

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



APPLICATION FOR GRANTS
UNDER THE

Charter Schools Program (CSP); Grants to Non-SEAs; Planning, Program Design, Implementation

CFDA # 84.282B

PR/Award # U282B160010

Grants.gov Tracking#: GRANT12006924

OMB No. , Expiration Date:

Closing Date: Oct 06, 2015

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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"/>
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* 3. Date Received: <input type="text" value="10/02/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="47-4216521"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Young Scholars of McKeesport Charter School"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="47-4216521"/>	* c. Organizational DUNS: <input type="text" value="0798837430000"/>

d. Address:

* Street1: <input type="text" value="413 Shaw Ave"/>
Street2: <input type="text"/>
* City: <input type="text" value="McKeesport"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="PA: Pennsylvania"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="15132-3036"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr ."/>	* First Name: <input type="text" value="Halil"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Demir"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="CEO"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="(412) 673-7300"/>	Fax Number: <input type="text" value="(412) 254-8988"/>
---	---

* Email: <input type="text" value="demir@ysmcs.org"/>

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

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

Type of Applicant 3: Select Applicant Type:

R: Small Business

* 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-082115-001

* Title:

CSP Grants to Non-SEA Eligible Applicants for Planning, Program Design, and Initial Implementation
CFDA Number 84.282B

13. Competition Identification Number:

84-282B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Young Scholars of McKeesport Charter School's application for Planning, Program Design, and Initial Implementation CFDA Number 84.282B

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="251,360.00"/>
* 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="251,360.00"/>

*** 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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Halil Demir</p>	<p>TITLE</p> <p>CEO</p>
<p>APPLICANT ORGANIZATION</p> <p>Young Scholars of McKeesport Charter School</p>	<p>DATE SUBMITTED</p> <p>10/02/2015</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

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Young Scholars of McKeesport Charter School

* Street 1: 413 Shaw Ave Street 2: _____

* City: McKeesport State: PA: Pennsylvania Zip: 15132-3036

Congressional District, if known: PA-014

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

6. * Federal Department/Agency: US DEPARTMENT OF EDUCATION	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix: Mr. * First Name: HALIL Middle Name: _____

* Last Name: DEMIR Suffix: _____

* Street 1: 413 SHAW AVE Street 2: _____

* City: McKeesport State: PA: Pennsylvania Zip: 15132-3036

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

Prefix: Mr. * First Name: HALIL Middle Name: _____

* Last Name: DEMIR Suffix: _____

* Street 1: 413 SHAW AVE Street 2: _____

* City: McKeesport State: PA: Pennsylvania Zip: 15132-3036

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: Halil Demir

* Name: Prefix: _____ * First Name: Halil Middle Name: _____
* Last Name: Demir Suffix: _____

Title: CEO Telephone No.: (412) 673-7300 Date: 10/02/2015

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

PR/Award # U282B160010

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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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.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Young Scholars of McKeesport Charter School"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Halil"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Demir"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="CEO"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Halil Demir"/>	* DATE: <input style="width: 150px;" type="text" value="10/02/2015"/>

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:

Young Scholars of McKeesport Charter School Implementation Grant Abstract

Young Scholars of McKeesport Charter School (YSMCS) opened its doors to kindergarten through fourth grade students in the 2015/2016 school year. YSMCS, a multilingual and multicultural elementary school in the greater Pittsburgh area, is committed to providing a proactive environment for language acquisition that fosters a dynamic global learning environment for the intellectual and social development of its students. This model creates an ideal setting for reducing racial and cultural isolation and improving student academic outcomes. Success in achieving diversity has been documented with 3% of the school enrollment comprised of ELL students who are beginning the journey to English language proficiency and 90% of the students qualifying for free or reduced lunch. The school's innovative language concentration program requires students to become conversant in two world languages in addition to English Language Arts and bridges differences by requiring *all* students to be engaged in new language acquisition.

YSMCS has achieved the diversity sought to deliver its research-based model effectively. The leadership and staff of the school are highly experienced in working in the charter school environment and the school's governing and advisory board includes educational experts and community members with the strengths needed to govern and support a large public non-profit organization. The school is fully enrolled for the school year and has a substantial waiting list.

