solve 2-digit addition and subtraction problems and problems involving multiplication and division facts through the first 6 tables
5. Can use a variety of problem-solving strategies: guess and check; solve a simpler problem; make a model or drawing; act it out

1.	<input type="checkbox"/>						
2.	<input type="checkbox"/>						
3.	<input type="checkbox"/>						
4.	<input type="checkbox"/>						
5.	<input type="checkbox"/>						

### C. PATTERNS AND ALGEBRA

1. Interprets and extends number patterns
2. Describes and constructs patterns that show relationships among basic multiplication facts to  $9 \times 9$
3. Finds a missing number in an equation through 100 involving any of the 4 processes
4. Can create and solve problems using words, symbols, drawings, algorithms, or objects

1.	<input type="checkbox"/>						
2.	<input type="checkbox"/>						
3.	<input type="checkbox"/>						
4.	<input type="checkbox"/>						

### D. DATA ANALYSIS, STATISTICS, AND PROBABILITY

1. Can collect data and construct displays or simple graphs. Able to indicate greater than, less than, or equal
2. Can analyze data displays by making comparisons, inferences, and predictions

1.	<input type="checkbox"/>						
2.	<input type="checkbox"/>						

# GRADE THREE

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### E. GEOMETRY

1. Develops concepts of shape, size, symmetry, congruence, and similarity with two and three-dimensional shapes, using form drawing where appropriate
2. Determines perimeter and area of a rectangle, pictorially and arithmetically

**1 2 3 4**

**OB LB AT**

### F. MEASUREMENT

1. Uses non-standard units to estimate and order objects and measure lengths
2. Uses standard units (U.S.) to estimate, measure and compare objects
3. Can convert liquid measurement (cups, pints and gallons) with manipulatives
4. Can define units of weight measure
5. Selects and uses appropriate units of measurement for problem-solving
6. Reads and writes time to the nearest minute
7. Counts minutes by 1s, 5s and 10s
8. Knows terms before and after the hour
9. Can read a calendar
10. Solves problems requiring the use of a calendar
11. Reads and writes money notation to \$10,000
12. Uses money in real life situations up to \$10.00 to describe equivalence and make change

# GRADE FOUR

As a fourth grade student advances in abstract reasoning ability, the experience of the fracturing of the whole into lawfully reconstructable parts can be explored. Fractions are introduced for the first time.

However, before fractions are introduced, the 9/10-year-old must have a good facility for working with whole numbers using all four processes in long form. Students will continue to refine their understanding of multiplication, division, and number relationship, and link these to the real world. Number facts must be in place. The memorization of the tables to 12 will be completed this year, and all third grade skills are reviewed and established.

Fractions are then introduced and brought to life through story problems, manipulatives, illustrations, and group projects. They are taught carefully and methodically, first breaking a whole into parts, moving from analysis to synthesis, and then introducing the concept of numerator and denominator, and methods for expanding and contracting fractions.

Problem-solving techniques/strategies are continued as are simple measurement and geometry.

# GRADE FOUR

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### A. NUMBER SENSE

#### WHOLE NUMBERS

1. Reads, writes and orders numbers to 100,000
2. Has secure understanding of place value
3. Rounds a whole number to tens, hundreds, or thousands place
4. Can illustrate practical application or advantage for rounding
5. Writes numbers from least to greatest through 10,000
6. Can use notational symbols  $<$   $>$
7. Can recite times tables through 12, to the 12th multiple, forwards and backwards
8. Can identify a prime number
9. Recognizes factors and multiples of 1-12 through 144

#### FRACTIONS

10. Can represent fractions through the use of numerals, manipulatives and drawings
11. Can build one whole using fraction pieces to twelfths
12. Understands parts of a fraction — numerator and denominator
13. Can read fractions
14. Can compare fractions and use “greater than” and “less than”
15. Knows the value equivalencies of simple fractions
16. Can identify a common denominator
17. Can identify a mixed number
18. Can identify an improper fraction

	1	2	3	4	OB	LB	AT
1. Reads, writes and orders numbers to 100,000	<input type="checkbox"/>						
2. Has secure understanding of place value	<input type="checkbox"/>						
3. Rounds a whole number to tens, hundreds, or thousands place	<input type="checkbox"/>						
4. Can illustrate practical application or advantage for rounding	<input type="checkbox"/>						
5. Writes numbers from least to greatest through 10,000	<input type="checkbox"/>						
6. Can use notational symbols $<$ $>$	<input type="checkbox"/>						
7. Can recite times tables through 12, to the 12th multiple, forwards and backwards	<input type="checkbox"/>						
8. Can identify a prime number	<input type="checkbox"/>						
9. Recognizes factors and multiples of 1-12 through 144	<input type="checkbox"/>						
10. Can represent fractions through the use of numerals, manipulatives and drawings	<input type="checkbox"/>						
11. Can build one whole using fraction pieces to twelfths	<input type="checkbox"/>						
12. Understands parts of a fraction — numerator and denominator	<input type="checkbox"/>						
13. Can read fractions	<input type="checkbox"/>						
14. Can compare fractions and use “greater than” and “less than”	<input type="checkbox"/>						
15. Knows the value equivalencies of simple fractions	<input type="checkbox"/>						
16. Can identify a common denominator	<input type="checkbox"/>						
17. Can identify a mixed number	<input type="checkbox"/>						
18. Can identify an improper fraction	<input type="checkbox"/>						

### B. COMPUTATION AND PROCEDURES

1. Can access all math facts as a tool for problem solving
2. Uses a variety of problem-solving strategies:
  - Guess and check
  - Solve a simpler model
  - Work backwards
  - Make a table or graph
  - Make a model or drawing
  - Act it out
3. Can check one process by using the reverse process
4. Can select and use the appropriate method to solve a problem (mental math, estimation, paper and pencil) and choose the operation needed
5. Uses paper and pencil to solve:

#### WHOLE NUMBERS

- Addition and subtraction of 4-digit numbers with regrouping
- Subtraction from zeroes
- 3-digit multiplication problems with a 3-digit multiplier
- Long division problems with 1-digit divisors with remainders
- Shows clear alignment of long multiplication and division problems on a page

1. Can access all math facts as a tool for problem solving	<input type="checkbox"/>						
2. Uses a variety of problem-solving strategies:							
• Guess and check	<input type="checkbox"/>						
• Solve a simpler model	<input type="checkbox"/>						
• Work backwards	<input type="checkbox"/>						
• Make a table or graph	<input type="checkbox"/>						
• Make a model or drawing	<input type="checkbox"/>						
• Act it out	<input type="checkbox"/>						
3. Can check one process by using the reverse process	<input type="checkbox"/>						
4. Can select and use the appropriate method to solve a problem (mental math, estimation, paper and pencil) and choose the operation needed	<input type="checkbox"/>						
5. Uses paper and pencil to solve:							
• Addition and subtraction of 4-digit numbers with regrouping	<input type="checkbox"/>						
• Subtraction from zeroes	<input type="checkbox"/>						
• 3-digit multiplication problems with a 3-digit multiplier	<input type="checkbox"/>						
• Long division problems with 1-digit divisors with remainders	<input type="checkbox"/>						
• Shows clear alignment of long multiplication and division problems on a page	<input type="checkbox"/>						

# GRADE FOUR

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### FRACTIONS

- Addition and subtraction of fractions with common denominators
  - Establishes a simple common denominator
6. Can mentally solve problems involving all math facts
  7. Uses mental estimation

1	2	3	4	OB	LB	AT
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

## C. PATTERNS AND ALGEBRA

1. Interprets, extends, and creates number patterns
2. Describes and constructs patterns that show relationships among all math facts
3. Explains how a change in one quantity can produce change in another
4. Finds a missing number in an equation involving any of the 4 processes

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

## D. DATA ANALYSIS, STATISTICS, AND PROBABILITY

1. Can collect data and construct displays (including graphs, tables, charts) to represent it
2. Can analyze data displays by making comparisons, inferences, and predictions

<input type="checkbox"/>						
<input type="checkbox"/>						

## E. GEOMETRY

1. Develops concepts of shape, size, symmetry, congruence, and similarity with two and three-dimensional shapes, using form drawing where appropriate
2. Determines the area and perimeter of right angled polygons using physical models, pictures or arithmetic

<input type="checkbox"/>						
<input type="checkbox"/>						

## F. MEASUREMENT

1. Measures objects to nearest  $\frac{1}{2}$  inch
2. Uses a ruler to convert units of measurement: inches to feet, feet to yards, centimeters to meters
3. Measures lengths in a problem-solving situation
4. Selects and uses appropriate units of measurement for problem-solving
5. Converts time measurements: seconds to minutes to hours to days
6. Calculates with time, adding and subtracting
7. Uses money in real life situations up to \$100 to compute change
8. Describes the fractional equivalencies of a dollar

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

# GRADE FIVE

Fifth grade is the great period of review and consolidation. The curriculum includes all the skills gained so far. The student needs to have all times tables in place and be comfortable doing mental math using simple facts. They must be proficient in all operations with whole numbers and, by the end of the year, with fractions. Similarly, the students in need of ongoing remediation must have a firm sense that they can handle the challenges of work presented to them.

The general theme in fifth grade is fractions. The goal is that a student is able to move among whole numbers, common fractions, and decimal fractions, percents, ratios, and proportions, and to understand their relationship. All calculations involving both common and decimal fractions should be able to be done freely and easily. Calculations with inverse operations and reciprocals, brain twist-ers, humorous stories, and tough problems to crack, all arouse an appetite for discovery and train active forces of thinking.

In addition to reviewing all phases of mathematics introduced heretofore, extensive mental math, using sets and distribution will be worked with. A high degree of mastery with all types of computation is the goal. The communicative and associative properties can be brought as well as estimation as a tool.

The study of geometry is based on observation and imagination. The relationships of various elements of geometric form are rendered freely, without the use of instruments. Pictures of ancient Egypt/Chaldean geometry, and then Greek, are brought, as well as the relationship of area and perimeter (i.e., the square being the most efficient area/perimeter). The four-, six-, and eightfold divisions of the circle are made imaginatively, though tools may be introduced via the ancient compass (string and stick) on sand. The basic language of geometry—line, point, segment, angle, intersection, parallel, circle, polygon, etc.—is introduced. Radius, diameter, and circumference are defined. The Pythagorean theorem is introduced with the example of the equilateral right triangle. This study proceeds in a vivid manner by having students cut the proper triangles out of paper and prove by observation. The biography of Pythagoras and other Greek geometers may be told.

# GRADE FIVE

## STANDARDS and SKILLS

## RUBRIC

## ASSESSMENT

### A. NUMBER SENSE

#### WHOLE NUMBERS

1. Reads, writes and orders numbers through the billions
2. Can round or estimate any whole number to a specific place
3. Can illustrate practical application or advantage for rounding
4. Can use notational symbols  $<>$
5. Can recite times tables through 12, to the 12th multiple, forwards and backwards
6. Recognizes and knows factors and multiples of 1-12 through 144
7. Knows prime and square numbers through 50

#### FRACTIONS

8. Understands tenths and hundredths place of fractions
9. Can place common fractions in sequential order
10. Knows the value equivalencies of fractions
11. Can reduce and expand fractions using manipulatives and numerals
12. Can establish common denominators
13. Can change mixed numbers to improper fractions
14. Can change improper fractions to mixed numbers

#### DECIMALS

15. Can identify decimal place value to tenths, hundredths, thousandths
16. Can order decimals
17. Can change fractions to decimals and back
18. Can change decimals to fractions and back

### B. COMPUTATION AND PROCEDURES

1. Can access all math facts previously memorized
2. Can use a variety of problem-solving strategies:
  - Guess and check
  - Solve a simpler model
  - Work backwards
  - Make a table or graph
  - Make a model or drawing
3. Can check one process by using the reverse process
4. Can select and use the appropriate method to solve a problem (mental math, estimation, paper and pencil) and choose the operation needed
5. Uses paper and pencil to solve:

#### WHOLE NUMBERS

- Addition and subtraction of 4-digit numbers with regrouping
- Subtraction from zeroes
- 3-digit multiplication problems with 3-digit multiplier
- Long division problems with two-digit divisors with remainders
- Show clear alignment of long division problems on a page

#### FRACTIONS

- Addition and subtraction of simple fractions and mixed numbers
- Regrouping with fractions and mixed numbers
- Multiplication and division of simple fractions
- Reducing a fraction to lowest terms

	1	2	3	4	OB	LB	AT
1. Reads, writes and orders numbers through the billions	<input type="checkbox"/>						
2. Can round or estimate any whole number to a specific place	<input type="checkbox"/>						
3. Can illustrate practical application or advantage for rounding	<input type="checkbox"/>						
4. Can use notational symbols $<>$	<input type="checkbox"/>						
5. Can recite times tables through 12, to the 12th multiple, forwards and backwards	<input type="checkbox"/>						
6. Recognizes and knows factors and multiples of 1-12 through 144	<input type="checkbox"/>						
7. Knows prime and square numbers through 50	<input type="checkbox"/>						
8. Understands tenths and hundredths place of fractions	<input type="checkbox"/>						
9. Can place common fractions in sequential order	<input type="checkbox"/>						
10. Knows the value equivalencies of fractions	<input type="checkbox"/>						
11. Can reduce and expand fractions using manipulatives and numerals	<input type="checkbox"/>						
12. Can establish common denominators	<input type="checkbox"/>						
13. Can change mixed numbers to improper fractions	<input type="checkbox"/>						
14. Can change improper fractions to mixed numbers	<input type="checkbox"/>						
15. Can identify decimal place value to tenths, hundredths, thousandths	<input type="checkbox"/>						
16. Can order decimals	<input type="checkbox"/>						
17. Can change fractions to decimals and back	<input type="checkbox"/>						
18. Can change decimals to fractions and back	<input type="checkbox"/>						
1. Can access all math facts previously memorized	<input type="checkbox"/>						
2. Can use a variety of problem-solving strategies:							
• Guess and check	<input type="checkbox"/>						
• Solve a simpler model	<input type="checkbox"/>						
• Work backwards	<input type="checkbox"/>						
• Make a table or graph	<input type="checkbox"/>						
• Make a model or drawing	<input type="checkbox"/>						
3. Can check one process by using the reverse process	<input type="checkbox"/>						
4. Can select and use the appropriate method to solve a problem (mental math, estimation, paper and pencil) and choose the operation needed	<input type="checkbox"/>						
5. Uses paper and pencil to solve:							
WHOLE NUMBERS							
• Addition and subtraction of 4-digit numbers with regrouping	<input type="checkbox"/>						
• Subtraction from zeroes	<input type="checkbox"/>						
• 3-digit multiplication problems with 3-digit multiplier	<input type="checkbox"/>						
• Long division problems with two-digit divisors with remainders	<input type="checkbox"/>						
• Show clear alignment of long division problems on a page	<input type="checkbox"/>						
FRACTIONS							
• Addition and subtraction of simple fractions and mixed numbers	<input type="checkbox"/>						
• Regrouping with fractions and mixed numbers	<input type="checkbox"/>						
• Multiplication and division of simple fractions	<input type="checkbox"/>						
• Reducing a fraction to lowest terms	<input type="checkbox"/>						

# GRADE FIVE

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### DECIMALS

- Problems involving all four processes with decimal fractions
- 6. Can mentally solve problems involving learned math facts and squares
- 7. Uses mental estimation

1	2	3	4	OB	LB	AT
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

## C. PATTERNS AND ALGEBRA

1. Interprets, extends, and creates number patterns
2. Describes and constructs a math pattern using previously learned math facts
3. Explains how a change in one quantity can produce change in another
4. Can identify the rule when given pairs of numbers with a common function
5. Can find a missing number in an algorithm involving any of the four processes

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

## D. DATA ANALYSIS, STATISTICS, AND PROBABILITY

1. Can collect data and construct displays (including graphs, tables, charts and diagrams) to represent it
2. Can analyze data displays by making comparisons, inferences, and predictions
3. Can define and calculate averages
4. Uses sampling to make probability decisions and to predict possible outcome

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

## E. GEOMETRY

1. Draws geometric shapes freehand
2. Imaginatively divides a circle (1/4s, 1/6s, 1/8s)
3. Recognizes different orientations of shapes in relationship to each other (symmetry and congruence)
4. Calculates perimeter of any polygon using whole numbers and “like” fractions
5. Calculates the area of any rectangle or triangle using standard and nonstandard measurement
6. Can apply the relationship of area/perimeter

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

## F. MEASUREMENT

1. Uses ruler and yardstick to measure classroom objects to the nearest  $\frac{1}{4}$  inch
2. Comprehends (and problem solves) simple standard length measurements, including conversions (inches, feet, yards, miles)
3. Comprehends (and problem solves) simple standard weight measurements, including conversions (ounces, pounds, tons)
4. Comprehends (and problem solves) simple standard capacity measurements, including conversions (ounces, cups, pints, quarts, gallons)
5. Comprehends (and problem solves) simple standard units of time, including conversions (seconds, minutes, hours, days, months, years)
6. Comprehends definitions of basic metric length, mass, and capacity terms (mm, cm, m, km; mg, g, kg; l, ml)
7. Proficiently adds and subtracts time
8. Uses money in real life situations to compute change and describe equivalencies

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

# GRADE SIX

The instinctual sense of gain and profiteering is strong in the 11/12-year-old; to this can be added powers of discernment and judgment. Through the introduction of practical business operations that govern the flow of monies and commodities. This, of course, requires the student to move freely about in all arithmetic operations and that percentages and their practical application in business math have been mastered.

Review of previous skills continue: counting and rhythmic work; computations with fractions, decimals and primes; extensive mental math using sets; and all other mathematics previously introduced.

Students work very consciously with geometry, developing skill with the classic tools and building up concepts through orderly and pictorial proofs. The history of geometry as earth measure is reviewed, along with the biographies of famous geometers. Students will be able to recognize, name, and construct basic geometric polygons as well as be able to compute their perimeters and most of their areas, both pictorially and arithmetically. The modern tools—compass, straightedge, and protractor—can be introduced and used to divide circles ( $1/4$ s,  $1/6$ s,  $1/8$ s) and to learn the number of degrees in various plane figures. Students will learn to copy and bisect an angle as well as construct parallel and perpendicular lines. Finally, the concept of pi is brought pictorially and arithmetically.

Introductory algebraic manipulations are gradually be introduced so that, by year-end, students exhibit a readiness for the subject when it is introduced in seventh grade. Such algebraic concepts might include: balance, equations, order of operations, negative numbers, roots, and exponents, as well as the commutative, associative, and distributive properties of addition and multiplication.