To build upon this initial success in enrollment and diversity, YSMCS seeks an implementation grant to refine its academic program and to support professional development with staff, specifically around expanding curriculum to new grade levels and integrating curriculum across contents and through project-based learning. The school also seeks to improve faculty use of data-driven instruction to improve student outcomes, especially with disadvantaged and ELL students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL



APPLICATION FOR GRANTS UNDER THE CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

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YSMCS Implementation Grant Overview

Young Scholars of McKeesport Charter School (YSMCS) opened its doors to kindergarten through fourth grade students in the 2015/16 school year. YSMCS is committed to providing a proactive environment for language acquisition that fosters a dynamic global learning environment for the intellectual and social development of its students. This model creates an ideal setting for reducing racial and cultural isolation and improving student academic outcomes for high-need students. The school's innovative language concentration program requires students to become conversant in two world languages and bridges differences by requiring *all* students to be engaged in new language acquisition.

YSMCS will work to achieve the diversity sought to deliver its research-based model effectively through effective marketing to the community and demonstrating quality to potential families. The leadership and staff of the school is highly experienced in working in the charter school environment and the school's governing and advisory board includes educational experts and community members with the strengths needed to govern and support a large public non-profit organization. The school is fully enrolled for the current school year and has a substantial waiting list.

YSMCS seeks this implementation grant to expand its program to new grades, to support professional development with staff, specifically around expanding curriculum to new grade levels and integrating curriculum across contents and through project-based learning. The school also seeks to improve faculty use of data-driven instruction to improve student outcomes, especially with disadvantaged and ELL students. Additional grant funding will be used to address technology and furnishings, especially those in the science areas.

SELECTION CRITERIA

Absolute Priority: Supporting High Need Students

Young Scholars of McKeesport Charter School (YSMCS) opened its doors to kindergarten through fourth grade students in the 2015/16 school year. YSMCS is committed to providing a proactive environment for language acquisition that fosters a dynamic global learning environment for the intellectual and social development of its students. This model creates an ideal setting for reducing racial and cultural isolation and improving student academic outcomes for high-need students who often do not benefit from culturally and linguistically diverse learning environments. The school's innovative language concentration program requires students to become conversant in two world languages and bridges differences by requiring all students to be engaged in new language acquisition.

Located in a district that has historically struggled to improve student performance outcomes (the authorizing district is ranked 456 out of 468 school districts in the state according to recent state testing data), YSMCS follows a similar academic program as its sister schools, Young Scholars of Western Pennsylvania and Young Scholars of Central Pennsylvania Charter Schools, both of which consistently deliver improved student performance outcomes compared to their authorizing districts and schools of similar makeup in the region. As with these sister schools, YSMCS will utilize a comprehensive educational program and provide the essential additional time and support that high-need students often need to meet or exceed challenging academic standards.

Key to helping high-need students succeed is differentiated curriculum that allows them to access content across subject areas, structured remediation designed to accelerate student learning to increase growth over time, and extended day to ensure that every student has the time

and the tools to be successful. By providing all of these elements, YSMCS projects that it, like its sister schools, will prepare students for challenging college and career opportunities.

Seeking Consideration for Competitive Priority

Invitational Priority: Promoting Diversity

Young Scholars of McKeesport Charter School (YSMCS), authorized by McKeesport Area School District in the greater Pittsburgh area, opened its doors to 140 students in kindergarten through fourth grade for 2015/2016 school year, and will eventually grow to serve students in kindergarten through eighth grade. YSMCS, the first multilingual and multicultural elementary school in the district, is committed to providing a proactive environment for language acquisition that fosters a dynamic global learning environment for the intellectual and social development of its students. This model creates an ideal setting for not only reducing racial and cultural isolation but engenders an authentic appreciation of and respect for individuals and heritages of all races and cultures.

YSMCS seeks enrollment of two distinct student constituencies:

- 1) Native speakers of English who are engaged in a curriculum designed to expand a global perspective and appreciation through immersion of different cultures and languages;
- 2) Students whose native language is not American English, who play an important role in bringing a tangible global perspective to the classroom during their transition into the American educational system and culture and are engaged in learning multiple languages, like their peers, including English and another world language other than their native language.