# GRADE SIX

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### A. NUMBER SENSE

**1 2 3 4 OB LB AT**

#### WHOLE NUMBERS

1. Expresses and uses math terminology (<, >, =) to the billions in identifying patterns and relationships in the place value system
2. Names and writes numbers
3. Rounds numbers and decimals to any place
4. Knows Roman numerals 1-100
5. Recognizes prime and composite numbers, factors and multiples through 144
6. Knows square numbers, roots of perfect squares, and exponents to 144

<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							

#### FRACTIONS

7. Names and writes decimals to the 4th place
8. Rounds any decimal to a specific place
9. Can identify and use the patterns among a series of equivalent fractions to predict the next fraction in the series
10. Can expand/reduce common fractions
11. Can change mixed numbers to improper fractions and vice versa
12. Can change a fraction to a decimal and vice versa

<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							

#### RATIO and PROPORTION — PERCENTAGE

13. Has sense of ratio and simple proportion
14. Can define the terms of a ratio statement
15. Has sense of percentage out of decimal fraction and ratio

<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							

#### BUSINESS MATH

16. Has sense of budgets: income = expenditure
17. Can identify the terms selling price (cost and margin), margin (overhead and profit), loss, profit, discount
18. Can apply percentage formula  $P = BR$
19. Can apply principles of banking: interest, dividends and principle

<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							

### B. COMPUTATION AND PROCEDURES

1. Can access all math facts as a tool for problem solving
2. Can use a variety of problem-solving strategies:
  - Guess and check
  - Solve a simpler model
  - Work backwards
  - Make a table or graph
  - Draw a diagram
  - Eliminate possibilities
3. Can select and use the appropriate method to solve a problem (mental math, estimation, paper and pencil) and choose the operation needed
4. Can solve a problem in more than one way

<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							

# GRADE SIX

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

	1	2	3	4	OB	LB	AT
5. Uses paper and pencil to solve:							
• 3-digit multiplication problems with a 3-digit multiplier	<input type="checkbox"/>						
• Division with two-digit divisor, with remainders as fractions and decimals	<input type="checkbox"/>						
• Fraction problems involving all four processes and carrying and borrowing	<input type="checkbox"/>						
• Mixed numbers problems involving all four processes	<input type="checkbox"/>						
• Decimal problems involving all four processes	<input type="checkbox"/>						
6. Can mentally solve problems involving all math facts and squares	<input type="checkbox"/>						
7. Can use mental estimation	<input type="checkbox"/>						
8. Can develop ratio out of common fractions	<input type="checkbox"/>						
9. Can derive simple proportion out of ratio	<input type="checkbox"/>						
10. Can develop percentage out of decimals, fractions and ratio	<input type="checkbox"/>						
11. Can convert fractions to decimals, fractions to percentage and do the reverse	<input type="checkbox"/>						
12. Has memorized most common equivalencies	<input type="checkbox"/>						
13. Can work problems using the percentage formula (Percent = Base x Rate)	<input type="checkbox"/>						
14. Can compute problems using interest, principle, and rate	<input type="checkbox"/>						
15. Can compute problems involving discount	<input type="checkbox"/>						
16. Can use number sense to justify reasonableness of solutions to problems involving whole numbers, fractions, decimals, and percents	<input type="checkbox"/>						
17. Can use a calculator to add, subtract, multiply, divide accurately	<input type="checkbox"/>						

## C. PATTERNS AND ALGEBRA

1. Interprets, extends, and creates number patterns	<input type="checkbox"/>						
2. Describes and constructs patterns that show relationships among all math facts	<input type="checkbox"/>						
3. Can identify the rule for a given pair of numbers that have a common function	<input type="checkbox"/>						
4. Uses inverse operations to solve simple equations	<input type="checkbox"/>						
5. Can work formulas as the basis of equations	<input type="checkbox"/>						
6. Can perform four processes algebraically	<input type="checkbox"/>						
7. Can work problems with the correct order of operation	<input type="checkbox"/>						
8. Demonstrates understanding of communicative, associative, and distributive properties with addition and multiplication	<input type="checkbox"/>						
9. Can work with exponents	<input type="checkbox"/>						

## D. DATA ANALYSIS, STATISTICS, AND PROBABILITY

1. Can collect data and construct displays including graphs, charts and diagrams to represent them	<input type="checkbox"/>						
2. Can analyze data displays by making comparisons, inferences, and predictions	<input type="checkbox"/>						
3. Can calculate averages	<input type="checkbox"/>						
4. Can predict and analyze outcomes	<input type="checkbox"/>						

# GRADE SIX

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### E. GEOMETRY

	1	2	3	4	OB	LB	AT
1. Draws geometric shapes using a straight edge and a compass	<input type="checkbox"/>						
2. Delineates circles into various divisions (1/4s, 1/6s, 1/8s) with tools	<input type="checkbox"/>						
3. Constructs parallel and perpendicular lines	<input type="checkbox"/>						
4. Copies and bisects an angle	<input type="checkbox"/>						
5. Recognizes, names and constructs basic geometric polygons: square, rectangle, triangle, parallelogram, pentagon, hexagon, octagon	<input type="checkbox"/>						
6. Identifies and describes parts of a circle: radius, diameter, circumference	<input type="checkbox"/>						
7. Calculates the perimeter of any polygon and the circumference of a circle	<input type="checkbox"/>						
8. Calculates the area of a rectangle or triangle using formulas	<input type="checkbox"/>						
9. Knows the geometric terms: point, line, segment, cord, arc, quadrilateral, prism, etc.	<input type="checkbox"/>						
10. Knows the number of degrees in various plane figures	<input type="checkbox"/>						
11. Can use pi arithmetically and compute the area of a circle	<input type="checkbox"/>						

### F. MEASUREMENT

1. Measures with U.S. and metric rulers	<input type="checkbox"/>						
2. Selects and uses appropriate units of measurement in problem-solving	<input type="checkbox"/>						
3. Can problem solve with conversions: inches to feet to yards, quarts to gallon, millimeters to centimeters to meters, seconds to minutes to hours, days to weeks to years	<input type="checkbox"/>						
4. Estimates and measures distance and area in standard and metric units	<input type="checkbox"/>						
5. Comprehends definitions of basic metric length, mass, and capacity terms (mm, cm, m, km; mg, g, kg; l, ml)	<input type="checkbox"/>						
6. Proficiently adds and subtracts time	<input type="checkbox"/>						
7. Uses money in real life situations to compute change and describe equivalencies	<input type="checkbox"/>						

# GRADE SEVEN

The general application and transformation of formulas and equations in practical life situations forms a central part of the seventh grade math curriculum. The students are beginning to encounter the practical laws of cause and effect, and with this, they can start working strongly with estimation in their computation. However, computational skills must be firmly established, or work with estimation will be difficult to verify. Extensive mental arithmetic, using sets and distribution as in  $3(3+4)$ , are used to challenge the students. Continued mastery of the four processes using whole numbers, fractions, decimals, measurements, and word problems are reinforced.

Work also continues in business math, solving budget, percentage, and discount problems. Ratio and simple proportion problems continue, as do problems with simple formulae ( $P = BR$ ;  $P = RT$ ;  $A = lw$ ; etc.) Facility with simple algebraic equations and work with prime and square numbers is furthered. Absolute value, signed numbers, powers, and roots are introduced.

Conscious work with geometric proofs continues, building up through triangles and parallelograms to deductive proofs of the Pythagorean theorem. Familiarity and precision are developed with all basic geometric constructions.

During this time when thinking skills are active, word problems are worked with extensively. Appropriate discriminatory strategies and skills in analyzing word problems are further developed.

# GRADE SEVEN

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### A. NUMBER SENSE

#### WHOLE NUMBERS — FRACTIONS

	1	2	3	4	OB	LB	AT
1. Can round any whole numbers or decimals to a specific place	<input type="checkbox"/>						
2. Can show the meaning of and write an exponential number in standard form	<input type="checkbox"/>						
3. Can write exponential notations converting $10^n$ to standard form ( $10^3 = 1,000$ )	<input type="checkbox"/>						
4. Writes numbers in expanded notation ( $356 = 300 + 50 + 6$ )	<input type="checkbox"/>						
5. Recognizes prime and composite numbers, factors, and multiples through 144	<input type="checkbox"/>						
6. Can work with square numbers and roots	<input type="checkbox"/>						
7. Can use and explain the relationship among fractions, decimals, and percents and make conversions with numerals, manipulatives, or drawings	<input type="checkbox"/>						
8. Identifies and plots positive and negative numbers	<input type="checkbox"/>						
9. Has a sense of ratio and percentage	<input type="checkbox"/>						
10. Can define the terms of a ratio and set up a proportion	<input type="checkbox"/>						

#### BUSINESS MATH — PERCENTAGE

11. Can apply these formulas: Percentage = rate x base; Interest = principle x rate; Discount = rate of discount x list price; Commission = amount of sales x rate of commission; Distance = rate x time	<input type="checkbox"/>						
12. Has knowledge of banking including: mortgage, lenders, insurance, taxes, stocks, compound interest, monopoly, charge accounts, installment purchasing	<input type="checkbox"/>						
13. Can apply concepts of percentage through interest, commission, salary	<input type="checkbox"/>						

### B. COMPUTATION AND PROCEDURES

1. Can quickly and accurately access all math facts as a tool for problem solving	<input type="checkbox"/>						
2. Can use a variety of problem-solving strategies:							
• Guess and check	<input type="checkbox"/>						
• Solve a simpler model	<input type="checkbox"/>						
• Work backwards	<input type="checkbox"/>						
• Draw diagram or Venn diagram	<input type="checkbox"/>						
• Systematic lists	<input type="checkbox"/>						
• Eliminate possibilities	<input type="checkbox"/>						
3. Can select and use the appropriate method to solve a problem (mental math, estimation, paper and pencil) and choose the operation needed	<input type="checkbox"/>						
4. Can solve a problem in more than one way	<input type="checkbox"/>						
5. Uses paper and pencil to solve:							
• 3-digit multiplication problems with a 3-digit multiplier	<input type="checkbox"/>						
• Division with two-digit divisor, with remainders as fractions and decimals	<input type="checkbox"/>						
• Fraction problems involving all four processes and carrying and borrowing	<input type="checkbox"/>						
• Mixed numbers problems involving all four processes	<input type="checkbox"/>						
• Decimal problems involving all four processes	<input type="checkbox"/>						
• Addition and multiplication of positive and negative integers	<input type="checkbox"/>						
• Conversion among mixed numbers, fractions, decimals and percents	<input type="checkbox"/>						
• Has memorized equivalencies of fractions, decimals, percents	<input type="checkbox"/>						
• Calculation of fractions, decimals, and percent in real life situations	<input type="checkbox"/>						
• Scientific order of operations (P-E-M-D-A-S: parenthesis, exponent, multiply, divide, add, and subtract)	<input type="checkbox"/>						

# GRADE SEVEN

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

	1	2	3	4	OB	LB	AT
6. Mentally solves problems involving four processes, sets, and distribution	<input type="checkbox"/>						
7. Can use mental estimation	<input type="checkbox"/>						
8. Can develop ratio out of common fractions and derive proportion from ratio	<input type="checkbox"/>						
9. Can use formulas to solve problems ( $P = BR$ ; $P = RT$ ; $I = PRT$ ; $A = lw$ ; etc.)	<input type="checkbox"/>						
10. Can use number sense to justify the reasonableness of solutions to problems involving whole numbers, fractions, decimals, and percents	<input type="checkbox"/>						
11. Can use a calculator to add, subtract, multiply, divide accurately	<input type="checkbox"/>						

## C. PATTERNS AND ALGEBRA

1. Interprets, extends, and creates complex number patterns	<input type="checkbox"/>						
2. Describes and analyzes patterns to generalize relationships between values by using tables and simple rules	<input type="checkbox"/>						
3. Can identify the rule when a pair of numbers have a common function	<input type="checkbox"/>						
4. Uses variables in an expression or equation with positive and negative numbers	<input type="checkbox"/>						
5. Predicts and graphs ordered pairs and simple equations	<input type="checkbox"/>						
6. Uses inverse operations to solve simple equations	<input type="checkbox"/>						
7. Can work formulas as the basis of equations	<input type="checkbox"/>						
8. Can perform four processes algebraically	<input type="checkbox"/>						
9. Can work problems with the correct order of operation	<input type="checkbox"/>						
10. Demonstrates understanding of communicative, associative, and distributive properties with addition and multiplication	<input type="checkbox"/>						
11. Can work with exponents	<input type="checkbox"/>						

## D. DATA ANALYSIS, STATISTICS, AND PROBABILITY

1. Generates and organizes data and reports in a variety of ways (tables, charts, graphs) including pictobar, line, and circle	<input type="checkbox"/>						
2. Analyzes data as fractions, decimals, and percents. Finds the average. Draws conclusions	<input type="checkbox"/>						
3. Predicts outcomes as fractions, decimals, ratios, and percents	<input type="checkbox"/>						

## E. GEOMETRY

1. Can draw geometric constructions of simple and irregular polygons	<input type="checkbox"/>						
2. Divides circles into (5, 7) with tools	<input type="checkbox"/>						
3. Can draw various triangles: scalene, right, isosceles, equilateral, obtuse, acute	<input type="checkbox"/>						
4. Understands concepts of similarity and congruence in triangles, squares, and rectangles	<input type="checkbox"/>						
5. Can compute areas and perimeters of basic polygons including a circle	<input type="checkbox"/>						
6. Can compute areas of surfaces of solids	<input type="checkbox"/>						
7. Can calculate volume of rectangular solids using formulas	<input type="checkbox"/>						
8. Can measure and construct angles using a protractor	<input type="checkbox"/>						
9. Can construct a parallelogram and compute the area	<input type="checkbox"/>						
10. Proves Pythagorean theorem with transformations or algebraic proofs	<input type="checkbox"/>						

# GRADE SEVEN

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

### F. MEASUREMENT

1. Can select, estimate, and measure using appropriate units, tools, and formulas
2. Estimates and measures using all standard and metric units
3. Selects and uses appropriate units of measurement in problem-solving
4. Can problem solve using conversions of units of measurement
5. Uses money in real life situations to compute change, describe equivalencies, and determine percentages

1	2	3	4	OB	LB	AT
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

# GRADE EIGHT

Eighth graders, 13/14-year-olds, are looking towards the future; some will be very sophisticated in their thinking skills, while others still will not have matured enough to handle multiple-step operations. Idealistic concerns are very real for this age, and as much of the beauty of mathematical operations as possible is brought to the students. A review of the numerical relations they explored in the early grades can be brought back to them as aesthetic exercises. For example, the Fibonacci series, introduced earlier, now can be traced to seashells and pinecones or represented visually in a geometric drawing.

The impending demands of high school must, however, be very real for all students, and course work should take these demands into account. Every student should graduate with a firm grasp of all arithmetic operations and their applications in the areas of percentage, business problems, computations with time, estimations, practical measurements of geometric figures, 3-part formulas, and algebra. If proportionate reasoning has not been firmly established in grades 5 and 6, problems will arise in algebra comprehension. A high level of mathematical aptitude is the goal.

Geometry continues with the construction of more complex polygons as well as the platonic solids. Computation of areas and volumes of planes and solids is developed as the concept of similarity and congruence in triangles and rectangles is furthered. Continued work with proofs of the Pythagorean theory can also be done.

In algebra, more complex aspects of algebraic equations are brought. A variety of techniques for solving linear equations, inequalities, and systems of equations in applied contexts are developed. Geometrical connections to algebraic and numerical situations are explored. Graphs and the graphing of functions are taught as well as proportional reasoning to solve practical and scale figure situations.

Word problems continue to be important—especially ones that test thinking against multistep problems and utilize analytical skills and strategies. Where possible, they involve real life situations.

Ideally, the curriculum strives towards teaching an Algebra I course as preparation for a high school level algebra course.



# GRADE EIGHT

## STANDARDS AND SKILLS

## RUBRIC

## ASSESSMENT

5. Can solve formulas as the basis of equations
6. Can apply equations with correct order of operations
7. Works extensively with least common multiples and factors
8. Understands distributive property of multiplication with respect to addition and multiplication

1	2	3	4	OB	LB	AT
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

## D. DATA ANALYSIS, STATISTICS, AND PROBABILITY

1. Generates and organizes data and reports in a variety of ways (tables, charts, graphs) including pictobar, line, and circle
2. Analyzes data as fractions, decimals, and percents. Finds the average. Draws conclusions
3. Predicts outcomes as fractions, decimals, ratios, and percents

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

## E. GEOMETRY

1. Can draw geometric constructions of more complex polygons
2. Displays deeper understanding of concepts of similarity and congruency in triangles, rectangles, etc.
3. Compute ratio and proportion of polygons
4. Computes area and perimeter of parallelograms, trapezoids, circles, and regular polygons
5. Computes surface area of regular solids
6. Computes volumes of regular polyhedrons (cylinders, pyramids, cones, spheres)
7. Can construct platonic solids: cube, tetrahedron, dodecahedron, octahedron, icosahedron
8. Can measure and construct angles

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

## F. MEASUREMENT

1. Can select, estimate, and measure using appropriate units, tools, and formulas
2. Estimates and measures using all standard and metric units
3. Selects and uses appropriate units of measurement in problem-solving
4. Can problem solve using conversions of any units of measurement
5. Uses money in real life situations to compute change, describe equivalencies, and determine percentages

<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

# **Yuba River Charter School**

# **SCIENCE STANDARDS**

**Grades 1–8**

**2000**

# GRADE ONE

The science curriculum in Grade One is taught through story, drama, music, art and first-hand experience. These multisensory approaches enliven the subject and are used to promote the connection young children already have with the natural world, so that it may be strengthened and deepened.

The goal of the curriculum is to enhance a child's wonder, curiosity and enthusiasm for the world and to provide opportunities for a child to feel s/he is part of a whole living cosmos.

Understanding factual information is secondary to developing these faculties of awe, respect and inquisitiveness, as well as developing the child's sensory abilities to observe. All investigatory work is left to impressions from sensory observations.

Material is presented in a pictorial and imaginative way, with the understanding that it is in the way that a child thinks and sees the world. Additionally, the science curriculum in Grade One consists primarily of the life sciences to support the alive, animated view that a 6- 7-year-old has of the world.

Assessment is based on teachers' observations. The primary questions that should be asked are, "Does the child have a joyful, inquisitive and wonder-filled connection to the natural world?" "Does the child ask questions and want to know more?" "How is the child responding through activity and artistic work to the nature stories, projects and walks."

# Grade One Standards

## Curriculum Standards

## Curriculum Activities

### LIFE SCIENCES

1. The earth is inhabited by living plants, animals and people.
  - a. Plants, animals and people are interconnected and dependent on each other.
  - b. Everything works together as a whole. All parts are needed.
2. There are always large seasonal patterns of growth and change.
  - a. In fall, plants wither, leaves change, harvest occurs, birds migrate.
  - b. In winter, animals and seeds sleep.
  - c. In spring, new growth appears.
  - d. In summer, the sun brings growth.
3. Animals have special ways to:
  - a. Eat.
  - b. Move.
  - c. Protect themselves.
4. Plants have different parts—roots, stems, leaves, flowers, seeds—and grow in different forms—shrubs and trees.

- Nature stories.
  - > Listening to and recalling stories.
  - > Dramatizing stories through plays, puppets or finger games.
- Nature songs, poems, verses, augmented by movements and memorization to reinforce learning.
- Nature walks and field trips.
  - > Observing and exploring with the senses.
  - > Sharing observations and objects from nature and making nature collections.
  - > Visiting a barn, collecting eggs, petting and feeding animals.
- Beeswax modeling, painting, drawing or multi-media responses to nature stories or experiences from nature.
- Nature crafts and collages.
- Nature games.

# Grade One Standards

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## Curriculum Standards

## Curriculum Activities

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### EARTH SCIENCES

1. Seasonal changes can be observed with our senses.
  - a. Weather changes through the seasons.
  - b. Weather changes day to day.
  - c. Trends in temperature, quality of light, rain, snow, etc. tend to be predictable during a season.
  - d. The sun warms the land, air and water.
2. Riches of the earth nourish life on top.

- Weather observations.
- Seasonal songs, verses, stories and plays.
- Walks looking for “seasonal signs.”
- Festival activities.
- Seasonal crafts.

### INVESTIGATION AND EXPERIMENTATION

1. Observation is the means through which we learn. Students will:
  - a. Observe using the senses.
  - b. Communicate observations artistically, dramatically, orally.
  - c. Describe positional objects using reference (above, below).
  - d. Compare and sort common objects based on one physical attribute (including color, shape, size).

# GRADE TWO

The Second Grade students continue and deepen the work begun in First Grade. Where the curriculum in First Grade provided a foundation into which “seeds were planted,” the Second Grade science curriculum strengthens these ideas and adds to them.

All curriculum material remains in the realms of life and earth sciences and continues to support a child’s sense that s/he is connected to the wholeness of a life-filled world. The development of a child’s faculties to imagine, to see whole relationships and connections, to perceive sensorially and to be curious are still the primary objectives of the curriculum.

Fables, Native American stories and stories of people who have dedicated themselves to the preservation of nature are told in addition to the types of nature stories told in Grade One.

Assessment continues to be done primarily by teacher observation of the children and oral and artistic responses to the stories, walks and nature activities.

# Grade Two Standards

## Curriculum Standards

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## Curriculum Activities

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### LIFE SCIENCES

1. The earth is inhabited by living plants, animals and people.
  - a. Plants, animals and people are interconnected and dependent on each other.
  - b. Everything works together as a whole. All parts are needed.
2. There are always seasonal patterns of growth and change.
  - Nature stories.
    - > Listening to and recalling stories.
    - > Short written and artistic responses to nature stories.
  - Listening to fables, Native American stories and stories of “nature heroes” (i.e., Johnny Appleseed, Albert Schweitzer, George Washington Carver).
  - Nature songs, poems, verses.
  - Seasonal festival activities, songs, verses, plays.
3. Plants and animals meet their needs in different ways.
  - a. Plants and animals both need water and food.
  - b. Most plants and animals need light.
  - c. Roots are associated with the intake of water and soil nutrients; green leaves are making food from sunlight.
  - d. Animals have different diets and ways to get food.
  - e. Animals have different ways to move.
  - f. Animals and plants can protect themselves.
  - g. Most animals make homes and use plants or even others animals for shelter and nesting.
  - Nature walks and field trips.
    - > Observing and exploring with all the senses.
    - > Sharing observations and objects from nature and making nature collections.
    - > Watching farm and other animals move and eat.
    - > Distinguishing different parts and types of the plant.
  - Beeswax modeling, painting, drawing or multi-media responses to experiences from nature or to illustrate earth features.
  - Raising pollywogs to frogs; caterpillars to butterflies.
  - Nature crafts, collages, “crazy animals.”
  - Nature games.
  - Simple dramatizations, charades or improvisations. Creation of children’s own play.
  - Observing and caring for classroom plants and animals.
4. Plants and animals have predictable life cycles.
  - a. Organisms reproduce offspring of their own kind. The offspring resemble their parents and each other.
  - b. The sequential stages of life cycles are different for different animals, for example, mice, frogs, butterflies.

# Grade Two Standards

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## Curriculum Standards

## Curriculum Activities

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### **EARTH SCIENCES**

1. The earth has different features.
  - a. There are mountains, meadows, valleys.
2. The earth is composed of land, water and air.
3. The moon's appearance changes.
4. The position of the sun in the sky changes during the course of the day.

- Draw murals or model these features.
- Watching the sun and moon.

### **INVESTIGATION AND EXPERIMENTATION**

1. Observation is the means through which we learn. Students will:
  - a. Observe using the five senses.
  - b. Describe their observations orally, pictorially and dramatically.
  - c. Compare and sort common objects based on two or more physical attributes (including color, shape, size, etc.).
  - d. Draw descriptions of sequence of events or observations.

# GRADE THREE

In Third Grade, a transition is made in the science curriculum from the imaginative treatment of the kingdom of nature to one where the child is shown the natural world as a place in which the needs of human beings can be met.

More emphasis is placed on the physical and earth sciences as the curriculum includes gardening, farming, clothing, house-building, measuring, cooking and local geography.

The children progress from their teacher's stories of how our world fulfills our needs to hands-on involvement—making clothes, building structures, gardening. In this way, the children cross the bridge from imagination and story to visible activities, and confidence is built by the performing of these practical activities.

The earth is presented as a wonderful, interesting place to be, and the children are given a picture of humans as “caretakers of the earth.” The curriculum should help the children gain confidence in growing food, making shelter and clothing. They should learn that the latter is possible and useful.

Studies of diverse landforms, changes in the environment or the water cycle remain as much as possible within the limits of what is observable.

It is the teacher's prerogative to assess each child's understanding of the material presented by evaluation of oral work and by observation of written and artistic work.

# Grade Three Standards

## Curriculum Standards

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## Curriculum Activities

### LIFE SCIENCES

1. Plants and animals meet their needs with different physical structures and behaviors and increase their chance for survival.
  - a. Plants have structures that serve different functions in growth, reproduction, protection.
  - b. Different plants and animals inhabit different environments such as oceans, deserts, forests and grasslands, and have features that help them survive in these places.
  - c. Decomposers, including fungi, worms and insects, recycle matter from dead plants and animals.

### EARTH SCIENCES

1. Objects in the sky move in regular and predictable patterns.
  - a. The moon's appearance changes during the four-week lunar cycle.
  - b. The position of the sun in the sky changes during the course of the day and from season to season.
2. Water on earth moves between the oceans, land and sky through the process of evaporation and condensation.
  - a. The origin of water used by the local community.
  - b. The origin of water used by the students.

(In addition to the activities in Grades One and Two)

- Gardening.
  - > Planting, watering, tilling, harvesting vegetables and the seven grains.
  - > Composting.
  - > Gathering fruit.
  - > Observing the position of the sun on the crops.
- Farm visits.
  - > Feeding and observing the animals.
  - > Drawing, painting, modeling animals.
- House building.
  - > Building with different materials.
  - > Observing house construction.
  - > Visiting homes made with different materials.
  - > Building a house model and writing a report.
- Cooking.
  - > Bread making with yeast.
  - > Canning and dehydrating.
  - > Jam making.
  - > Comparing, measuring, classifying.
  - > Grinding wheat or other grains.
  - > Boiling, condensing or freezing water or other liquids.
  - > Evaporating liquid.

# Grade Three Standards

## Curriculum Standards

3. The earth is full of resources.
  - a. Resources from the earth are used for food, shelter, clothes and health.
  - b. Resources can be preserved and cared for.

### PHYSICAL SCIENCES

1. Energy and matter have multiple forms and can be changed from one form to another.
  - a. Energy comes from the sun to the earth in the form of light and heat.
  - b. Water can be a liquid, solid or gas and can change back and forth from one form to another. Solids, liquids, gases have different properties.
  - c. Evaporation and melting are changes that occur when objects are heated. Condensation occurs when water is cooled.
  - d. Water in an open container can evaporate, and water in a closed container cannot.
  - e. When two or more substances are combined, a new substance may be formed that can have original properties.

## Curriculum Activities

- Clothes-making.
  - > Using materials from a variety of animals and plants.
  - > Carding, spinning, weaving, knitting or sewing with wool, silk, alpaca, flax or cotton.
- Time-telling methods.
  - > Making water clocks, sun dials, simple clocks.
  - > Making calendars with seasonal pictures and cycles.
- Drama
  - > Charades and improvisations.
  - > Children’s own play.
- Stories — of different living environments; of gardeners, farmers, cloth makers; of the water cycle and where local water begins.
- Riddles, songs, poems, verses on farming, gardening, geographical features, time, clothes, etc.
- Paintings, drawings, dramatizations and other artistic presentation of the water cycle and celestial motion.
- Fieldtrips and nature walks.
  - > Observing plant structures.
  - > Comparing plant and animal habitats.
  - > Scouting for “signs of seasonal change.”
  - > Observing sources of water.

# Grade Three Standards

## Curriculum Standards

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## Curriculum Activities

2. Light has a source and travels in one direction (unless reflected).
  - a. Sunlight can be blocked to create shadows.

- Observation of the sun and the moon.
- Shadow play.
- Sun prints.

## INVESTIGATION AND EXPERIMENTATION

1. Observation and activity are the means through which we learn. Students will:
  - a. Observe using their five senses.
  - b. Describe their observations orally, in writing and artistically.
  - c. Develop their questions learning to use what, when, and where.
  - d. Measure length, weight and liquid volumes with non-standard and standard measurement.
  - e. Compare objects.

- Self-measurement.
  - > Experimenting with “the king’s foot.”
  - > Measuring classroom objects in standard and non-standard measurement.
  - > Measuring harvested produce and shorn wool.
- Comparing physically the seven grains.

# GRADE FOUR

In the Fourth Grade children study animals—their morphology, adaptations, homes, and their relationship to plants and human beings. Animals are presented through observations, the teacher's stories, and artistic presentations, such as drawings, paintings and poems. A morphological or behavioral aspect is often emphasized to show how an animal differs from other animals in their own environment (e.g., the hare's long hind legs for fast sprinting, the cow's cud-chewing and multiple stomachs). As in other curricular areas, an effort is made to present a wholistic picture—thus the animal is presented in relationship to the plants, weather conditions and other environmental features. After receiving many examples of animals described by the teacher, children experience the process of writing their first reports which are on an animal of their choice.

A Fourth Grader also experiences the transition from the imaginative treatment of the natural world to one where s/he stands opposite it in a more objective and understanding way when studying local and California geography. The forces that shape and change the geographical features are presented artistically, dramatically and through observations where possible. Children make both topographical and two-dimensional maps.

The teacher will assess each child's understanding of the material presented by evaluation of oral work and by observation of written and artistic products.

# Grade Four Standards

## Curriculum Standards

## Curriculum Activities

### LIFE SCIENCES

1. All organisms need energy and matter to live and grow.
    - a. Plants are the primary source of matter and energy entering most food chains.
    - b. Producers and consumers (herbivores, carnivores, omnivores and decomposers) are related in food chains and food webs, and they may compete with each other for resources in an ecosystem.
  2. Adaptations in physical structure or behavior may improve an organism's chances for survival.
    - a. Animals have structures that serve different functions in growth, survival, reproduction, eating, moving and protection.
    - b. Animals have structures for respiration, digestion and transport of material.
    - c. Animals have teeth shaped to eat different materials.
    - d. There are diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands and wetlands.
    - e. Living things cause changes in the environment where they live; some of these changes are detrimental to the organism, whereas others are beneficial.
    - f. When an environment changes, some animals survive, others die or move to new locations.
- Stories about:
    - > Different animals, describing their physiology, morphology and habitat.
    - > People with a special relationship with an animal.
    - > Animals and other living things that cause beneficial or detrimental change to an environment (i.e., beaver).
  - Observation of wild and classroom animals.
  - Animal reports, including writing, drawings and paintings.
  - Animal verses and songs.
  - Animal charades, improvisation, role-playing.
  - Animal modeling.
  - Collages, murals, models and displays of food webs and cycles and of different environments and ecosystems.
  - Dramatizations and games depicting food webs, chains and cycles, and various animal movement.

# Grade Four Standards

## Curriculum Standards

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## Curriculum Activities

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### EARTH SCIENCES

1. The earth's surface is always changing due to wind, water, and ice.
  - a. Some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides and earthquakes.
  - b. Moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt and mud in other places.
2. The earth's feature include mountains, valley, meadows, river beds, beaches and deltas.
3. A watershed includes all the streams flowing into one river.
4. California has many geographical features.

- Map-making (draw 2-dimensional and construct 3-d topo):
  - > Map of student's bedroom.
  - > Student's route to school from home.
  - > Map of California.

- Make basic geographical land forms out of clay or paper maché.
- Field trips locally and throughout California to different habitats.
- Role-play, dramatize earth changes.
- Create small examples and models of earth changes.

### INVESTIGATION AND EXPERIMENTATION

1. Observation and activity is the means through which we learn. Students will:
  - a. Observe using their five senses.
  - b. Describe their observations orally, in writing and artistically.
  - c. Develop their questions using what, when and where.
  - d. Reproduce land forms on a small scale, 3-dimensionally.

# GRADE FIVE

Botany is the primary focus of the Fifth Grade science curriculum. When possible, plants are observed and studied in their environments. For example, why does a certain plant in a special environment, under certain climatic conditions, develop its particular form? By this grade a child's ability to understand causality makes these questions live.

The curriculum includes looking at the individual plant parts and their roles—basic conditions of plant life, different types of soil and plant communities and plant adaptations. It covers the evolution of lower plants to the higher plants, classification of plants, plant growth, and the relationship of plants and insects. Plants from different environments (desert, tundra, rain forest, etc.) are looked at as well as plants growing from the poles to the equator. Individual plants may be compared and contrasted (a monocot, dicot (lily or rose) or a coch—mushroom.)

Wherever possible, the curriculum strives to bring forth relationships, comparisons and contrasts—and to bring the material in an artistic way so that the feeling life of a child will be touched.

# Grade Five Standards

## Curriculum Standards

## Curriculum Activities

### LIFE SCIENCES

1. Plants are in continual states of growth.
    - a. As a part of a plant grows, another part dies (i.e., the cotyledons give rise to the leaves).
    - b. Plants need earth, water, sun and air to grow.
    - c. Different soil conditions affect different plants.
    - d. Growth occurs differently throughout the seasons (the cycle of the seasons).
    - e. Sun affects patterns of growth.
  2. Plants have various physiologies. The physiology of plants illustrate the complementary nature of structure and function. These structures play parts in respiration, digestion and transport of material.
    - a. Roots take different shapes (bulbs, tap, fibrous).
    - b. Different types of roots have different functions. Mostly roots help bring water and nutrients to the plant.
    - c. The delicate part of the root does most of the work.
    - d. Stems may be underground (rhizomes, etc.) or above. They help transport materials.
    - e. As stalks of a plant grow higher, often the leaves attached grow finer, sometimes changing their shape.
    - f. The number of shapes of leaves is infinite with different venation, edges, shapes, coverings.
- Growing plants.
    - > Sprout seeds.
    - > Take cuttings.
    - > Watch flowers bloom and turn to seed.
    - > Garden.
  - Observations of:
    - > Whole ecosystems.
    - > Plant communities.
    - > Individual plants.
    - > Different species of plants.
    - > Plant parts.
    - > Environmental factors – soil, sun, water, etc.
  - Artistic renderings:
    - > Drawing, observational sketching, painting, modeling, plant form drawings.
  - Stories about:
    - > Plants.
    - > People involved with plants.
    - > Native American stories.
    - > Other cultures involving plants.
    - > Biographies (Luther Burbank, George Washington Carver, etc.).

# Grade Five Standards

## Curriculum Standards

- g. Leaves may grow on opposite sides of a stalk or in a spiral form, or a bunch of leaves may come from a root. Emphasis is on the variations in nature.
  - h. The leave and stem of a plant use  $\text{CO}_2$  and sunlight to make sugar and release  $\text{O}_2$ .
  - i. A flower (with a corolla and calyx) comes from the bud.
  - j. Flowers have a multitude of forms (fused petals, number of petals, shape, etc.)
  - k. Structures and processes of flowers (stamen, sepals, etc.) generate pollen and ovules, seeds and fruits.
  - l. Flowers turn to seeds.
  - m. Seeds have many ways to be distributed.
  - n. There are various types of fruit (pods, pomes, berries, nuts, etc.)
3. Flowers and insects have symbiotic relationships.
    - a. Flowers attract insects for pollination by various means.
    - b. Some insects can only survive in the presence of the particular aspects of a specific plant (e.g., their nectar, leaves or reproductive parts).
    - c. Insects are specially adapted for these relationships (e.g., their probosces or ther tongues).
  4. Plants are at various stages of “completeness” (root, leaf, stem, flower)
    - a. Fungus – have no leaves or flowers.
    - b. Lichen – have leaf and partial fruit.

## Curriculum Activities

- Songs, verses, poems with plant and earth themes.
- Field trips and nature walks.
- Collections of flowers, seed pods, fruits, etc.
- Demonstrations of various seed dispersal methods (coconut, filaree, maple seed, etc.) and fruits.
- Collection of flowers with various attraction mechanisms.
- Collection of Monarch butterfly larvae on milkweed pods or silkworm larvae on mulberry leaves.
- Drawings and observations of insects.
- Observations of plant types: fungus, lichen, algae, moss, fern, horsetail, trees, flowering plants with comparing and contrasting in mind.
- Artistic renderings of different plant types.

# Grade Five Standards

## Curriculum Standards

- c. Algae – have only leaf, no form.
- d. Mosses – No real root and incomplete flower, not visited by insects.
- e. Ferns – mostly leaf, incomplete flower.
- f. Horsetails – no proper leaves or flowers, mostly stem.
- g. Trees – Conifers (gymnosperms have no seed covering), Deciduous (with tree flowers).
- h. Flowering plants.

5. Plants grow in different vegetational regions of the earth. Their growth form and adaptations reflect the climatic conditions of these ecosystems. Ecosystems can be characterized in terms of living and non-living components.
  - a. Arctic – Tundra  
(Plants close to the ground, few species, vegetation mostly root-like in appearance, little water and sunlight.)
  - b. Equator – Jungle  
(Abundance of species; branching, abundant green growth and huge leaves; plenty of sun and water.)
  - c. Temperate zones  
(Climate conditions and growth in the middle of the poles and equator.)
  - d. Deserts  
(Dry, plants mostly leaf and stem.)
  - e. For any particular ecosystem, some plants survive well, some survive less well, and some cannot survive at all.

## Curriculum Activities

- Crafts.
  - > Mushroom spore prints.
  - > Stem, leaf and bark rubbings.
- Handmade book of plant groups.
- Poems and verses about various plant types.
- Murals of the earth's vegetational regions.
- Songs, verses, skits and stories about regions of the earth and the plants connected to them.

# Grade Five Standards

## Curriculum Standards

6. Plants are classified for various reasons.
  - a. Monocots send out one leaf when the plant grows, have parallel veins and flower parts are in three. Dicotls send out two leaves, have branching veins and flower parts are not in three.
  - b. Plants return annually, biennially or perennially.
  - c. Flowers are arranged by families. (The rose and lily families are good examples.)
  - d. Trees are arranged by families. (Note a tree's general shape, trunk, spread of branches, buds and leaves.)
7. People have found great uses for plants.
  - a. For shelter.
  - b. Medicine.
  - c. Clothing.
  - d. Food.
8. Plants and animals are related.
  - a. Many plants depend on animals for pollination.
  - b. Animals depend on plants for shelter and food.
  - c. There is a breathing cycle shared by the plant and animal kingdoms in the exchange of  $O_2$  and  $CO_2$ .

## Curriculum Activities

- Gardening.
  - > Growing monocots (lilies, onions) and dicots (beans, peas).
- Flower and tree walks.
- Flower and tree drawings, paintings and verses.
- Make a simple flower or tree guide for local species.
- Cooking.
  - > Herb soups.
  - > Drying herbs, dehydrating fruit.
  - > Flower salads.
- Using plants medicinally.
  - > Chamomille, mint tea.
  - > Comfrey wraps.
- Stories and pictures of animals “helping” plants and plants serving animals.
- Earthworm farm.
- Diagrams of oxygen and carbon dioxide cycles.

# Grade Five Standards

## Curriculum Standards

## Curriculum Activities

### EARTH SCIENCES

1. Water on earth moves between the oceans and land through the processes of evaporation and condensation.
    - a. Most of the earth's water is present as salt water in the oceans, which cover most of the earth's surface.
    - b. When liquid water evaporates, it turns into clouds and can reappear as a liquid (rain) when cooled, or as a solid (snow) if cooled below the freezing point of water.
    - c. Water moves in the air from one place to another in the form of clouds or fog, which are tiny droplets of water or ice, and falls to the earth as rain, hail, sleet, or snow.
    - d. The amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited, and its availability can be extended through recycling and decreased use.
- Diagrams, drawings, stories and dramatization of the water cycle.
  - Observations and illustrations of clouds.
  - Experiments:
    - > Water evaporating from a jar.
    - > Water condensing on a glass jar.
  - Discussions and practicing water conservation. Rain water collections.

### INVESTIGATION AND EXPERIMENTATION

1. Observation and activity is the means through which we learn. Students will:
  - a. Observe using their five senses.
  - b. Describe their observations orally, in writing and artistically.
  - c. Develop their questions using when, what and where.

# GRADE SIX

Earth Science in Sixth Grade includes Geology and Astronomy. Through the presentation of lively pictures, students consider how the earth was created years ago and how various forces have caused the formation of mountains, oceans, lakes and other geographical features. Emphasis is placed on how the earth is changing constantly and what is causing this change. Comparisons are made between granite and limestone and between various types of rocks—metamorphic, sedimentary and igneous.

The study of geology is connected to geography (actual earth forms), and particularly local geography, whenever possible. The study moves from the “whole” to the “part.” For example, only when a lively image of a granite mountain range as contrasted to a limestone landscape has been given are actual samples of the respective rocks presented.

Astronomy includes the study of the movements of the sun, moon, planets and constellations, and emphasis is placed on observations with the naked eye. The picture-generating nature of imagination is fully engaged and precedes the material, informational experience of the subject.

In the Physical Sciences, the Sixth graders are given a picture of what we can experience when observing the inanimate world and the opportunity to observe this phenomena with all their senses. Sound, light, heat, magnetism and static electricity are introduced. Similarities in the latter are elucidated. (For example, the ways that sound, light and heat travel are compared. These forces can also be obstructed, deflected, reflected or absorbed.)

The teaching is based mostly on observation so that true and sound conclusions can be drawn. Students are engaged in exploring the “mysteries” of nature rather than being given instant conclusions. In this process they experience and realize that the path to knowledge is at times difficult and different from the stores of information with which we are inundated. Experiments start with what is familiar and known. Students carefully write up their observations and artistically illustrate their notebook pages.

# Grade Six Standards

## Curriculum Standards

## Curriculum Activities

### EARTH SCIENCES

#### GEOLOGY

1. The earth seems firm and solid, but change is taking place all the time. Geological events as well as waves, wind, water and ice shape and reshape the earth's land surface.
    - a. Some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes such as landslide, volcanoes and earthquakes.
    - b. Natural processes, including freezing/thawing and growth of roots, cause rock to break down.
    - c. Rivers and streams are dynamic systems that erode and transport sediment, change course and flood their banks in natural and recurring patterns.
    - d. Landslides, erosion and water running downhill are the dominant processes in shaping the landscape.
    - e. Beaches are dynamic systems in which sand is supplied by rivers and moved along the coast by wave action.
    - f. Shellfish in the ocean die and form strata of rocks.
    - g. Earthquakes are sudden motions along breaks in the crust called faults.
    - h. Volcano fissures are locations where magma reaches the surface. There are four types of volcanoes.
    - i. Earthquakes, volcanic eruptions, landslides and floods change human and wildlife habitats.
- Take fieldtrips to observe:
    - > Weathering.
    - > Erosion.
    - > Landslides.
    - > Rivers and streams.
    - > Beaches.
    - > Evidences of earthquakes and fault zones.
    - > Volcanoes
    - > Different rock formations
  - Make models of landforms, volcanoes, faults and other geologic features.
  - Make a "Flow model." Observe erosion, silt deposits, etc.
  - Draw, illustrate, paint, dramatize volcanoes.
  - Stories about Pompeii, Mount St. Helens or stories from current events about flooding and earthquakes.

# Grade Six Standards

## Curriculum Standards

## Curriculum Activities

2. Plate tectonics explain important features of the earth's surface and major geologic events such as earthquakes and volcanic eruptions.
  - a. The fit of continents, location of earthquakes, volcanoes, midocean ridges and the distribution of fossils and rock provide evidence of plate tectonics.
  - b. The solid earth is layered with the cold, brittle lithosphere; the hot, convecting mantle; and the dense, metallic core.
  - c. Plate tectonics have caused buckling of the earth's crust so that the strata of rocks, which were once flat, become bent and twisted, causing mountains and valleys.
  - d. These plates move at rates of centimeters per year in response to movements of the mantle.
  - e. These great movements of the earth's crust create pockets below in which gas and oil form.
  - Draw the continents indicating how they conce fit together and the various "plates."
  - Draw, illustrate, model the layers of the earth.
  - Draw, paint, dramatize mountain building and faults.
3. The earth is made of materials that have distinct properties. Rocks have different physical properties and different combinations of minerals. These reflect the processes that formed them.
  - a. Sedimentary rocks are made from deposits of material.
  - b. Sand becomes sandstone and remains of sea creatures become limestone. (Other examples are coal and chalk.)
  - c. Igneous rocks form deep in the earth in a molten state. The movement of the earth's crust forces them out. (Examples are granite, basalt and lava.)
  - Collect rocks. Compare and contrast:
    - > Granite/limestone.
    - > Igneous, sedimentary, metamorphic.
    - > Different types of granite.
    - > Mineral components and sizes.
  - Illustrate coal, gas and oil pockets in the earth. Discuss fossil fuels.