Through an innovative language concentration program that bridges differences by requiring all students to be engaged in new language acquisition, the isolation typically encountered by ELL populations is neutralized. Additionally, Armstrong and Rogers (1997) demonstrated that secondary language learning in elementary grades significantly increased academic performance, especially in mathematics.

YSMCS is directly addressing this priority by not only promoting diversity, but also by utilizing a research-based model that is directly connected to a rigorous academic curriculum for mastery of state content standards and appropriate social skills that will result in students who:

- are conversant in at least two major world languages (in addition to English);
- understand the interdependence of the world's peoples;
- Attain proficiency not only in core academic subjects but are also equally adept at moving between cultures.

The school will toward success in this priority, as it has demonstrated a diverse student body as indicated by racial diversity (87% African American, 13% Caucasian, 3 % ELL) and socio-economic diversity (90 % free and reduced lunch). Currently, the school offers two world languages, Spanish and Turkish and a program for English Language Learners (ELL). As the school grows in population, it is projected (based on the initial language interest survey results from parent input) that Chinese, French or Russian may also be offered.

Fostering diversity not only with students, but will families also is a key component of the school. Activities designed to eliminate racial isolation and foster diversity include an International Mothers' Day celebration, where children are asked to research their heritage and the role that women and mothers play in that culture; International Winter Holiday celebration, where students research their own and other cultural winter celebrations (Christmas, Hanukah,

Eid, etc.); and speakers from diverse cultural backgrounds. To further support eliminating isolation of the school's diverse population, it will be participating in the *Johns Hopkins University National Network of Partnership Schools* (NNPS), and using the research-based tools to improve parent engagement, particularly with the school's ELL population.

Quality of Proposed Curriculum and Instructional Practices

Educational Program Overview

By intentionally serving a diverse racial and ethnic population, YSMCS must deliver a research-based education model that will support academic abilities ranging from the intellectually gifted to the academically challenged. Each student is encouraged, through adaptations or additions to individual programs of study, to strive for his or her maximum potential. In the inaugural year of the school, this will be achieved through a number of remedial support programs, including Response to Intervention activities, Saturday Academy, and after school tutoring, as well as a gifted and talented identification and integrated classroom-support program. By establishing a school culture that values each individual's contribution to the community inclusive of parents, students, teachers, and administration, and promotes that culture through consistent and constant communication that is sensitive to individual student needs and family languages, YSMCS will be able optimize its students' successes and to incorporate activities which contribute to complete personal, social, physical and esteem development and reflect the needs of the school community. To further support this model, the school has small classroom communities (20 students/classroom) and will offer after-school/extended day program (approximately 8 students/program) that presents a vast array of options, requiring each

student to play an active role in their education and enhancing the school's commitment to inquiry-driven, project-based learning.

YSMCS set forth to ensure that *all areas of the Pennsylvania Academic Standards are addressed and that the unifying process of language acquisition serves as a critical factor for not only pushing students toward academic achievement, but also to support the development of social skills*, including respect for others as individuals and their cultures. These two areas combined serve as an excellent foundation for college and career readiness.

Assessment as a program quality-monitoring tool

Recognizing that data measurement is essential to understanding this diverse student body, the school has adopted multiple measures of evaluation to address individual and group student learning needs, as well as the professional development needs of the school faculty and staff. The following standardized assessments are used to guide instruction:

- STAR Assessments - Renaissance Learning: STAR assessments provide the most valid, reliable, actionable data in the least amount of testing time—usually 20 minutes or less. That empowers educators to focus on what matters most—individualizing instruction to accelerate learning for all students.
- Aimsweb Assessment and RTI Solution: aimsweb is a powerful assessment system that's totally unique. It provides up to 33 alternate forms per skill, per grade – more than any other solution. aimsweb covers more skill areas and grade levels than any other assessment system. Browser-based scoring allows you to automatically upload scores to the aimsweb system. And CBM data is predictive of success on typical state tests. Also, aimsweb is compatible with all curriculum and standards, including the Common Core State Standards.