# Grade Six Standards

## Curriculum Standards

- d. Metamorphic rock undergoes transformation with heat and pressure.
- e. Marble is transformed limestone; slate, transformed clay.
- f. Common rock-forming minerals are quartz, mica, feldspar, calcite, and hornblende. Each has special properties.
- g. Soil is made from weathered rock and organic materials. Soils differ in color, texture, capacity to retain water and ability to support the growth of plants.
- h. Rock, water and soil provide many resources including food, fuel and building materials that humans use.
4. Evidence from rocks allows us to understand the evolution of life on earth.
  - a. Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
  - b. The history of life on earth has been disrupted by major catastrophic events, such as volcanic eruptions.
  - c. The rock cycle includes the formation of new sediment and rocks. Rocks are often found in layers with the oldest generally on the bottom.
  - d. Fossils provide evidence of how life and environmental conditions have changed.

## Curriculum Activities

- Draw and illustrate various rock types and cycles.
- Observe examples of different rocks and fossils.
- Use a table of diagnostic properties to categorize minerals.
- Collect, observe and test soil samples.
- List and illustrate these resources.
- Listen to the story of the creation of the California landscape.
  - > Retell it orally and in writing. Illustrate it.
- Write geological songs, verses, poems.
- Dramatize and illustrate the rock cycle.
- Recite geological songs, verses, poems.
- Observe fossils.

# Grade Six Standards

## Curriculum Standards

## Curriculum Activities

### ASTRONOMY

1. Objects in the sky move in regular and predictable patterns.
    - a. The patterns of stars stay the same although they appear to move across the sky nightly.
    - b. The moon's appearance changes during the lunar cycle.
    - c. The position of the sun in the sky changes during the course of the day and from season to season.
  2. The solar system consists of planets and other bodies that orbit the sun in predictable paths.
    - a. The solar system includes the earth, moon, sun, eight other planets and their satellites, and smaller objects such as asteroids and comets.
    - b. Objects in the solar system have their unique appearances, compositions, relative position and size.
    - c. The sun, an average star, is the central and largest body in the solar system.
    - d. Galaxies are clusters of billions of stars (ex., Milky Way).
    - f. Stars may differ in size, color and temperature.
    - g. Stars are the source of light for all bright objects in space. The moon and planets shine by reflected sunlight, not by their own light.
    - h. The path of a planet around the sun is due to the gravitational attraction between the sun and the planet.
    - i. The tilt of the earth's axis and the position of its orbit causes the seasons and day and night.
- Keep a journal. Daily:
    - > Record the rising and setting time of the sun and moon.
    - > Illustrate the position of a constellation at the same time each night.
    - > Illustrate the shape, size and position of the moon.
    - > Indicate where on the horizon the sun set.
  - Observe constellations and signs of the zodiac.
    - > Big Dipper, Little Dipper, Orion, North Star, etc.
    - > Scorpio, Cancer, the Bull, etc.
    - > Illustrate how these move in the southern hemisphere.
  - Make a 3-D model of the solar system or a 2-D illustration.
  - Dramatize the orbits of the moon and earth. "Create" day and night and the seasons.
  - Red and write constellation stories.
  - Visit a planetarium.
  - Make the starry sky with pinholes through black paper.
  - Write and recite verses, poems, and songs about the stars, moon and sun.

# Grade Six Standards

## Curriculum Standards

## Curriculum Activities

### PHYSICAL SCIENCE

#### PHYSICS

1. *Sounds* have observable properties.
  - a. Sound occurs constantly and can be categorized.
    - Listen to sounds in nature and the classroom.
    - Classify sounds by how they are made or who made them.
    - Create “hidden” sounds for others to guess what created them.
    - Listen to music made by various instruments.
    - Play different musical instruments
    - Make a bullroarer, a jugboard or a slide whistle.
    - Make a wine glass harmonica ensemble.
    - Put lycopeidium powder on a Chladni plate and draw a violin bow.
  - b. Sound produces vibrations with distinct visible patterns.
  - c. Sound travels through different media.
    1. Air.
      - Listen to a clock upwind and down wind. Measure distances.
      - Hold an open end of a container near a lit candle and tap the other end.
      - Play a trumpet with its end in water.
    2. Water.
      - Hold ear to fish tank filled with water, then air, as two spoons are tapped above.
      - Put ear to wooden desk and listen to tapping on it.
    3. Through wood and string.
      - Tap a spoon suspended on a string held to the ear.
2. *Light* has observable properties.
  - a. The absence of light is darkness.
  - b. Light can be created by different means.
  - c. Light itself cannot be seen.
  - d. Unless obstructed, light travels in all directions from a source.
    - Experience an entirely dark room. Light one candle at a time.
    - Observe light from the sun, a candle and a glowing wire.
    - Hit two chalk erasers together in a beam of light.
    - Place paper in a circle one yard from a candle in center. Notice if all papers are lit the same.

# Grade Six Standards

## Curriculum Standards

- e. The intensity of light decreases with distance.
  - f. Light travels in a straight narrow path.
  - g. Light passes through some materials, but not others.
  - h. Primary color is generated from the interplay of light and dark.
  - i. Shadows are created by the obstruction of light.
  - j. White light is a mixture of many wave lengths (colors).
3. **Heat** has observable properties.
- a. Warmth or cold are more than physical qualities.
  - b. Various materials have different temperatures.
  - c. There are many sources of heat—combustion, light, friction, stress, chemical reactions.
  - d. Warmth is an “unshaper” and cold a “form-giver.”
  - e. Heating causes expansion in most solids, liquids and gases.
  - f. Heat travels through solids and liquids by conduction (which involves no flow of matter) and by convection (which involves flow of matter).
  - g. Heat energy is also transferred between objects by radiation. Radiation can travel through space.
  - h. Hot air rises.

## Curriculum Activities

- Observe a candle from various distances.
- Clap chalk erasers along a flashlight’s beam of light.
- Place tissue paper, construction paper and cardboard in front of a light source and observe the transmission of light.
- Vary the paper thickness in front of a light to observe yellow and red.
- Observe a candle through milk in water in a dark room to see blue.
- Create color with a prism.
- Create afterimages and color shadows.
- Make shadows. Observe shadows cast by sunlight.
- Make a Bentham top or chromotrope.
- Experience warm and cold colors, sounds and feelings.
- Press hard on various materials to experience their warmth.
- Demonstrate different sources of heat.
- Melt paraffin and reshape in cold water.
- Boil water and other liquids.
- Feel heat traveling through a metal rod.
- Boil water in paper cup, observe convection currents in the air and the water.
- Put hands around a candle flame and feel the hottest part.
- Put a pinwheel above a candle flame.

# Grade Six Standards

## Curriculum Standards

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## Curriculum Activities

4. *Magnets* have observable properties.
    - a. Magnets have the ability to attract iron and steel.
    - b. Magnets have a north and south seeking pole.
    - c. Like magnetic poles repel each other, unlike poles attract each other.
    - d. Magnetism can be propagated through various materials.
    - e. Magnetism can be induced in steel by contact, by nearness and by rhythmic striking. Magnetized steel can be demagnetized.
    - f. A field of force penetrates and surrounds a magnet.
  5. *Static electricity* has observable properties.
    - a. Static electricity is produced by rubbing certain substances together.
    - b. Static electricity can be observed by sound, sight, touch.
    - c. An electrostatic charge can attract or repel.
- Tell story of the discovery of magnetism.
  - Experiment with a magnet and its attraction.
  - Play with magnetite. Find north.
  - Make a hanging magnet. Observe the orientation of its ends.
  - Make a floating compass with a magnet. Observe ends.
  - Experiment with the ends of two magnets.
  - Experiment moving one magnet with another magnet through wood, water, air.
  - Touch a magnet to a nail and then the nail to a paper clip.
  - Stroke a piece of steel with a magnet.
  - Strike a magnet to demagnetize it.
  - Pour iron filings on paper lying on top of a magnet.
  - Compare the strength of the magnetic force in various objects.
  - Tell the story of Thales who discovered static electricity.
  - Rub amber on a woolen cloth.
  - Rub vinyl or rubber with wool or fur, or plexiglass with silk Put charged rod near styrofoam, hair or a balloon.
  - See, hear, feel an electrostatic spark from an electrophorus.
  - Attract and repel balloons and ping pong balls with a charged rod.

# Grade Six Standards

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## Curriculum Standards

## Curriculum Activities

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### **INVESTIGATION AND EXPERIMENTATION**

1. Observation and activity is the means through which we learn. Students will:
  - a. Observe with their five senses.
  - b. Follow instructions for a scientific investigation.
  - c. Record data on charts, diagrams and graphs.
  - d. Distinguish between what is known and what is seen.
  - e. Develop questions using when, where, who and what.
  - f. Communicate the procedure, observations and conclusions of an experiment in written reports, artistic diagrams and verbal presentations.

# GRADE SEVEN

In the Seventh Grade, the physical science curriculum continues with the study of light, sound, heat, magnetism and electricity. The Seventh grader, in addition to experiencing phenomena and then reflecting on the experience, also asks “how.” “How has the phenomena arisen and how does it work?” The demonstrations, activities and investigations now refine the student’s capacities for observation, for drawing conclusions and forming judgments. They call upon the student to compare what they are experiencing with what they know.

Through the process of quantifying and measuring, students begin to objectify their experience. They begin to delineate specific forces and explore their interactions. For instance, students experienced the pitches of different sounds in Sixth Grade; now they discover how the relationships between pitches correspond to mathematical formulas.

Students study mechanics and again the children observe, experiment and discover the laws themselves.

Work with inorganic chemistry begins at this grade. Moving out from the familiar process of combustion, students learn elementary ideas and concepts of chemistry. Acids are introduced as another form of fire and how, together with bases, salts are formed. Water and various gases (hydrogen, oxygen, carbon dioxide) can be studied along with the principal metals. Students are approached with the scientific, cultural, artistic and practical sides of chemistry and how it relates to industrial and economic life. They are asked to respond through observations, reports and illustrations.

The life science curriculum includes Physiology. The main systems of the body are studied: respiratory, circulatory, digestive, and perhaps reproductive. These are presented to the students in an artistic and beautiful way. Health, nutrition and hygiene are brought so that these systems have meaning and relevance to the students.

Throughout the science blocks accurately written descriptions and drawings are integral. Reports on the applied aspects of these subjects are done as well.

# Grade Seven Standards

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## Curriculum Standards

## Curriculum Activities

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### LIFE SCIENCES

#### PHYSIOLOGY

1. Physiology illustrates the complementary nature of structure and function.
  - a. Humans have levels of organization for structure and function including organ systems, organs, tissues and cells.
  - b. Organ systems function because of the contributions of individual organs and tissues.
    - Observe and study artistically drawn charts and the various systems.
    - Draw artistic illustrations of the systems and their organs.
2. The *digestive* system helps us assimilate food.
  - a. The teeth, mouth, esophagus, stomach, small and large intestines and colon function in the system.
  - b. The kidney removes cellular wastes from the blood and converts them into urine.
  - c. The gallbladder.
  - d. The liver.
3. The *circulatory* system circulates blood through the heart chambers, lungs and body.
  - a. Contractions of the heart generate blood pressure.
  - b. Heart valves prevent backflow of blood.

# Grade Seven Standards

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## Curriculum Standards

## Curriculum Activities

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4. The *respiratory* system circulates oxygen and carbon dioxide.
  - a. The arterial system takes oxygen throughout the body.  
It includes:
  - b. The system of veins carries carbon dioxide to the heart.  
It includes:
  
5. The *reproductive* organs of the human female and male generate eggs and sperm. Sexual activity may lead to fertilization and pregnancy.
  - a. The umbilicus and placenta function during pregnancy.

# Grade Seven Standards

## Curriculum Standards

## Curriculum Activities

### EARTH SCIENCES

#### CHEMISTRY

1. Physical processes do not create permanent change.
2. Chemical reactions completely transform a substance.
  - a. *Combustion* is an example.
    - i. When fuel is consumed, energy (heat, light and smoke) are released. Most of the energy is heat energy.
    - ii. Ash remains.
  - b. Oxygen is used and carbon is released  $\text{CO}_2$ .
  - c. Fire is extinguished with sand, cloth, water and foam.
  - d. Fire is structured and orderly.
- f. Human history changed with the invention of fire.
  - i. Freeze and boil substances. Show physical changes.
  - ii. Discuss fire in nature.
  - iii. Tell the story of Prometheus.
  - iv. Read history of lighting and heating.
  - v. Burn common substances with attention to light, form of the flame, color, odor, ash and smoke.
    - j. Wood, wool, hair, coal, charcoal, plant parts, various plants, sulfur, magnesium, paraffin, plastic, oil.
  - vi. Put a bell jar and then a large bowl over a lit candle.
    - k. Measure the amount of oxygen used with water at the bottom of the pan.
    - l. Place a jar under which a candle has gone out, over another candle.
  - vii. Extinguish a flame with various materials.
  - viii. Study the flame of a candle.
    - m. Illustrate its parts.
    - n. Study how and where heat is given off. What is burning?
  - ix. Read about and repeat some of Faraday's experiments.
  - x. Watch a flame on a Bunsen burner.
  - xi. Discuss man's historical relationship to fire.

# Grade Seven Standards

## Curriculum Standards

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## Curriculum Activities

- g. Fire is essential in so many processes today.
    - Discuss heat as the source of power in steam engines and motors and in almost everything we use today.
    - Write poetry, paint, artistically render “fire.”
    - Construct a simple oven, paraffin stove, or lamp.
    - Burn powdered sulphur, charcoal and yellow phosphorus. Compare the light and heat given off.
    - Discuss where phosphorus and sulfur are found in nature and the human being. Where are they used? Study samples.
    - Discuss the history of matches and how carbon, sulfur and phosphorus are found in them.
  - h. Some inorganic substances have particular combustible characteristics.
    - Discuss and observe various salts.
    - Use lime as an example of a salt.
    - > Discuss its forms in nature (shells, bones, stones).
    - > Discuss its circulation in nature (stone to stalactite).
    - > Discuss larger circulation of lime in nature (streambeds, waterfalls, ocean organisms, limestone mountains).
    - > Burn lime: Make quick lime or put lime into hydrochloric acid. Demonstrate the release of a gas by putting a burning match to the gas released.
    - > Test quicklime and gas released with litmus paper.
    - > Contrast and compare an acid and a base.
    - > Add water to acids and bases.
    - > Add water to quick lime to make slaked lime.
    - > Mix carbonic acid with slaked lime to make limestone.
    - > Discuss cement, building houses.
3. **Salts** are compounds made up of acids and bases.
- a. Salts may be broken down into acids and bases.
  - b. Acids have certain characteristics: vapory matter, sour taste, turns litmus paper red.
  - c. Bases have certain characteristics: solid matter, insipid, turn litmus paper blue.
  - d. Acids and bases may combine to form a salt. The salt process is a formation (or contraction) process.
  - e. A “catalyst” speeds along a chemical reaction.

# Grade Seven Standards

## Curriculum Standards

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## Curriculum Activities

- f. An “indicator” is a substance that shows whether a substance is acidic or basic.
3. *Water* has many properties.
- Water is a unifying element, essential to all life.
  - It is composed of hydrogen and oxygen.
4. *Metals* have many properties.
- Properties such as electrical and thermal conductivity are common in metals. Most have a luster.
  - Some metals are pure elements; others are combinations of elements.
5. *Gases* have different properties.
- Discuss how another “salt,” cooking salt, is made up of sodium hydroxide and hydrochloric acid. Collect hydrochloric acid by putting sulfuric acid on the salt and collect the released gas in water. Notice the caustic soda that remains.
  - Connect acids and bases to human digestion and muscles.
  - Test foods and household substances for their acid and base qualities with a red cabbage indicator.
  - Discuss acid rain.
  - Boil/freeze water. Note surface tension.
  - Discuss types of water, where found and importance.
  - Observe samples of different metals.
  - Experiment with metals to discover their properties.
  - Discuss where different metals are found, their importance and uses.
  - Experiment with acids and fire on metals. Which ones react?
  - Heat potassium chlorate with a quarter of its own weight of manganese dioxide to make  $O_2$  or combine the latter with  $H_2O_2$ .
  - Burn charcoal in oxygen to make carbon dioxide or pour hydrochloric acid on marble chips.
  - Observe properties of gases for color, odor, taste. Which support combustion?
  - Discuss the proportion of gases in the air.
  - Discuss and illustrate the carbon, oxygen, hydrogen and nitrogen cycles.

# Grade Seven Standards

## Curriculum Standards

## Curriculum Activities

### PHYSICAL SCIENCE

#### PHYSICS

1. Musical intervals and resonance are part of *sound*.
    - a. Musical intervals are created when notes sound together.
    - b. The relative consonance of musical intervals can be expressed by mathematical ratios.
    - c. The length of a column of air determines the pitch of blown sound.
    - d. A sounding object can cause another object to sound.
    - e. Overtones follow a predictable sequence.
  2. *Light* has observable properties.
    - a. Light can be reflected.
    - b. The angle of incidence equals the angle of reflection.
    - c. Light can be focused to create images by a small aperture, lenses or curved mirrors.
  3. *Heat* can be measured.
    - a. Every substance has a specific boiling and freezing point which can be raised or lowered.
- Read the biography of Pythagoras.
  - Play any instruments that allow two notes to be played and sound together. Listen.
  - Use any stringed instruments or columns of air in bottles and measure ratios.
  - Hold a hollow container to the ear and listen to sound being made by another person. Listen to a hollow shell.
  - Put a sounding tuning fork on a table.
  - Experiment with sympathetic vibrations using a violin, a cello or a sonometer.
  - Reflect light off various surfaces.
  - Study these angles using mirrors, a light source and a protractor.
  - Look at light through various convex and concave lenses and in curved mirrors.
  - Heat an ice cube until it steams.
  - Fill a glass with ice water and watch for condensation.
  - Create “rain” in a jar.
  - Watch dry ice go from a solid to a gas.

# Grade Seven Standards

## Curriculum Standards

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- b. The density of a substance is affected by heating and cooling.
4. *Static electricity and electricity* have certain properties.
  - a. Electrostatic charges can be stored.
  - b. Current electricity can be generated by chemical reactions.
5. *Electricity and magnetism* are related.
  - a. Magnetism can be created by electricity.
  - b. Electric currents produce magnetic fields.
  - c. Electromagnetism can be used to create motion, light or heat.
6. There are six simple *machines* that increase mechanical advantage.
  - a. There are three classes of levers.
  - b. The law of the lever says that equal weight at equal distances balance each other, but different weights can balance each other at different distances.

## Curriculum Activities

- Find the boiling, freezing and melting point of water. Lower and raise these points with salt.
- Experiment with boiling/freezing points of different liquids.
- Measure what weighs more—hot or cold water.
- Make and experiment with an electrophorus. Measure current with an electroscope.
- Make and experiment with a Leyden jar.
- Create electrical currents using zinc and copper strips, your tongue or a lemon.
- Make a voltaic pile or cell. Use many cells to make a battery.
- Repeat and tell Oersted’s discovery.
- Make a Galvanoscope.
- Make electromagnets, door bells or earphones.
- Make a solenoid.
- Make a simple electric motor.
- Make all three classes of levers, placing the load and fulcrum in different positions.
- Find examples of these levers in the home and in the body.
- Experiment with a see-saw and a balance beam. Measuring weights and distances. Discover the law of equilibrium.

# Grade Seven Standards

## Curriculum Standards

## Curriculum Activities

- c. The pulley is a flexible lever going over a curved surface.
  - d. Mechanical Advantage = Load x Effort.
  - e. The Velocity Ratio = Distance of effort moves/Distance of load moves.
  - f. The axle and wheel increase mechanical advantage.
  - g. The mechanical advantage here is load/effect.
  - h. Inclined planes give mechanical advantage.
  - i. The wedge and screw also are simple machines.
7. Unbalanced *force* can cause change in velocity.
- a. Forces have direction and magnitude.
  - b. When an object is subject to two or more forces at once, the effect is cumulative.
  - c. When the forces of an object are balanced, the motion of an object does not change.
  - d. The greater the mass of an object, the more force is needed to achieve the same change in motion.
  - e. Friction reduces mechanical advantage of all machines.
- Experiment using a number of pulleys and calculate various mechanical advantages and velocity ratios.
  - Experiment with different size wheels and different length axles. Calculate mechanical advantage and velocity ratios.
  - Make a “broomstick crank.” Observe a bicycle.
  - Experiment with different lengths of inclined planes and the differences of weights being pulled.
  - Experiment with these tools.
  - Drop ball bearings from different heights. Measure fall time with a stop watch.
  - Calculate distance (distance = speed x time).
  - Feel friction.
  - Reduce friction with lubrication or ball bearings.

# Grade Seven Standards

## Curriculum Standards

## Curriculum Activities

### INVESTIGATION – EXPERIMENTATION

1. Observation and activity is the means through which we learn. Students will:
  - a. Observe with their five senses.
  - b. Follow instructions for scientific investigation.
  - c. Demonstrate the ability to use lab apparatus and choose appropriate equipment and methods in experiments.
  - d. Conduct multiple trials and draw conclusions.
  - e. Develop questions using how, what, when, where and who.
  - f. Record data on charts, diagrams, graphs from measurements and develop quantitative statements about the relationships between variables.
  - g. Apply simple mathematical relationships to determine one quantity given the other two (density = mass x volume; force = pressure x area; volume = area x height).
  - h. Measure and estimate weight, length, volume, area, density, pressure, force, speed, distance, time.
  - i. Interpret events by sequence and time from natural phenomena.
  - j. Differentiate observation from inference.
  - k. Communicate the procedures, observations and conclusions of an experiment in written reports, artistic diagrams and verbal presentations.

# GRADE EIGHT

With the awakening of the capacity for logical thinking and free, independent judgment, the Eighth grader now wants to be in the world more than ever before. They are wanting to do, to discover, to know and to find relevance in their studies by extrapolating from the classroom to the outside world. The science curriculum strives to meet these needs.

If the key question in Seventh Grade was “How,” the questions in Eighth are “Why” “Where” and “Who.” Why does this process occur? Where in the world does it happen? Who found a way to apply it?

In physics, acoustics, optics, heat and electromagnetism are pursued further and are taken up through their practical application as founded in the industrial/ technological revolutions. Studies in hydraulics, hydrostatics, meteorology and aeromechanics are introduced.

Work in the life sciences, or physiology, continues with a study of the skeletal and muscular systems, as well as the inner working of the eye and ear. The nervous (and perhaps reproductive) systems are also taught.

Finally, using simple chemical concepts extended from the Seventh Grade curriculum, a link is developed with substances which build up the human organism, such as starch, sugar, protein and fat. This block deepens the understanding of health and nutrition studied in Seventh Grade.

# Grade Eight Standards

## Curriculum Standards

## Curriculum Activities

### LIFE SCIENCE

#### CHEMISTRY

1. Sugars, starches and indigestible roughage in our food are called *carbohydrates*.
    - a. Carbohydrates may be divided into monosaccharides (simple sugars), disaccharides and polysaccharides.
    - b. Monosaccharides are glucose, fructose and galactose.
    - c. Glucose, fructose and sucrose are found in fruits and honey.
    - d. Glucose is the sugar present in human blood.
    - e. Fructose is the sweetest of all sugars.
    - f. Galactose does not occur freely; it is combined with glucose in milk sugar (lactose).
    - g. Disaccharides are combinations of monosaccharides.
    - h. Sucrose (table sugar) is glucose and fructose combined.
    - i. Polysaccharides are denser compounds formed from monosaccharides. Starch and cellulose are examples.
    - j. Starch is the means by which plants store energy and a staple in a human's diet.
    - k. Glycogen is animal starch.
    - l. Humans store energy mostly in fat. 80% of our glucose is found in muscle tissue.
    - m. Cellulose is the most organic compound. It is the principal structural material in plants and used for housing, clothing, paper, fabric and explosives.
- Dissolve salt (a mineral) and sugar (an organic substance) in water and compare. Discuss results. Why are large quantities of sugar transported by living organisms?
  - Melt and burn sugar. Discuss from what sugars are composed.
    - > Make lollipops and candy.
  - Burn sugar using cigarette ashes as a catalyst.
  - Combine sugar with sulfuric acid. Note the by-products.
  - Taste different kinds of sugars: (Fructose, lactose, sucrose, maltose) and artificial sweeteners.
  - Study the history of the production and consumption of sugar.
  - Test for the presence of sugar using Fehling's and Benedict's solutions.
  - Break down a disaccharide (sucrose) to two monosaccharides with hydrochloric acid.
  - Test for starch in various foods with iodine.
  - Prepare starch by grating or grinding a potato.
  - Compare the solubility of starch and sugar.
  - Burn starch. Add starch to boiling water.
  - Break down starch with hydrochloric acid and with saliva.
  - Discuss/compare sugar and starch in a plant.
  - Cook and discuss chemical reactions:
    - > Pop corn; sprout barley; make tapioca; bake bread.
  - Dissolve and burn cellulose. Use cotton balls.

# Grade Eight Standards

## Curriculum Standards

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## Curriculum Activities

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- n. Carbohydrates are made up of carbon, hydrogen and oxygen.
2. **Proteins** are complex compounds made principally from carbon, hydrogen, oxygen and nitrogen.
- They are essential building materials for all living cells.
  - Animal products (meat, dairy, eggs) and vegetables (legumes) and grains can provide complete proteins.
  - In a living organism, proteins are mobile in solution.
  - Heat destroys the structure of proteins and causes them to coagulate and precipitate out of solution. When proteins fall out of a living state they become hard and fixed (hams, hooves).
3. **Fats and oils** are necessary compounds in our diets and bodies and have particular characteristics.
- Fats and oils have different melting points.
    - All fats contain glycerol.
    - Oil and water do not combine.
  - An emulsifying agent has the properties of water and oil so it can overcome some of the antagonism between the two substances. When mixed in water, oil becomes suspended.
  - Grease fires may not be extinguished by water.
- Munch celery. Discuss roughage in our diet.
  - Make paper from recycled paper.
  - Germinate seeds. Discuss starch turning into sugar in a plant.
  - Burn proteins. Show they are a different class of compounds from carbohydrates.
  - Observe egg whites. Put them in water.
  - Cook egg whites. Then dissolve egg whites with sodium hydroxide. Burn them. Notice the smell.
  - Coagulate casein (milk protein) with vinegar.
  - Make casein glue.
  - Make cheese.
  - Test for fat by dropping it on brown paper (bacon, nuts, white and yolk of a boiled egg, oils, bread, vegetables, etc.).
  - Extract fat from chocolate with methylene dichloride.
  - Place cocoa butter in a jar of hot water. Observe “form” of fats.
  - Extract oil from lemon peel with ethyl alcohol.
  - Test for glycerol by adding sodium bisulfate to vegetable oil.
  - Shake water and oil together in a jar.
  - Shake oil, water and detergent together.
  - Burn oil and water.
  - Put water on grease flames. Put baking soda on grease flames.

# Grade Eight Standards

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## Curriculum Standards

- f. The role of oil in cooking is to conduct heat.
  - g. Fats may be broken down into fatty acids and glycerol.
  - h. An emulsion is a suspension of one liquid in another.
  - i. Unsaturated fats are more metabolically active and desirable than saturated fats.
4. Many people discovered the properties of carbohydrates, proteins and fats.

## Curriculum Activities

- Make French fries.
- Make soap. Discuss process of saponification.
- Make mayonnaise, an emulsion of oil suspended in water.
- Combine iodine with different fats to see which fats are more reactive. Compare saturated and unsaturated fats.
- Study emulsion of water and oil by making cosmetics: cold cream and lipstick.
- Study the biographies of

# Grade Eight Standards

## Curriculum Standards

## Curriculum Activities

### ANATOMY - PHYSIOLOGY

1. The muscular-skeletal system gives support to the body.
  - a. It is made up of round, curved and straight **bones**.
  - b. Some bones are connected and move; others are stationary.
  - c. There are different kinds of bones based on their shapes: long, short, irregular, flat, wormian.
  - d. Bones grow by the process of creating and breaking down cells. Babies have a softer substance for bone called cartilage. Cartilage cells break down to form bone cells.
  - e. A bone is covered with periosteum. Red and white blood cells are created in the marrow.
  - Place hands on a body and feel different shaped bones.
  - Discover where in the body “hinged bones” are found.
  - Look at a skeleton and identify different types of bones.
  - Sketch and draw bones. Model bones in clay.
  - Compare skeletons of animals and birds.
  - Observe and feel bones of babies and adults.
2. The skull begins as a curved jigsaw of nearly 30 pieces of cartilage, bone and membrane and becomes solid.
  - a. Fontanelles are “soft spots” on a baby’s head.
  - b. Cranial structures are joints holding the skull together.
  - c. The skull has stationary and moveable parts.
  - Diagram and illustrate the structure of a bone.
  - Draw, sketch, model a skull.
3. The backbone is composed of three types of vertebrae: cervical, dorsal and lumbar which protect the spinal cord.
  - Observe a skeleton. Draw, illustrate and model the vertebrae.
4. The pelvis is made up of six bones, fused together in an adult: ilium, pubic, ischium, sacrum, acetabulum, coccyx. A man’s and woman’s pelvis differ.
  - Observe a skeleton. Draw, illustrate and model the bones.

# Grade Eight Standards

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## Curriculum Standards

5. The bones in the arm are the humerus, radius and ulna.
  - a. The two forearm bones can cross.
  - b. The wrist (or carpus) consists of eight bones.
  - c. Hand bones are metacarpals; finger bones are phalanges.
  - d. There is great mobility in the first metacarpal or thumb.
  - e. The bones and joints of the arm work as levers.
6. There are many bones in the leg, knee and foot.
  - a. The leg bones are: the femur, the patella, the tibia and fibula.
  - b. Three parts of the foot are called the tarsus, metatarsus and phalanges.
  - c. Ligaments, tendons and cartilage add stability to the knee.
7. There are three basic types of **muscles**.
  - a. Smooth muscles coat our digestive organs.
  - b. Cardiac muscles pump our blood.
  - c. Skeletal or striated muscles primarily move limbs.
  - d. Muscles must have glucose and oxygen and produce carbonic dioxide and lactic acid.
  - e. Muscles often work in pairs—one contracts/the other relaxes.
  - f. The biceps and triceps are in the upper arm.
  - g. The quadriceps and hamstring muscles are in the thigh.
  - h. The muscles over the knee act similarly to pulleys.

## Curriculum Activities

- Observe a skeleton. Draw, illustrate and model the bones.
- Compare the thumb of a human and of an animal.
- Compare bones/joints to familiar levers.
- Observe a skeleton. Draw, illustrate and model the bones.
- Work and experiment moving one's own muscles.
- Draw, diagram, and sketch systems of muscles.

# Grade Eight Standards

## Curriculum Standards

## Curriculum Activities

8. *Joints* in the body (wrist, ankle, shoulder, thigh, etc.) are like structures used in simple devices (hinge, ball-and-socket and sliding joints).
  - Demonstrate types of joints—ball and socket, hinged, saddle, pivot, and show where each of these is located in the body. Draw them.
9. There are two basic *nervous systems*: central and peripheral.
  - a. The central consists of the brain and the spinal cord.
  - b. The peripheral, or autonomic, nerves work on their own accord.
  - Diagram a nerve with its parts.
  - Research how, when, where nerve cells form.
10. An *eye* is composed of the iris, lens, cornea, pupil, sclerae, aqueous and vitreous humor, retina and optic nerve. Each has a role and adjusts to light, distance, etc.
  - a. For an object to be seen, light emitted by or scattered from it must enter the eye.
  - b. The image our eye makes is upside down.
  - c. The lens in our eye changes so we can focus.
  - d. Retinal cells (rods and cones) react differently with different wave lengths of light.
  - Observe eyes.
  - Experiment with changing the size of the iris by being in light and darkness.
  - Diagram an eye with its parts.
  - Make a camera obscura
11. The *ear* is a complex system. The outer ear includes the canal and drum; the middle ear includes the hammer, anvil and stirrup; and the inner ear includes the semicircular canals.
  - a. Our normal hearing occurs in a decibel range of 60–70.
  - Diagram an ear.
  - Test hearing for different decibel levels.

# Grade Eight Standards

## Curriculum Standards

## Curriculum Activities

### EARTH SCIENCE

#### METEOROLOGY

1. *Weather* is caused by: the earth, sun, water and air.
    - a. The earth's shape, rotation and orbit cause different weather patterns.
    - b. The atmosphere above the earth is layered: troposphere, stratosphere and the mesosphere. Weather occurs in the troposphere—up to 8 miles above the earth.
    - c. The weight of the atmosphere and pull of gravity create air pressure. Warm air is less dense and cold air is denser.
    - d. The earth is warmed by solar radiation.
    - e. The heat of the sun moves from the equator to the poles.
    - f. The turning of the earth imparts a twist to the motion of air, causing winds. This is known as the Coriolis Effect.
    - g. Warm air rises carrying water.
    - h. Clouds form from condensation of moisture in air.
    - i. The water cycle redistributes water.
    - j. Cold and warm air, holding water and moving, create high and low pressure areas. Low pressure areas bring stormy weather. High pressure areas bring clear, fair weather.
    - k. Two air masses meeting cause fronts. Cold and warm air fronts can bring storms.
- Illustrate the layers of atmosphere above the earth.
  - Map the different winds (prevailing, westerlies, trade, easterlies, doldrums) on the globe.
  - Illustrate different cloud types. Make cloud types with cotton.
  - Diagram the water cycle in a meadow or near the ocean.

# Grade Eight Standards

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## Curriculum Standards

## Curriculum Activities

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- l. Lightning bolts are electrical. Thunder is a burst of intense heat.
- m. Humans can be affected by tornadoes and hurricanes.
2. Weather can be measured.
  - a. Thermometer measures temperature.
  - b. Wind vanes, indicate direction of the wind.
  - c. Barometer measures air pressure.
  - d. Hygrometer measures humidity.
  - e. Rain gauge measures precipitation.
  - f. Anemometer measures wind speed.
3. Weather can be forecasted by:
  - a. Observing clouds and fronts.
  - b. Watching weather maps.
  - c. Weather changes from day to day but trends in temperature and rain tend to be predictable during a season.

- Experiment with these instruments.
- Make a wind vane.
- Make a simple barometer by stretching a balloon over a jar.
- Keep a daily weather journal. Note: speed and direction of wind; types and heights of clouds; temperature; precipitation. Observe sky daily at same time.
- Predict the weather from observation.
- Observe weather maps in the newspaper and on T.V.

# Grade Eight Standards

## Curriculum Standards

## Curriculum Activities

### PHYSICAL SCIENCE

#### PHYSICS

1. *Sound* arises from vibrations of the sounding object and of the surrounding medium.
  - a. Pitch corresponds to the frequency of vibration.
    - Strike a tuning fork and hold against paper, a hanging ball, in water, or against teeth.
    - Fill a wine glass  $3/4$  full—rub top with vinegar, watch ripples.
    - Experiment with the Chladni plate.
    - Clamp different length rulers to the end of the table and note the relationship of pitch to length of ruler.
    - Place pieces of cardboard behind a ticking clock and observe differences in the volume of the ticking.
    - Experiment with echoes, moving closer and closer to walls.
    - Make a broad funnel shape and place next to ear. Listen.
    - Absorb sound from a ticking clock with various materials and listen.
  - b. Sounds can be reflected, directed, focused or absorbed.
    - Produce a clear sound from a wall at various distances. Measure the pattern of sound, echo, etc. with a metronome. Record how many beats the metronome is making per minute and compare to distance from wall.
    - Experiment with sound in a vacuum by putting a radio in a jar. Evacuate the bell jar with a vacuum pump.
    - Fasten a clothesline to a post. Pull taut and give it a vertical impulse. Observe how the impulse travels along the line.
    - Fasten a spring to a post. Extend spring and give spring a push. Observe how the compression passing along the spring is reflected from the fastened end.
  - c. The transmission and speed of sound depend on the medium.
    - Experiment with sound in a vacuum by putting a radio in a jar. Evacuate the bell jar with a vacuum pump.
    - Fasten a clothesline to a post. Pull taut and give it a vertical impulse. Observe how the impulse travels along the line.
    - Fasten a spring to a post. Extend spring and give spring a push. Observe how the compression passing along the spring is reflected from the fastened end.
  - d. Sound travels in longitudinal waves.

# Grade Eight Standards

## Curriculum Standards

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## Curriculum Activities

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2. *Light* has certain properties.
  - a. The propagation of light is affected by the medium through which it passes.
    - Project a beam of light in a darkened room. Hold a convex and a concave lens close to the projection of light.
    - Establish the focal length of a lens by moving a lens between a candle and an index card until an image is focused.
    - Hold a plane, convex and concave mirror in the path of a light beam in a darkened room.
    - Apply laws of lenses and mirrors to cameras, microscopes, telescopes, glasses, projectors, etc.
  - b. Light can be refracted.
    - Place a rod in a tank of water. Observe from different angles.
    - Place a corner of a pane of glass over a paper with lines drawn on it. Look down at the lines through the glass.
    - Put a coin in a bowl of water and stand so one can barely see it. Move back slightly so coin can't be seen. Now pour water into bowl so coin can be seen.
    - Shine light at a steep angle into a tank of water and determine. Observe refraction. Measure the angle of refraction.
  - c. Color can be created through refraction and diffraction.
    - Experiment with prisms. Identify color spectrum and which colors are bent the most. Observe patterns of colors where light and darkness meet. Observe patterns of color at edge where white and black paper meet.
    - Create colors from diffraction by looking at a candle through the fine fringes of a feather or a fine slit in a file card.
  - d. Light travels in transverse waves.
    - Demonstrate how light waves are like water waves.

# Grade Eight Standards

## Curriculum Standards

## Curriculum Activities

### 3. *Heat* has certain properties.

- a. It can be affected by pressure.
  - Measure the temperature of water as it boils in an open pot and as it boils under pressure.
  - Melt ice by pressure.
- b. It can be reflected, focused and absorbed.
  - Reflect heat from a mirror.
- c. It moves in a predictable flow from warmer to cooler objects until all objects are at the same temperature.
  - Focus radiant heat with a curved or parabolic mirror.
- d. Energy can be carried from one place to another by heat flow (or by waves—water, light, sound or by moving objects)
  - Test the absorptive properties of black and white paper.
- e. Heat from the sun is the major source of energy on the earth’s surface, powering winds, ocean currents and the water cycle.
  - With two cans, one black and one white, filled with water, see in which one the water heats the fastest. Then pour boiling water into each can and note in which can the water temperature drops the fastest.
- f. Solar energy (light and heat) reach earth through radiation.
  - Heat strips of various metals in boiling water. Place on paraffin and observe which strips have sunk into the paraffin the most due to heat content.
- g. Heat from the earth’s interior reaches the surface primarily through convection.
- h. Uneven heating of the earth causes air movements (convection currents).
- i. Convection currents distribute heat in the atmosphere and ocean.
- j. Differences in pressure, heat, air movement and humidity result in changes of weather.

# Grade Eight Standards

## Curriculum Standards

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## Curriculum Activities

4. *Electromagnetism* has many practical applications.
- Electromagnetism can be used to create motion.
  - Electric currents can be controlled by switches, fuses and circuits.
  - Electricity can flow in a simple, a series or a parallel circuit.
  - Some materials can conduct an electrical current while others can't.
  - A magnet moving within a coil or a coil moving within a magnet can generate an electric current.

- Make a simple electric motor.
- Make an electric switch with a battery, wire, small light bulb, two metal tacks and a paper clip.
- Make a two-way switch with the above as well as two more tacks and another clip.
- Make a simple fuse using steel wool or a piece of tinsel.
- Connect small light bulbs to a battery to demonstrate three types of circuits.
- Using electromagnets, make a telegraph key or a telegraph system.
- Test various objects to see if they can conduct electricity: a key, paper, clip, eraser, plastic spoon, rock, pen cap, wood.
- Test water and salt water for conductivity.
- Test baking soda, borax, lye, vinegar, lemon juice, oil, milk.
- Make an electric dynamo. Attach the ends of a coiled wire to a galvanometer. Insert the end of a magnet into the center of the coil. Read galvanometer. Now insert other end of the magnet. Hold magnet still and wave the wire.

# Grade Eight Standards

## Curriculum Standards

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## Curriculum Activities

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5. *Liquids* have certain properties.
- Liquids have no shape of their own.
  - Liquids seek a constant level.
  - Liquids exert pressure.
  - The pressure liquid exerts increases with depth.
- Pressure exerted on one part of a liquid is distributed to all parts of the liquid.
  - Liquids may support substances giving them buoyancy. The density and shape of an object affects its buoyancy.
  - The buoyant force on an object in a fluid is an upward force equal to the weight of the fluid it has displaced.
  - Liquids have different densities. Density is mass per volume.
  - Liquids have surface tension.
- Fill different size and shape containers with colored water.
  - Clamp funnels to the two ends of a rubber hose. Fill with water. Move funnels up and down. Observe water level.
  - On different sides of a can cut holes 1", 4" and 7" above the bottom. Fill with water. Observe the water streams to determine which shoots the farthest.
  - Drill a hole 1" from the bottom in a wide and in a narrow can. Fill water to the same heights in the can. Which water stream shoots the furthest?
  - Make a manometer (a device to measure the pressure of the liquid) with a funnel, rubber tubing and a piece of U-shaped glass pipe. Use it to test the depth/pressure relationship.
  - Demonstrate Pascal's flask (or make one with holes drilled into a rubber ball). Notice how water will squirt out regardless of where the pressure is applied.
  - Make a Cartesian Diver.
  - Float different objects on water. Predict if an object will float.
  - Float equal size blocks of different woods to see if density affects buoyancy.
  - Show Archimedes Principle with an overflow container.
  - Tell the story of Archimedes and the King of Syracuse's crown.
  - Pour molasses, water, oil and alcohol into a glass.
  - Calculate the density of substances from mass and volume.
  - Measure equal amounts of liquids and compare weights.
  - Float a razor blade on the surface of a glass of water.
  - Drill five horizontal holes 1/4" apart, 2" from the bottom of a can. Fill with water. "Pinch" streams of water together.

# Grade Eight Standards

## Curriculum Standards

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## Curriculum Activities

6. *Air* has certain properties.

a. Air has volume and weight.

b. Air offers resistance to moving objects.

c. Air exerts pressure.

d. Moving air creates an area of lower pressure.

e. The absence of air creates a vacuum.

- Make an “air cushion.” Rest a book on a bag filled with air.
- See something rush out of a bottle when it fills with water inside a tank of water,
- Make a balance with two balloons filled with air. Deflate one balloon. Is the scale still balanced?
- Hold cardboard in front of oneself and run.
- Drop two equal sized pieces of paper horizontally. Then drop one horizontally and the other vertically.
- Fill a cup with water and cover with stiff paper. Turn upside down. Repeat, filling the cup half full.
- Invert a straw in water and observe the water level. Cover the top of the straw and lift water out.
- Cover the hole on top a bottle cap and watch water stop flowing from a hole in the bottom of the bottle.
- Build a siphon.
- Demonstrate lift and force pumps.
- Make and fly paper airplanes. Demonstrate lift.
- Blow air between two ping pong balls. Observe them move.
- Make a simple atomizer.
- Try to pull a bathroom plunger off the wall.
- Model Magdeburg hemispheres.
- Put an inflated balloon in a bell jar and evacuate air with a vacuum pump.
- Boil 1/2 cup water in a metal canister. Put lid on after steam has come out. Surrounding air pressure will crush the can when water vapor cools.