- Classroom Diagnostic Tools (CDT): The Pennsylvania Department of Education continues to enhance and expand its Classroom Diagnostic Tools (an on-line computer adaptive test), for Reading/Literature, Writing/Composition, Mathematics, and Science. The diagnostic assessments are available for students in the lower grades (3-5) and the grades 6-high school. In multiple-choice format, the assessments are available to all Pennsylvania K-12 schools. CDTs are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner.
 - Available for use in the classroom throughout the school year on a voluntary basis.
 - Provide real-time results, ensuring valid and reliable measures, of students' skills with links to Materials and Resources in SAS.
 - Highlight student strengths and areas of need thus becoming part of the discussions between teachers, parents/ guardians, and students to set individual learning goals.
- 4Sight Benchmark Assessment – This assessment is the aligned formative assessment to the state summative test, the PSSA. This assessment was selected to ensure that our course content is correctly calibrated to state standards.
- Full-length PSSA practice assessments – This assessment is based on typical PSSA questions and provides a more carefully aligned picture of likely performance on the

state test. It is also valuable in giving younger students practice in summative testing settings.

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measures phonemic awareness, alphabetic principle, accuracy and fluency, and vocabulary comprehension of students in kindergarten through second grade. This test provides valuable insight into early academic acquisition.
- W-APT is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. W-APT stands for the WIDA-ACCESS Placement Test. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.
- YSMCS Language Choice Survey is a tool which was designed to contribute to the decision- making regarding which critical language should be taught at YSMCS.

The use of these assessments assists faculty in not only identifying core content academic strengths and weaknesses as aligned to state and national norms, but also the language needs of the ELL population and content areas that require targeted support.

Staff, with the support of the school's Advisory Board and university contacts, will develop local assessments that are aligned with state standards and provide a richer, more finely tuned picture of student achievement. Assessment results serve as a primary source of dialogue and learning during faculty Professional Learning Community (PLC) time.

These instruments are the foundation for the individual learning plans that are developed for all students at the school. Formulated by teachers, parents, students, the plans serve as a critical benchmarking tool that informs all members of the education team – especially the

student. The individual learning plan does not override any plan created for students with identified disabilities.

Educational program course content and instructional practices

As a charter school with a defined mission and service population, YSMCS has determined two very specific areas of academic focus: Language acquisition and math/science competency. Armstrong and Rogers identified correlations in increased academic performance between these two content areas and the school intends upon capitalizing upon this research to launch student performance.

Foreign Language

Acquisition of multiple languages is a common experience outside of the United States. As college and career opportunities expand globally, students in this country who can only communicate in one language are at a distinct disadvantage. In response, the USDOE has identified second language acquisition as a priority and earmarked funding designated to increase the number of Americans learning world languages

The YSMCS language-focused curriculum is innovative not only to the district in which it is located, but to the educational system in the Commonwealth of Pennsylvania. By teaching multiple world languages to native English speakers while also teaching English and a second language to non-native speakers, all students find themselves on equally new footing as they acquire new language skills. The language immersion experience is further enhanced as language acquisition is not conducted in isolation, but expanded to everyday classroom conversational situations and through subject content instruction, which makes language learning more authentic and meaningful to the learners and helps them develop both social and academic language proficiency in listening comprehension, oral and communicative competence, reading

and writing skills. *Current research is rather conclusive that immersion is an effective model for early language acquisition* (Collier and Thomas, 2004).

While the main methodological framework will be stable across languages, implementation of the instructional philosophy of differing languages may require slight modifications. YSMCS plans to graduate students from fifth grade with at least an intermediate proficiency level of their native language and a chosen language. Gradually, *using the ACTFL proficiency guidelines*, students will reach the level of novice-high at the end of first grade, low intermediate at the end of third grade and mid-intermediate at the end of fifth grade. This has been made possible through hiring certified language teachers, teacher assistants, volunteer tutors and by making use of supplemental independent study technology. *The design of the YSMCS curriculum is based on the National and Pennsylvania World Language Standards and aligns with PA State Standards, Anchors and Eligible Content in Reading, Writing, Speaking and Listening.* The Spanish program adopted, “Viva el Español” and “Hola.” by the McGraw Hill program has demonstrated to be an excellent foundation for specific language instruction, and teachers are in the process of integrating language into other content area instruction.