# Grade Eight Standards

## Curriculum Standards

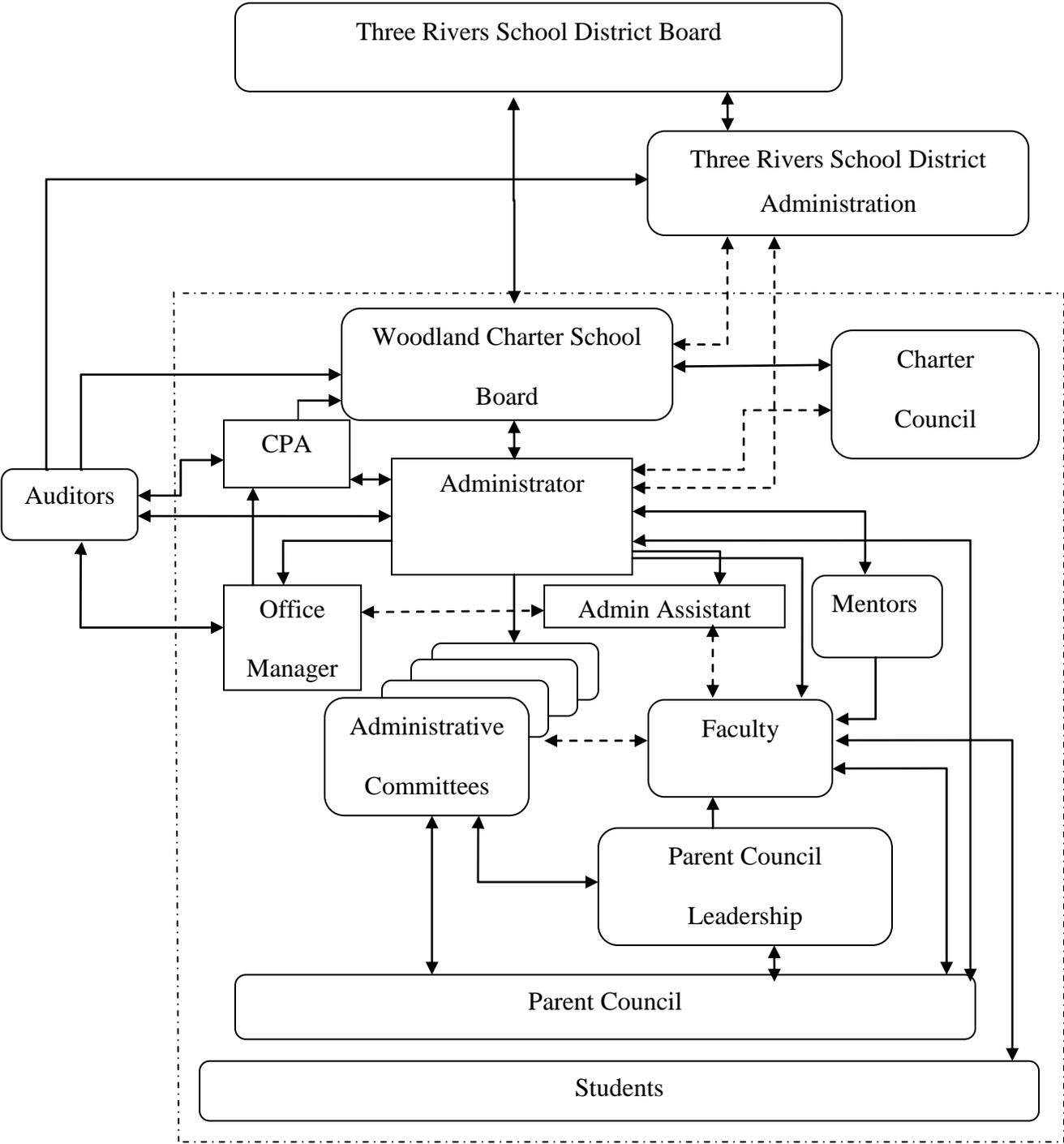
## Curriculum Activities

### INVESTIGATION – EXPERIMENTATION

1. Observation and activity is the means through which we learn. Students will:
  - a. Observe with their five senses.
  - b. Communicate the steps, observations and conclusions of an experiment in written reports, artistic diagrams and verbal presentations.
  - c. Develop questions using how, what, when, where, who and why.
  - d. Follow instructions for scientific investigation.
  - e. Record data on charts, diagrams, graphs from measurements and develop quantitative statements about the relationships between variables.
  - f. Apply simple mathematical relationships to determine one quantity given the other two (density = mass x volume; force = pressure x area; volume = area x height).
  - g. Interpret events by sequence and time from natural phenomena.
  - h. Conduct multiple trials from which to draw conclusions.
  - i. Measure and estimate weight, length, volume, area, density, pressure, force, speed, distance, time.
  - j. Differentiate observation from inference.
  - k. Justify predictions based on cause and effect relationships.

# Appendix C

## Woodland Charter School Organizational Chart



## Appendix D

### Woodland Educational Initiative

#### Timelines

Jul-12

School Opening

Jul-13

Jul-14

#### Project Goals Milestones

##### 1. Educational Program

1a. Selection of curriculum materials and

7/2012 through 7/2013

development of instructional materials by

teachers

1b. Identifying requirements for Waldorf

7/2012 through 6/2014

furniture and equipment, support

instructional materials and supplies and

complete purchases

1c. Mapping of curriculum standards and

an alignment strategy of relevant  
standards

7/2012 through 7/2013

1d. Selection/design/consolidation of

Waldorf assessment methods and rubrics.

7/2012 through 3/2014

Training on Waldorf assessment methods

and new assessment methods for common

core standards

## Appendix D

### Woodland Educational Initiative

#### Timelines

Jul-12

School Opening

Jul-13

Jul-14

#### Project Goals Milestones

### 2. Building Community and Outreach Plan

8/2012 through 8/2014

2.a Developing marketing materials

2.b Designing and implementing a series

8/2012 through 8/2014

of educational outreach events

2.c Selecting and organizing Waldorf

8/2012 through 8/2014

style seasonal festivals

8/2012 through 8/2014

2.d Dissemination of informative articles

8/2012 through 8/2014

2.e Developing collaborative partnerships

## Appendix D

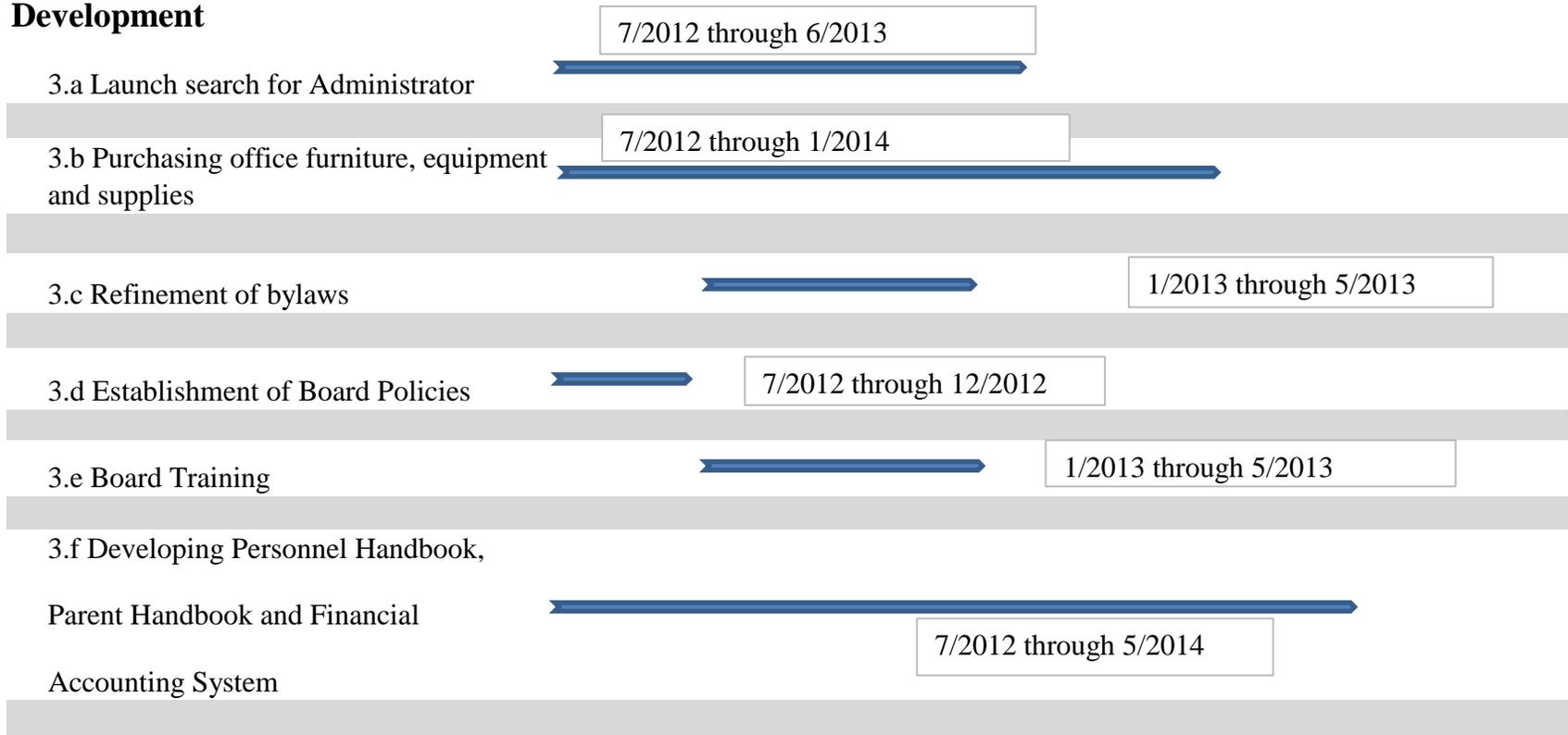
### Woodland Educational Initiative

#### Timelines

Jul-12      School Opening      Jul-13      Jul-14

#### Project Goals Milestones

### 3. Organizational Infrastructure Development



## Appendix D

### Woodland Educational Initiative Timelines

Jul-12      School Opening      Jul-13      Jul-14

### Project Goals Milestones

#### 4. Recruitment and Professional Development Plan

4.a Recruitment & training of

Administrative Assistant and Office

Manager



7/2012 through 8/2012

4.b Recruitment of faculty



6/2012 through 8/2013

4.c Design Professional Development Plans



for faculty and staff

7/2012 through 5/2014

## Appendix E

Math, Reading & Lit and Science Oregon State Standardized Tests

Appendix E - 1 (Appendix E1.pdf)

Lighthouse School, North Bend School District

Portland Village School, Portland School District

Eugene Village, Eugene School District

Appendix E-2 (separate document Appendix E2.pdf)

Madrone Trail Public Charter School, Medford School District

### 2010-2011 Summary Report Data For: Lighthouse School; Total Population; Mathematics

Sub-Group	Grade Level	Performance Level	School Count	%	District Count	%	State Count	%
Total Population	Grade 03	99 Participation	23	100.00%	211	98.60%	41754	99.70%
Total Population	Grade 03	6 Meets or Exceeds	13	56.50%	121	57.30%	26026	62.70%
Total Population	Grade 04	99 Participation	23	100.00%	222	100.00%	42627	99.60%
Total Population	Grade 04	6 Meets or Exceeds	18	78.30%	143	64.40%	27687	65.30%
Total Population	Grade 05	99 Participation	22	100.00%	218	99.50%	42959	99.70%
Total Population	Grade 05	6 Meets or Exceeds	14	63.60%	102	46.80%	24575	57.50%
Total Population	Grade 06	99 Participation	22	100.00%	244	99.60%	42964	99.70%
Total Population	Grade 06	6 Meets or Exceeds	17	77.30%	123	50.60%	25059	58.60%
Total Population	Grade 07	99 Participation	20	100.00%	252	99.60%	43069	99.60%
Total Population	Grade 07	6 Meets or Exceeds	13	65.00%	143	56.70%	26087	60.80%
Total Population	Grade 08	99 Participation	19	100.00%	237	100.00%	42397	99.50%
Total Population	Grade 08	6 Meets or Exceeds	14	73.70%	134	56.50%	27248	64.50%
Total Population	Sub-Total *	99 Participation	129	100.00%	1384	99.60%	255770	99.60%
Total Population	Sub-Total *	6 Meets or Exceeds	89	69.00%	766	55.40%	156682	61.50%

**2010-2011 Summary Report Data For:  
Lighthouse School; Total Population; Reading & Lit**

Sub-Group	Grade Level	Performance Level	School Count	%	District Count	%	State Count	%
Total Population	Grade 03	99 Participation	23	100.00%	212	99.10%	41754	99.70%
Total Population	Grade 03	6 Meets or Exceeds	19	82.60%	179	84.40%	34604	83.40%
Total Population	Grade 04	99 Participation	-	-	222	100.00%	42628	99.60%
Total Population	Grade 04	6 Meets or Exceeds	> 95.0%	> 95.0%	187	84.20%	36151	85.30%
Total Population	Grade 05	99 Participation	22	100.00%	218	99.50%	42954	99.70%
Total Population	Grade 05	6 Meets or Exceeds	20	90.90%	157	72.00%	33207	77.70%
Total Population	Grade 06	99 Participation	22	100.00%	245	100.00%	42953	99.70%
Total Population	Grade 06	6 Meets or Exceeds	20	90.90%	191	78.30%	33847	79.10%
Total Population	Grade 07	99 Participation	-	-	251	99.20%	43048	99.50%
Total Population	Grade 07	6 Meets or Exceeds	> 95.0%	> 95.0%	193	76.90%	34155	79.70%
Total Population	Grade 08	99 Participation	19	100.00%	237	100.00%	42380	99.40%
Total Population	Grade 08	6 Meets or Exceeds	16	84.20%	151	63.70%	30395	72.00%
Total Population	Sub-Total *	99 Participation	129	100.00%	1385	99.60%	255717	99.60%
Total Population	Sub-Total *	6 Meets or Exceeds	118	91.50%	1058	76.40%	202359	79.50%

**2010-2011 Summary Report Data For:  
Lighthouse School; Total Population; Science**

Sub-Group	Grade Level	Performance Level	School Count	%	District Count	%	State Count	%
Total Population	Grade 05	99 Participation	-	-	218	99.50%	42759	99.20%
Total Population	Grade 05	6 Meets or Exceeds	> 95.0%	> 95.0%	159	72.90%	31557	74.10%
Total Population	Grade 08	99 Participation	19	100.00%	237	100.00%	42111	98.80%
Total Population	Grade 08	6 Meets or Exceeds	18	94.70%	143	60.30%	29972	71.40%
Total Population	Sub-Total *	99 Participation	-	-	455	99.80%	84870	99.00%
Total Population	Sub-Total *	6 Meets or Exceeds	> 95.0%	> 95.0%	302	66.40%	61529	72.80%

**2010-2011 Summary Report Data For:  
Portland Village School; Total Population; Mathematics**

<b>Sub-Group</b>	<b>Grade Level</b>		<b>Performance Level</b>	<b>School Count</b>	<b>%</b>	<b>District Count</b>	<b>%</b>	<b>State Count</b>	<b>%</b>
Total Population	Grade 03	99	Participation	49	100.00%	3685	99.40%	41754	99.70%
Total Population	Grade 03	6	Meets or Exceeds	19	38.80%	2398	65.50%	26026	62.70%
Total Population	Grade 04	99	Participation	50	100.00%	3622	99.50%	42627	99.60%
Total Population	Grade 04	6	Meets or Exceeds	21	42.00%	2454	68.30%	27687	65.30%
Total Population	Grade 05	99	Participation	26	100.00%	3443	99.60%	42959	99.70%
Total Population	Grade 05	6	Meets or Exceeds	16	61.50%	2206	64.40%	24575	57.50%
Total Population	Grade 06	99	Participation	25	100.00%	3288	99.40%	42964	99.70%
Total Population	Grade 06	6	Meets or Exceeds	16	64.00%	2011	61.60%	25059	58.60%
Total Population	Grade 07	99	Participation	24	100.00%	3232	99.40%	43069	99.60%
Total Population	Grade 07	6	Meets or Exceeds	18	75.00%	2104	65.40%	26087	60.80%
Total Population	Sub-Total *	99	Participation	174	100.00%	17270	99.50%	213373	99.70%
Total Population	Sub-Total *	6	Meets or Exceeds	90	51.70%	11173	65.10%	129434	61.00%

**2010-2011 Summary Report Data For:  
Portland Village School; Total Population; Reading & Lit**

Sub-Group	Grade Level	Performance Level	School Count	%	District Count	%	State Count	%
Total Population	Grade 03	99 Participation	49	100.00%	3687	99.50%	41754	99.70%
Total Population	Grade 03	6 Meets or Exceeds	43	87.80%	3138	85.70%	34604	83.40%
Total Population	Grade 04	99 Participation	50	100.00%	3619	99.40%	42628	99.60%
Total Population	Grade 04	6 Meets or Exceeds	41	82.00%	3048	84.90%	36151	85.30%
Total Population	Grade 05	99 Participation	26	100.00%	3447	99.70%	42954	99.70%
Total Population	Grade 05	6 Meets or Exceeds	22	84.60%	2700	78.70%	33207	77.70%
Total Population	Grade 06	99 Participation	25	100.00%	3291	99.50%	42953	99.70%
Total Population	Grade 06	6 Meets or Exceeds	23	92.00%	2543	77.90%	33847	79.10%
Total Population	Grade 07	99 Participation	-	-	3232	99.40%	43048	99.50%
Total Population	Grade 07	6 Meets or Exceeds	> 95.0%	> 95.0%	2622	81.50%	34155	79.70%
Total Population	Sub-Total *	99 Participation	173	99.40%	17276	99.50%	213337	99.60%
Total Population	Sub-Total *	6 Meets or Exceeds	152	87.90%	14051	81.80%	171964	81.00%

**2010-2011 Summary Report Data For:  
Portland Village School; Total Population; Science**

Sub-Group	Grade Level	Performance Level	School Count	%	District Count	%	State Count	%
Total Population	Grade 05	99 Participation	26	100.00%	3432	99.20%	42759	99.20%
Total Population	Grade 05	6 Meets or Exceeds	23	88.50%	2538	74.30%	31557	74.10%
Total Population	Sub-Total *	99 Participation	26	100.00%	3432	99.20%	42759	99.20%
Total Population	Sub-Total *	6 Meets or Exceeds	23	88.50%	2538	74.30%	31557	74.10%

**2010-2011 Summary Report Data For:  
Village School; Total Population; Mathematics**

<b>Sub-Group</b>	<b>Grade Level</b>		<b>Performance Level</b>	<b>School Count</b>	<b>%</b>	<b>District Count</b>	<b>%</b>	<b>State Count</b>	<b>%</b>
Total Population	Grade 03	99	Participation	23	100.00%	1262	99.50%	41754	99.70%
Total Population	Grade 03	6	Meets or Exceeds	15	65.20%	850	67.90%	26026	62.70%
Total Population	Grade 04	99	Participation	26	100.00%	1308	99.30%	42627	99.60%
Total Population	Grade 04	6	Meets or Exceeds	20	76.90%	928	71.30%	27687	65.30%
Total Population	Grade 05	99	Participation	26	100.00%	1328	99.80%	42959	99.70%
Total Population	Grade 05	6	Meets or Exceeds	18	69.20%	859	65.00%	24575	57.50%
Total Population	Grade 06	99	Participation	25	100.00%	1366	99.60%	42964	99.70%
Total Population	Grade 06	6	Meets or Exceeds	15	60.00%	901	66.10%	25059	58.60%
Total Population	Grade 07	99	Participation	25	100.00%	1248	99.70%	43069	99.60%
Total Population	Grade 07	6	Meets or Exceeds	15	60.00%	848	68.20%	26087	60.80%
Total Population	Grade 08	99	Participation	23	100.00%	1280	99.30%	42397	99.50%
Total Population	Grade 08	6	Meets or Exceeds	16	69.60%	919	72.00%	27248	64.50%
Total Population	Sub-Total *	99	Participation	148	100.00%	7792	99.50%	255770	99.60%
Total Population	Sub-Total *	6	Meets or Exceeds	99	66.90%	5305	68.40%	156682	61.50%

**2010-2011 Summary Report Data For:  
Village School; Total Population; Reading & Lit**

Sub-Group	Grade Level		Performance Level	School Count	%	District Count	%	State Count	%
Total Population	Grade 03	99	Participation	23	100.00%	1261	99.40%	41754	99.70%
Total Population	Grade 03	6	Meets or Exceeds	17	73.90%	1108	88.40%	34604	83.40%
Total Population	Grade 04	99	Participation	-	-	1306	99.20%	42628	99.60%
Total Population	Grade 04	6	Meets or Exceeds	> 95.0%	> 95.0%	1179	90.70%	36151	85.30%
Total Population	Grade 05	99	Participation	26	100.00%	1325	99.60%	42954	99.70%
Total Population	Grade 05	6	Meets or Exceeds	24	92.30%	1103	83.70%	33207	77.70%
Total Population	Grade 06	99	Participation	25	100.00%	1364	99.40%	42953	99.70%
Total Population	Grade 06	6	Meets or Exceeds	22	88.00%	1156	84.90%	33847	79.10%
Total Population	Grade 07	99	Participation	25	100.00%	1242	99.20%	43048	99.50%
Total Population	Grade 07	6	Meets or Exceeds	23	92.00%	1029	83.10%	34155	79.70%
Total Population	Grade 08	99	Participation	23	100.00%	1280	99.30%	42380	99.40%
Total Population	Grade 08	6	Meets or Exceeds	19	82.60%	1027	80.50%	30395	72.00%
Total Population	Sub-Total *	99	Participation	148	100.00%	7778	99.40%	255717	99.60%
Total Population	Sub-Total *	6	Meets or Exceeds	131	88.50%	6602	85.20%	202359	79.50%

**2010-2011 Summary Report Data For:  
Village School; Total Population; Science**

Sub-Group	Grade Level		Performance Level	School Count	%	District Count	%	State Count	%
Total Population	Grade 05	99	Participation	-	-	1317	99.00%	42759	99.20%
Total Population	Grade 05	6	Meets or Exceeds	> 95.0%	> 95.0%	1020	77.80%	31557	74.10%
Total Population	Grade 08	99	Participation	23	100.00%	1272	98.70%	42111	98.80%
Total Population	Grade 08	6	Meets or Exceeds	10	43.50%	954	75.20%	29972	71.40%
Total Population	Sub-Total *	99	Participation	49	100.00%	2589	98.90%	84870	99.00%
Total Population	Sub-Total *	6	Meets or Exceeds	36	73.50%	1974	76.50%	61529	72.80%



### Aggregated Grade 6 Mathematics Scale Score and Performance Level of Students in Madrone Trail Public Charter School

OAKS: OAKS 11-12

% Does Not Yet Meet % Nearly Meets % Meets % Exceeds

Name	Average Scale Score at This Time Last Year	Student Count	Scale Score	% Meets or Exceeds	% at Each Performance Level	% Completed			
						0	1	2	3
State of Oregon	227	42,383	227	59	15   43   16	6	28	43	23
Medford SD 549C (2048)	226	1,033	225	50	16   33   12	4	28	42	26
<b>Madrone Trail Public Charter School (4593)</b>	N/A	22	224	50	18   41   9	1	27	36	36
<b>Students with no group (PERSONNEL)</b>	N/A	22	224	50	18   41   9				

Based on data from the Oregon Assessment of Knowledge and Skills, OAKS 11-12 administration.  
Report Generated: 5/17/2012 5:16:36 PM PDT

Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203



### Aggregated Grade 6 Reading Scale Score and Performance Level of Students in Madrone Trail Public Charter School

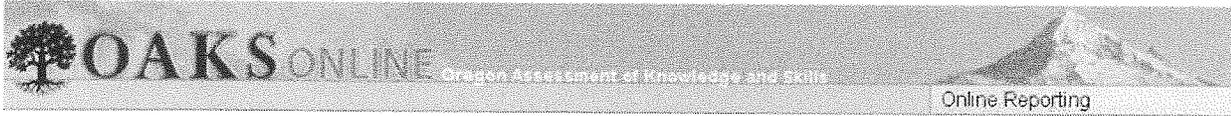
OAKS: OAKS 11-12

% Does Not Yet Meet 
  % Nearly Meets 
  % Meets 
  % Exceeds

Name	Average Scale Score at This Time Last Year	Student Count	Scale Score	% Meets or Exceeds	% at Each Performance Level				% Completed			
					0	1	2	3	0	1	2	3
State of Oregon	228	42,442	228	65	24	48	18	6	36	40	18	
Medford SD 549C (2048)	228	1,031	228	64	26	49	16	4	35	43	18	
<b>Madrone Trail Public Charter School (4593)</b>	N/A	22	228	77	9	59	18	1	45	36	18	
<b>Students with no group (PERSONNEL)</b>	N/A	22	228	77	9	59	18					

Based on data from the Oregon Assessment of Knowledge and Skills, OAKS 11-12 administration.  
 Report Generated: 5/17/2012 3:31:10 PM PDT

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 255 Capitol Street NE  
 Salem, OR 97310-0203



### Aggregated Grade 5 Mathematics Scale Score and Performance Level of Students in Madrone Trail Public Charter School

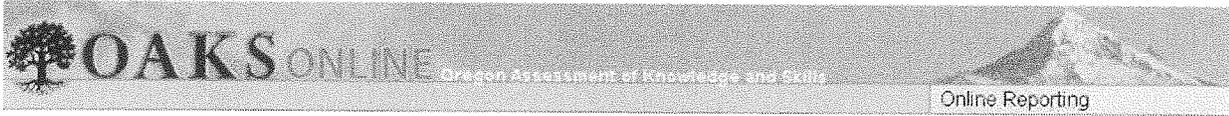
OAKS: OAKS 11-12

% Does Not Yet Meet % Nearly Meets % Meets % Exceeds

Name	Average Scale Score at This Time Last Year	Student Count	Scale Score	% Meets or Exceeds	% at Each Performance Level	% Completed			
						0	1	2	3
State of Oregon	225	42,289	226	60	18 38 22	6	30	37	27
Medford SD 549C (2048)	224	957	225	56	20 37 18	6	23	49	22
<b>Madrone Trail Public Charter School (4593)</b>	222	21	231	71	19 29 43	5	N/A	59	36
<b>Students with no group (PERSONNEL)</b>	222	21	231	71	19 29 43				

Based on data from the Oregon Assessment of Knowledge and Skills, OAKS 11-12 administration.  
Report Generated: 5/17/2012 3:03:21 PM PDT

Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203



### Aggregated Grade 5 Reading Scale Score and Performance Level of Students in Madrone Trail Public Charter School

OAKS: OAKS 11-12

% Does Not Yet Meet % Nearly Meets % Meets % Exceeds

Name	Average Scale Score at This Time Last Year	Student Count	Scale Score	% Meets or Exceeds	% at Each Performance Level	% Completed			
						0	1	2	3
State of Oregon	224	42,202	224	70	17 41 28	6	40	35	19
Medford SD 549C (2048)	223	955	224	71	14 43 28	6	34	47	13
<b>Madrone Trail Public Charter School (4593)</b>	223	21	228	76	14 33 43	5	N/A	68	27
<b>Students with no group (PERSONNEL)</b>	223	21	228	76	14 33 43				

Based on data from the Oregon Assessment of Knowledge and Skills, OAKS 11-12 administration.  
Report Generated: 5/17/2012 3:05:57 PM PDT

**Oregon Department of Education**  
255 Capitol Street NE  
Salem, OR 97310-0203



### Aggregated Grade 5 Science Scale Score and Performance Level of Students in Madrone Trail Public Charter School

OAKS: OAKS 11-12

% Does Not Yet Meet % Nearly Meets % Meets % Exceeds

Name	Average Scale Score at This Time Last Year	Student Count	Scale Score	% Meets or Exceeds	% at Each Performance Level			% Completed			
					0	1	2	3			
State of Oregon	230	41,789	230	69	22	51	18	6	61	24	9
Medford SD 549C (2048)	231	954	231	73	22	53	19	5	69	20	6
<b>Madrone Trail Public Charter School (4593)</b>	N/A	21	229	57	38	43	14	5	95	N/A	N/A
<b>Students with no group (PERSONNEL)</b>	N/A	21	229	57	38	43	14				

Based on data from the Oregon Assessment of Knowledge and Skills, OAKS 11-12 administration.  
 Report Generated: 5/17/2012 3:07:32 PM PDT

**Oregon Department of Education**  
 255 Capitol Street NE  
 Salem, OR 97310-0203



### Aggregated Grade 4 Mathematics Scale Score and Performance Level of Students in Madrone Trail Public Charter School

OAKS: OAKS 11-12

% Does Not Yet Meet % Nearly Meets % Meets % Exceeds

Name	Average Scale Score at This Time Last Year	Student Count	Scale Score	% Meets or Exceeds	% at Each Performance Level			% Completed			
					0	1	2	3			
State of Oregon	220	41,312	221	66	16	36	30	6	35	36	23
Medford SD 549C (2048)	219	938	220	64	18	38	26	7	28	45	20
<b>Madrone Trail Public Charter School (4593)</b>	217	23	221	61	26	30	30	1	4	65	30
<b>Students with no group (PERSONNEL)</b>	217	23	221	61	26	30	30				

Based on data from the Oregon Assessment of Knowledge and Skills, OAKS 11-12 administration.  
Report Generated: 5/17/2012 3:30:13 PM PDT

Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203



### Aggregated Grade 4 Reading Scale Score and Performance Level of Students in Madrone Trail Public Charter School

OAKS: OAKS 11-12

% Does Not Yet Meet % Nearly Meets % Meets % Exceeds

Name	Average Scale Score at This Time Last Year	Student Count	Scale Score	% Meets or Exceeds	% at Each Performance Level	% Completed			
						0	1	2	3
State of Oregon	220	41,164	221	75	12 43 32	6	44	33	17
Medford SD 549C (2048)	221	935	221	75	11 44 31	7	33	48	12
<b>Madrone Trail Public Charter School (4593)</b>	221	23	219	65	17 35 30	N/A	9	65	26
<b>Students with no group (ROSTER)</b>	221	23	219	65	17 35 30				

Based on data from the Oregon Assessment of Knowledge and Skills, OAKS 11-12 administration.  
 Report Generated: 5/17/2012 3:29:13 PM PDT

**Oregon Department of Education**  
 255 Capitol Street NE  
 Salem, OR 97310-0203



### Aggregated Grade 3 Mathematics Scale Score and Performance Level of Students in Madrone Trail Public Charter School

OAKS: OAKS 11-12

% Does Not Yet Meet % Nearly Meets % Meets % Exceeds

Name	Average Scale Score at This Time Last Year	Student Count	Scale Score	% Meets or Exceeds	% at Each Performance Level			% Completed			
					0	1	2	3			
State of Oregon	213	41,765	214	64	18	34	30	6	33	37	24
Medford SD 549C (2048)	209	948	212	58	19	32	26	5	19	52	24
<b>Madrone Trail Public Charter School (4593)</b>	203	26	217	73	19	35	38	N/A	8	73	19
<b>Students with no group (PERSONNEL)</b>	203	26	217	73	19	35	38				

Based on data from the Oregon Assessment of Knowledge and Skills, OAKS 11-12 administration.  
Report Generated: 5/17/2012 3:27:55 PM PDT

Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203



### Aggregated Grade 3 Reading Scale Score and Performance Level of Students in Madrone Trail Public Charter School

OAKS: OAKS 11-12

% Does Not Yet Meet % Nearly Meets % Meets % Exceeds

Name	Average Scale Score at This Time Last Year	Student Count	Scale Score	% Meets or Exceeds	% at Each Performance Level			% Completed			
					0	1	2	3			
State of Oregon	214	41,522	215	72	14	49	23	7	40	34	19
Medford SD 549C (2048)	213	944	216	73	13	48	26	6	28	54	12
<b>Madrone Trail Public Charter School (4593)</b>	211	26	216	81	8	54	27	N/A	4	96	N/A
<b>Students with no group (PERSONNEL)</b>	211	26	216	81	8	54	27				

Based on data from the Oregon Assessment of Knowledge and Skills, OAKS 11-12 administration.  
Report Generated: 5/17/2012 3:08:03 PM PDT

Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203

## Other Attachment File(s)

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## **Appendix B**

### **Resumes**

**Stacey Denton, President.** Stacey is co-founder of White Oak Farm & Education Center, a nonprofit education center and working demonstration farm in Williams, Oregon. At White Oak Farm, she co-created the Waldorf-inspired farm camps and farmstay, and she authored environmental science/sustainability curricula to support the youth education programs. She brings to the Woodland Educational Initiative eight years of experience as a nonprofit organization board member, and extensive experience in meeting facilitation, consensus decision-making, team teaching, and group process. She is the founder of Siskiyou Consultation Services, and through this business provides cooperative businesses and nonprofit organizations support in project finance and administration, capacity building, bookkeeping, and grant writing for several clients in Williams. Stacey holds a Bachelor of Arts degree in Ecological Studies with honors from Seattle University.

**Wensdae Davis, Vice President.** Wensdae Davis graduated from the University of Oregon with a degree in Psychology with an emphasis on child development. She was a preschool and kindergarten teacher for over eight years in the Eugene area. In addition, she spent several years acting as an outdoor school counselor and teaching after-school drama programs. Since her move to Williams, OR ten years ago, she has spent many years organizing home school parent groups, and has often acted as a liaison between parents and teachers. She has extensive skills in meeting organization and facilitation, consensus decision-making and group process. She has had direct involvement with many local community organizations and non-profits, such as White Oak Farm and Education Center, Sugarloaf Community Association and the Williams Grange.

Wensdae brings to the Woodland Educational Initiative one year of experience serving on the Board of Directors of a non-profit organization.

**Aiyah Rebecca Geier, Secretary.** Aiyah holds a Bachelor's of Science in Art from Towson State University in Baltimore, MD. From 2005-2006, Aiyah attended a Waldorf Lifeways Training to prepare herself as an educator working with children ages birth-seven. This positioned her well to be the principle organizer of a Waldorf homeschooling cooperative, through which she participated in hiring, teacher evaluation, administration, and bookkeeping. In addition, Aiyah brings to the Woodland Educational Initiative extensive entrepreneurial experience as a professional chef and caterer of 15 years. She is a mother of three and her love of education and motivates her service to the Woodland Educational Initiative.

**Richard Ziff, Treasurer.** Richard is co-founder of a natural apparel company. At OTE he oversees the business, shares responsibility for the Company's vision, and manages all significant supply chain relationships. Since inception, Mr. Ziff has been responsible for all aspects of growing and managing the business, including: seeking business opportunities and strategic alliances, internal planning, funding and financial programs, manufacturing, raw materials procurement, and product development. He brings to Woodland Educational Initiative over 20 years of hands-on business experience. He has also volunteered as a teacher or teaching assistant at the Bend Waldorf School, the Montessori School of Boulder, Camp Idlywold, a summer camp in upstate New York, and at a local homeschool cooperative. Richard brings to the Woodland Educational Initiative a combined five years of experience serving on several different non-profit organizations' Board of Directors.

**Shauna Kenealey, Director.** Shauna is a licensed midwife, in private practice, holding a Bachelor of Science in Midwifery from Birthingway College of Midwifery. She has a passion for education and has studied Elementary Education at Edinboro University of Pennsylvania, Environmental Education at Sonoma State University in California, and participated in a year of Waldorf Teacher Training with the Michael Institute in Portland, Oregon. Her experience as a midwife and student of education has given her the opportunity to work with children from birth to high school, and running her LLC has taught her the importance of clear communication, good record keeping and organization. Shauna brings to the Woodland Educational Initiative two years of experience serving on a non-profit Board of Directors.

**Teena Jo Neal, Director.** Teena Jo earned a Bachelor of Arts degree with honors in International Development & History. She worked for 15 years in a managerial and marketing capacity for a large natural health-related business with over 100 employees in Tucson, Arizona. Combining her passions of education and photography, Teena Jo has spent years teaching and volunteering with youth in the areas of photography and photojournalism-- particularly at the newly formed, community-based, charter school *City High*, and at *Voices*, an award-winning after school magazine project, both in Tucson. She is currently a full-time mom, runs a photography business ([www.teenajo.com](http://www.teenajo.com)), and lives in Murphy, Oregon.

Proof of Notification of Non-SEA Grant Application to the authorizing agency  
Three Rivers School District.

----- Original Message -----

Subject: Woodland Charter School Non-SEA grant application

From: <[stacey@weddingflora.com](mailto:stacey@weddingflora.com)>

Date: Mon, June 04, 2012 11:33 am

To: "Peter Maluk" <[peter.maluk@threerivers.k12.or.us](mailto:peter.maluk@threerivers.k12.or.us)>

Hi Peter,

I am writing to inform you that Woodland Charter School is applying for a Non-SEA grant with the US Department of Education. The grant application is due June 6th and grant awards will most likely be made at the end of September.

Thank you for your ongoing support as we work to open Woodland Charter School this Fall.

Sincerely,

Stacey Denton

Woodland Charter School Project Coordinator

THREE RIVERS SCHOOL DISTRICT  
8550 NEW HOPE ROAD  
GRANTS PASS, OR 97527

Three Rivers School Board of Directors met for a special session, Thursday, April 5, 2012 at the Three Rivers District Administration Office, 8550 New Hope, Grants Pass, Josephine County, Oregon at 7:00 p.m.

PRESENT: Ron Lengwin, Chairperson of the Board, Zone V PRESENT  
Bob Litak, Member of the Board, Zone I  
Jadd Horban, Member of the Board, Zone II  
Leslie Meier, Vice-Chairperson of the Board, Zone III  
Ron Crume, Member of the Board, Zone IV  
Debbie Breckner, Director of Human Resources  
Doug Ely, Director of Student Services  
Peter Maluk, Director of Elementary Education

Also Present: Stacey Denton, Richard Ziff, Wensdae Davis and Shelly Quick/ ALSO PRESENT  
Recording Secretary.

Board Chair Ron Lengwin called the meeting to order at 6:30 PM and led the CALL TO ORDER  
audience in the Pledge of Allegiance.

Director Peter Maluk reported there were three areas where language change WOODLAND CHARTER  
occurred since the board last received a copy. The current proposal is cost neutral. SCHOOL—LEASE  
The new legislation opened the door for the district to revisit their application and AGREEMENT  
given all the negotiations believe that we have an agreement that is going to be cost-  
neutral other than the fact that we will be at one time looking at selling the land.

The location being changed from one property to another is the reason for the changes that have occurred since the 27th.

- Item 1.1—Premises. Changed acreage to actual size of the lot, 19 acres.
- 5.3—LESSOR’s Obligation to Develop and Maintain Water System. New language defines point of connectivity for water supply more clearly, usage and first rights to the well. All items regarding the water rights are now defined more clearly. Member Litak provided additional revisions that will commit the district to locate problems, but does not require the district to pay for it.
- 19.1—Option to Purchase. Option to purchase shall expire two years from the date the option becomes available in 2015.

Member Meier expressed concern about the option to purchase. She stated she intends to vote against the lease. Member Meier’s concern is that the board is rushing in to this and committing themselves to some very specific conditions for purchase and perhaps going about it backwards. When we have looked at other pieces of property we have considered selling, we have gotten an appraisal first and had discussions. Member Meier’s suggestion is that they take up the subject of purchase after the initial renewal of the Charter. Her recommended wording: *19.1 Term*—lessor hereby grants the lessee an exclusive option to purchase the premises beginning after the initial renewal of the term of the charter in 2015 and upon approval of the Three Rivers School District Board on or after January 1, 2015 (6 months before the renewal) and this right shall expire two years from the date this option is approved by the Three Rivers School District Board and the property will then be

WOODLAND CHARTER  
SCHOOL—LEASE  
AGREEMENT

purchased within twelve months of the completion of an agreed upon appraisal/price.

Wensdae Davis responded that for Woodland Charter their main concern is the large amount of money that they are investing in to the property. One of the main reasons for them to switch from the original 5 acre over to the 19 acre piece was the idea that the 19 acre piece would have less impact on the high school and possibility for them to purchase the property and develop it.

Member Horban stated he agreed with the long-term goal and the option to purchase to achieve their goals and opportunity for growth. There is a potential opportunity for selling a parcel of land that is not being used.

Member Crume explained that he does not feel good about removing the option to purchase clause. The WCS folks have put a lot of good faith effort into changing locations due to the possibility of being able to purchase the property.

Ms. Davis explained the difference for them between having an option to purchase or not could mean them having a school or not. If they can't get funding from foundations from the families it could make it or break it for them.

- 19.2—Purchase Price. The new language asks for two independent appraisals paid for by WCS. The District could do a third at their own cost if they felt it was necessary.

Member Meier stated she has an issue with 'reduced by the appraised value of all capital improvements'. The reduction should only reflect the amount for improvements that increase the value of the property, Not all improvements will raise a selling price. Director Maluk responded that the language does not reflect all money invested—it reflects on the appraised market value.

Member Litak asked what will happen after the three appraisals? Will add "the district reserves the right to establish the final selling price".

- 19.3—Conditions to Purchase. Lessors right to lease back the section of land up to the current retained acreage not currently leased to lessee or another similar portion (approximately 6 acres). The need will probably never come up, but there in case of need. Will add language to identify the six acres (under advise of attorney).

Member Meier asked if our attorney has reviewed the lease with the most recent changes? Director Maluk stated that she had read it over as of a couple of days ago. Member Meier recommended that if the rest of the Board decides to approve the lease that it be subject to approval of the language changes by our attorney.

Member Meier stated she has other questions about the lease that have not yet been discussed:

- 11.2—Damage and Restoration. OK—Has been reviewed by our attorney.
- 12.1—Comprehensive General Liability Insurance. Insurance limits seem low. Insurance figures recommended by our insurance carrier. Medical expense seems low. Personal injury at \$1 million.
- 12.2—Waiver of Subrogation. Standard language.
- 15.4—Prior Conditions and Third Party Acts. Revise March 14 to date of approval.

Superintendent Huber-Kantola explained the importance of following parliamentary procedure and when it's time for a motion:

- Approve the lease with the following changes (listed)
- Get a second
- Discussion
- Any changes after that, the motion would need to be amended

Member Litak question:

- 7.—Alterations and Improvements. Would like the Board to approve plans as they (WCS) go along. Some language added to lease. Exhibit 'C' to be removed.
- 11.1—Change last line from LESSOR to LESSEE?

Director Maluk reported that the proposed parcel of land is zoned for educational purposes only. Ms. Denton reported that during the initial title review there was nothing that came up in terms of restrictions or easements.

Member Crume made a motion to approve the lease with the following documented revisions and all language and changes be reviewed and approved by the Three Rivers School District attorney:

- *5.3—LESSOR's Obligation to Develop and Maintain Water System.* Revised to state: At any time during which the water supply system does not deliver clean drinking water as described in the immediately preceding sentence, LESSOR will diligently pursue the cause of the contamination.
- *7.—Alterations and Improvements.* Revised: LESSOR shall be deemed to have given consent to any improvement thirty (30) days after LESSEE delivers to LESSOR adequate plans and specifications for the improvements and the LESSOR does not respond within the 30 day period. Also added: All planned changes and improvements to the premises must be presented and approved by the LESSOR before work begins.
- *11.2—Damage and Restoration.* Will check with attorney to see if it should be . . . beyond LESSOR's or LESSEE's reasonable control.
- *15.4—Prior Conditions and Third Party Acts.* Change reference date from March 14, 2012 to the actual date of approval.
- *19.2—Purchase Price.* Revised: LESSOR hereby grants LESSEE an exclusive option to purchase the premises five years after the initial lease is granted (April, 2017) or earlier subject to Three Rivers School District Board approval on the terms and conditions . . . Added: The LESSOR may choose to have a third REVISED appraisal done if deemed necessary and will cover the costs of this third optional appraisal. Three Rivers School District commits to bargaining in Good Faith and reserves the right to establish the final selling price.
- Exhibit 'C' to be removed.

Member Horban seconded the motion.

Member Litak recommended the following amendment to section 7—LESSOR shall be deemed to have given consent to any improvement thirty (30) days after LESSEE delivers to LESSOR adequate plans and specifications for the improvements and the LESSOR does not respond within the 30 day period.

Members Crume and Horban agreed with the amendment.

Member Meier commented that she is still planning to vote no for the reasons stated earlier. She is not comfortable with committing to a purchase. She wanted to make it clear that is her only objection. She likes the changes the Board has made, but in good conscience cannot vote for it because she feels they are rushing in to committing to the purchase.

WOODLAND CHARTER  
SCHOOL—LEASE AGREE-  
MENT

A vote was called for and passed 4-1, Member Meier opposing.

APPROVED

WOODLAND CHARTER  
SCHOOL—CHARTER CON-  
TRACT

Director Maluk stated that since the document was sent out on 3/27 he has not received any questions or requests for changes.

- *4(b) - Equitable Principles*—We removed the portion that referenced preferential treatment for the founders. The Charter can still ask for a waiver from the state, with or without our okay.
- *6(a)(2) - Special Education Procedures*. Requests WCS notify the Three Rivers School District Director of Education about the potential enrollment of any special education students.
- *7(3) - Suspension and Expulsion*. WCS will notify and consult with Three Rivers School District about any suspension with a pending recommendation for expulsion. Resident district of the expelled student is responsible for offering two placement options.
- *8(2)(g) - Transportation*. Updated to WCS entitled for reimbursement for costs incurred.

Member Meier felt there was the same issue again with the insurance coverage in that she feels the limits are too low.

Member Litak had the following issues:

- *4(b) - Equitable Principles*. On item #5 should state “. . . Are not eligible under categories 1 through 4 (not 5)”. Will be corrected.
- *7(b) - Suspension and Expulsion*. Revised the last paragraph which had a 3 to 5 day window to notify the District. Changed to 5 days.

APPROVED

Member Meier moved to approve the Charter Contract as modified. Member Litak seconded and the motion passed unanimously.

Adjourn at 8:25 PM

ADJOURN

---

Ron Lengwin  
Chairperson of the Board

---

Dan Huber-Kantola  
Superintendent-Clerk

Charter.

**SECTION 17. Notice; Designated Representatives.**

(a) **Notice.** Until a party provides written instructions to the contrary, any notice required or permitted under this Charter shall be in writing and shall be effective upon either personal delivery (subject to verification of service or acknowledgment of receipt) or one day's after mailing when sent by certified mail, postage prepaid, to the party at the address shown below:

**WOODLAND CHARTER SCHOOL**  
Attn: WCS Board President

**THREE RIVERS SCHOOL DISTRICT**  
Attn: District Superintendent

(b) **Designated Representative.** Each party shall appoint in writing one or more designated representative for the purposes of day-to-day communication between the parties. Until further notice is provided by a party, the designated representatives of the parties shall be as follows:

**WOODLAND CHARTER SCHOOL**  
Board President: Stacey Denton  
Phone: 541 846 4246  
FAX:  
e-Mail: stacey.denton@woodlandcharterschool.org

**THREE RIVERS SCHOOL DISTRICT**  
District Superintendent: Dan Huber-Kantola  
Phone: (541) 862 3111  
FAX: (541) 862 3119  
e-Mail: dan.huber-kantola@threerivers.k12.or.us

**SECTION 18. Power of District Liaison or Superintendent.** The District hereby represents and warrants that the functions and powers of the District Board may be exercised by the liaison or Superintendent provided that any ultimate decision regarding renewal, non-renewal or revocation of this Charter may be made only by the District Board.

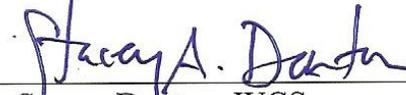
**SECTION 19. WCS Authority to Enter Into Contract.** WCS expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Charter on behalf of WCS and that the Board of Directors of WCS has duly approved of this Charter. WCS shall provide a copy of its written resolution authorizing WCS to enter into this Charter.

**IN WITNESS WHEREOF,** the parties have executed this Charter as of the date below.

**THREE RIVERS SCHOOL DISTRICT**

**WOODLAND CHARTER SCHOOL**

By:   
Ron Lengwin, TRSD Board President

By:   
Stacey Denton, WCS

Dated: 4/23/12

Dated: 4/26/12



## Three Rivers School District

8550 New Hope Rd • PO Box 160 • Murphy OR • 97533 • 541.862-3111 Ext. 5207 •  
Fax 541.862.2873

**Peter Maluk, Director of Federal Programs**  
[peter.maluk@threerivers.k12.or.us](mailto:peter.maluk@threerivers.k12.or.us)

June 5, 2012

U.S. Department of Education  
Office of Innovation and Improvement

To whom it may concern,

The Three Rivers School District supports the Woodland Charter School's application for a Federal Charter Schools Program grant. Our school district recently approved to sponsor this new charter program as part of our district's desire to create positive and viable alternatives for the families of Josephine County.

A significant part of Josephine County has been declared a Federal Enterprise District due to a great amount of poverty and associated needs. The district itself has struggled through continued economic struggles for the last 10 years. The needs of both TRSD and the Woodland Charter School would positively benefit from this grant program.

Please do not hesitate to contact me if you have any questions or need further information.

Sincerely,



Peter Maluk  
Director of Federal Programs

## Bibliography

- (1) [Ernest Boyer](#), cited in Eric Oddleifson, "[Boston Public Schools As Arts-Integrated Learning Organizations: Developing a High Standard of Culture for All](#)", Address of May 18, 1995.
- (2) Donnelly, Margarita, "At-Risk Students". ERIC ED 292172, Digest Series Number 21, 1987-00-00.
- (3) Levin, Henry M. "The Educationally Disadvantaged: A National Crisis. The State Youth Initiatives Project". Working Paper#6. Public/Private Ventures, Philadelphia, PA. Mott (C.S.) Foundation, Flint, Mich. Jul 8534p.
- (4) McDermott, Ray, "The Urban Waldorf School of Milwaukee, A Summary Report". [http://www.waldorflibrary.org/Journal\\_Articles/RB1104.pdf](http://www.waldorflibrary.org/Journal_Articles/RB1104.pdf)
- (5) Monks, Arline, "Breaking Down the Barriers to Learning: The Power of the Arts." The Journal of Court, Community, and Alternative Schools, Spring 2001

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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[Delete Optional Budget Narrative](#)

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## Budget Narrative

This grant application for Woodland Charter School is for a 2 year Implementation Plan.

The budget will cover allowable activities under the Charter School Program grant application guidelines to permit Woodland Charter School (WCS) to meet the following goals:

- Goal 1: Educational Program Design
- Goal 2: Building School Community through Outreach Plan
- Goal 3: Developing Organizational Infrastructures
- Goal 4: Professional Development Plan and Staff Recruitment

The following is an analysis of the attached Grant Budget A Cost Breakdown per Project Goal.

### Personnel and Fringe Benefits Category:

The Personnel costs of \$23,411.54 for Implementation Year 1 and \$15,607.69 for year 2 are divided among the following activities:

- \$6000.00 allocated for year 1 and \$4000.00 for year 2 toward goal 1 Educational Program Design. This goal includes activities such as mapping of Waldorf curriculum content to Common Core Standards; selection; design or adjustments of assessment methods; and training to integrate the Common Core Standards into instructions. This goal will also include selection of Waldorf curriculum, pedagogical reference materials and supplies. Teachers will spend a significant amount of time to select materials and design their lesson plans and instructional materials prior to the start of the school year. In Waldorf methods, the lower grades do not use textbooks or worksheets from

educational publishers. Teachers create their own instructional materials based on their own research of curriculum and standards.

- \$4,846.15 allocated toward goal 2 for year 1 and \$3,230.77 for year 2 to maintain WCS outreach efforts to inform the community about the school and to recruit students. This expense goes toward paying staff to conduct these informational events, the frequency of which will need to increase to a weekly basis 2 or 3 months prior to the school opening to support the enrollment process.
- \$4,846.15 allocated toward goal 3 for year 1 and \$3,230.77 for year 2 for Development of Organizational Infrastructures. Activities will include development of parent handbook, personnel handbook, administrative processes, forms, systems and structures. In addition, there will be a significant effort on the part of employees in the development of management systems, databases of pupil, parents and volunteers, setting up of data collection and reporting systems, financial and accounting systems. This effort is led by the Administrator who works with his administrative staff and contracted professionals.
- \$7,719.23 allocated toward goal 4 for year 1 and \$5,146.16 for year 2 for staff's salary during Professional Development time prior to the school opening and the Administrator's salary in training of staff in different pedagogical and administrative areas, student discipline and parent relations.

Fringe benefits are calculated at the rate of 27% of salary. This rate includes health insurance benefits and payroll taxes. (Public Employee Retirement Systems (PERS) benefits do not go into effect until the employee has worked 600 hours, so it is not included here.) The grant funds allocated to the categories of Personnel and Fringe Benefits allow us to hire the

Administrator, administrative staff and faculty members prior to the start of the school year. This preparation time will allow them to work on equipping the school with necessary furniture and supplies, creating management processes, setting-up administrative as well as academic infrastructures of the school. In addition, employees will also need professional development time to prepare to teach using Waldorf methods, to select curriculum materials, and to design their own instructional materials.

Travel Expenses Category:

Travel expenses in the amount of \$8,582.88 for year 1 and \$4,214.08 for year 2 reflect necessary expenses to accommodate the

- Educational Program Design - \$633.00 for year 1 and \$422.00 for year 2 – mileage reimbursement for training and completing purchases for instructional materials, furniture, and equipment to furnish the classrooms.
- Outreach Effort - \$684.00 for mileage reimbursement for individuals conducting outreach events in year 1 and \$456.00 for year 2.
- Development of Organizational Infrastructures - \$1,692.00 for the Administrator to attend the grant meeting in Washington, D.C, and for mileage reimbursement Administrative staff to attend meetings with the LEA, the SEA and for running errands on behalf of the school to purchase office, administrative supplies and equipment. \$1,128.00 for year 2 to attend the grant meeting in Washington, D.C.
- Professional Development Plan - \$5,100.00 toward assistance with employee travel expenses for recruitment of teachers and travel expenses to attend professional

development programs for year 1. For year 2, the allocation is reduced to \$3,400.00 as it involves a lesser number of employees to hire and to send to different training programs.

The travel expenses are necessary as WCS is located in a remote rural area and this will be an operating cost that may not be covered under the state school fund.

Equipment Category:

Furniture and Equipment in the total amount of \$137,916.56 with \$76,346.56 allocated for year 1 and \$61,570.00 for year 2. This expenditure reflects necessary expenses toward:

- Educational Program Design goal - \$63,966.56 will be allocated for year 1 and \$59,970.00 for year 2. Equipping the classrooms with purchase of desks, chairs for teachers and students, storage cabinets, bookshelves, chalkboards, computers for student testing, and other Waldorf furnishings for the classrooms . In year 1, the resources are to accommodate the start-up costs for 6 grades (1-6) and the following year for 2 grades (7-8).
- This resource allocation is to assist the school in meeting the Developing Organizational Infrastructures goal. These funds will be used to equip the administrative office and common areas within the school. This includes office equipment and furniture, school safety equipment as well as computers for faculty use. \$12,350.00 will be allocated for year 1 and \$1,600.00 for year 2.

Supplies Category:

- A total of \$91,142.25 will be allocated toward the purchase of supplies for the classrooms and the administrative offices with \$70,867.25 allocated for year 1 and \$20,275.00 for year 2.
- To support the Educational Program Design goal, \$49,274.75 will be allocated for year 1 and \$20,275.00 for year 2. These expenses will cover pedagogical resources, instructional materials, assessment materials, curriculum materials, reader books and other supplies for students such as recorders. Year 1 expenses will support the needs of 6 grades from 1-6 and year 2 the requirements of 2 grades (7-8).
- To support our Outreach Plan, \$4,800.00 will be spent on supplies for year 1 and none for year 2. The supplies for this goal will include Waldorf education promotional materials such as booklets, magazine, brochures, pamphlets, and DVD's on the educational approach. These materials will be presented at informational sessions. Other supplies may include arts and crafts materials at festival events for prospective students, banners, design and printing of school brochures, flyers and miscellaneous supplies.
- To assist with the Developing Organizational Infrastructures goal, \$7,500.00 will be allocated toward supplies for year 1 and none for year 2. The supplies will present start-up expenses for the administrative offices including computer software and miscellaneous office supplies.
- To assist with the Professional Development goal, \$9,292.50 will be allocated toward supplies for year 1 and none for year 2. These expenses will include pedagogical resources (DVDs, books, training materials for administrative staff, Waldorf educational

journal subscriptions) for professional development of approximately 10-12 staff members including teachers, the Administrator and administrative staff.

Contractual Category:

A total of \$105,610.00 will be allocated to this category with \$63,366.00 for year 1, \$42,244.00 for year 2:

- To support the Educational Program Design goal, \$9,744.00 will be allocated for year 1 and \$6,496.00 for year 2 to cover professional services to update the mapping of Waldorf curriculum to Common Core Standards. Other services will include Waldorf professional services to review and guide teachers in the development of class syllabuses and lesson plans, development or selection of instructional materials to be included in the lesson plans, mentorship for faculty members to implement the curriculum and integrate State content standards/Common Core Standards, Waldorf curriculum standards, utilize the Waldorf rubric, differentiated instruction.
- To support the Developing Organizational Infrastructures goal \$16,950.00 will be allocated for year 1 and \$11,300.00 for year 2. This expenditure will cover professional services including legal counsel, consultants from Oregon School Board Association (OSBA) to review existing school policies and establish new ones, accounting services from the contracted CPA and other management consulting services to assist in setting up the school chart of accounts, accounting and financial systems, preparation for the yearly municipal audit, design of management systems and reporting structures. In addition, information technology services will be needed in redesigning the school website and establish electronic data access to the authorizing agency data collection and reporting

systems. To support the Professional Development Plan goal, \$36,672.00 will be allocated for year 1 and \$24,448.00 for year 2. These expenses cover training in the summer, workshops and mentorship. The second year, the Administrator will have enough time to assess the professional needs of staff hired in year 1 and that of new staff to collaborate with individual employees and develop a long range professional plans for them to obtain Waldorf certification or state teaching credential. The Administrator will design a plan to engage the services of Waldorf professionals to provide on-going training, mentorship and evaluation services to the faculty.

In summary, the breakdown of the sub-totals for all project goals is as follows:

- Goal 1: Educational Program Design – \$223,511.00 (55.87%)
- Goal 2: Building School Community through Outreach Plan - \$17,070.00 (4.27%)
- Goal 3: Developing Organizational Infrastructures - \$62,777.00 (15.69%)
- Goal 4: Recruitment and Professional Development Plan - \$96,641.00 (24.16%)

The above summary sub-totals clearly demonstrate that our priorities focus on the Educational Program Design and Professional Development Plan, which directly benefit the students and their learning experience. These two project goals are estimated to be 80% of the budget.

The total expenses for the above project goals for all budget categories amount to \$250,683.23 for year 1 and \$149,316.77 for year 2 within the Implementation Phase. The total funding request for the 2 year Implementation Plan will be \$400,000.00.

	Personnel	Fringe Benefits	Travel	Equipment	Supplies	Contractual	Total Costs
<b>Goal 1: Educational Program Design</b>							
Selection of curriculum materials and development of instructional materials by teachers							
Identify and complete purchases of classroom furniture, instructional materials and supplies							
Map Waldorf curriculum to state/Common Core Standards, training on implementation of standards and create alignment strategy							
Selection of assessment methods and rubrics. Training on Waldorf Assessments methods and new assessment methods for Common Core Standards							
Year 1	\$6,000.00	\$1,620.00	\$633.00	\$63,996.56	\$49,274.75	\$9,744.00	\$131,268.31
Year 2	\$4,000.00	\$1,080.00	\$422.00	\$59,970.00	\$20,275.00	\$6,496.00	\$92,243.00
<b>Total Cost of Educational Program Design</b>							<b>\$223,511.31</b>

	Personnel	Fringe Benefits	Travel	Equipment	Supplies	Contractual	Total Costs
<b>Goal 2: Outreach Plan to build school community</b>							
Developing Marketing Materials							
Planning & Conducting Outreach Events							
Organizing Waldorf Festivals							
Dissemination of Waldorf/Charter Schools information							
Developing collaborative partnerships							
Year 1	\$4,846.15	\$2,180.77	\$684.00	\$0.00	\$4,800.00	\$0.00	\$12,510.92
Year 2	\$3,230.77	\$872.31	\$456.00	\$0.00	\$0.00	\$0.00	\$4,559.08
<b>Total Cost of Outreach Plan</b>							<b>\$17,070.00</b>

	Personnel	Fringe Benefits	Travel	Equipment	Supplies	Contractual	Total Costs
<b>Goal 3: Developing Organizational</b>							
Launch search for Administrator							
Purchase Office furniture, equipment and supplies							
Refinement of by-laws							
Establishment of Board Policies							
Board Training							
Develop Personnel handbook, Parent Handbook and Financial Accounting System							
Year 1	\$4,846.15	\$1,308.46	\$1,692.00	\$12,350.00	\$7,500.00	\$16,950.00	\$44,646.61
Year 2	\$3,230.77	\$872.31	\$1,128.00	\$1,600.00	\$0.00	\$11,300.00	\$18,131.08
<b>Total Cost of Organizational Infrastructures</b>							<b>\$62,777.69</b>

	Personnel	Fringe Benefits	Travel	Equipment	Supplies	Contractual	Total Costs
<b>Goal 4: Professional Development Plan</b>							
Recruitment & training of Admin. Assistant and Office Manager							
Recruitment of Faculty							
Design Professional Development Plans for faculty and staff							
Year 1	\$7,719.23	\$3,473.65	\$5,100.00	\$0.00	\$9,292.50	\$36,672.00	\$62,257.38
Year 2	\$5,146.16	\$1,389.46	\$3,400.00	\$0.00	\$0.00	\$24,448.00	\$34,383.62
<b>Total Cost of Professional Development</b>							<b>\$96,641.00</b>
	\$39,019.23	\$12,796.96	\$13,515.00	\$137,916.56	\$91,142.25	\$105,610.00	\$400,000.00

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	Woodland Educational Initiative, The
<b>Applicant's DUNS Name:</b>	0648331100000
<b>Federal Program:</b>	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grant
<b>CFDA Number:</b>	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

4. Does the applicant have 501(c)(3) status?

Yes  No

5. Is the applicant a local affiliate of a national organization?

Yes  No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50  
 4-5  51-100  
 6-14  over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000  
 \$150,000 - \$299,999  
 \$300,000 - \$499,999  
 \$500,000 - \$999,999  
 \$1,000,000 - \$4,999,999  
 \$5,000,000 or more

# Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 02/28/2011

Name of Institution/Organization

Woodland Educational Initiative, The

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	23,411.54	15,607.69				39,019.23
2. Fringe Benefits	8,582.88	4,214.08				12,796.96
3. Travel	8,109.00	5,406.00				13,515.00
4. Equipment	76,346.56	61,570.00				137,916.56
5. Supplies	70,867.25	20,275.00				91,142.25
6. Contractual	63,366.00	42,244.00				105,610.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	250,683.23	149,316.77				400,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	250,683.23	149,316.77				400,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Woodland Educational Initiative, The	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**