This program emphasizes a growth of students’ receptive and productive language proficiency. The program allows students who enter to the school at least by second grade to progress to the expected level of proficiency of their selected languages by fifth grade. Two distinct systems allow for primary proficiency that moves to more advanced levels for students with greater experience. This process gives students continuity in the language program and an opportunity to build a strong language base. Performance-based assessments are used to monitor the progress of each child in the targeted languages.

In order to immerse students in grammar and vocabulary acquisition situations, teachers use both inductive and deductive teaching methods. Thus, while students benefit from the contextual grammar and vocabulary usages of the language in meaningful tasks, students will also learn new structures through direct instruction. Additionally, the practice of grammar and vocabulary will be infused throughout other areas of instruction in order to develop accuracy while not hindering the improvement of language fluency (Krashen, 1987). Students' speaking skills in the chosen world language is encouraged by authentic dialogues, role-plays and discussions that may take place in everyday life settings.

Starting with the second grade, the chosen primary world language is the sole means of communication in the world language hour. Use of English is discouraged during the "View" (main teaching time of the class) portion of the class; however, it is allowed during the "Preview" and/or the "Review" portions for warm-up or follow-up practice (Crawford, 2008). Through this approach, students have the opportunity to integrate the practice of speaking and listening for at least one hour every day. Writing, a critical component of effective world language communication skills are emphasized in YSMCS's World Language Program. Although students learn to write letters in the chosen world language in first grade, they are encouraged to write words and statements only after first grade. This approach to writing allows the activities to become increasingly meaningful and reduces anxiety, which may be associated with intensive writing activities.

English as a Second Language (ESL)

Across the nation, most school districts use skill-based programs to address the language needs of English Language Learner's (ELL). Generally, a skills-based program devotes 5-15% of the school day (depending on the students' grade-level) to target language learning, with the

instruction focusing on listening, speaking, reading, and writing skills. These programs are mostly implemented as pull-out programs, which have been reported to be rather unsuccessful.

In contrast, YSMCS is utilizing a content-based program. According to the content-based model, student achievement rests upon their ability to master academic language. *Thus, the goals of language and content are inseparably intertwined in ESL instruction as the three knowledge bases: knowledge of English, knowledge of the content topic, and knowledge of how the tasks are to be accomplished.* This constitutes the major components of academic literacy (Short, 2002).

The school's integrative and content-based approaches provide the necessary peer-peer and peer-teacher interactions through which ELLs can engage in dynamic BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) usage. Such research-based, instructional models involve training students to become highly developed in academic language and cognitive abilities while acquiring content area knowledge. ELLs are distinct from other learner populations in that "they must develop literacy skills for each content *in* their second language as they simultaneously learn, comprehend, and apply content area concepts *through* their second language" (Echevarría et al., 2008). The only way to effectively bridge formal and functional language repertoires (BICS and CALP) is to foster the interconnectedness and interrelationship among different content areas to create non-segregated sustained programs that require all teachers to cooperate in the processes of, and take responsibility for, improving ELLs' CALP. *YSMCS uses the research-based Sheltered Instruction Observation Protocol, (SIOP) model to teach world languages (including English) to ELLs (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001).*

In order to achieve academic standards, students are scheduled in content area classes with the understanding that they may not be able to comprehend all the instruction. Content area instruction is aligned with the corresponding standards and adapted to meet the needs of the students. Simply placing students in content area classes does not provide them meaningful access to content if they do not understand English. Teachers adapt courses of study to meet student needs. Adapting coursework does not mean diluting or placing in lower grades for instruction. Determining when a student is ready to proceed from one proficiency level to another or from an ESL class/program or a transitional bilingual education program is best done by the use of multiple measures that provide information on the students' listening, speaking, reading and writing proficiency. The student's progress is monitored for at least one year after the student has exited from the program.

To ensure effective access to curriculum, both YSMCS language and ELL specialists review content and make suggestions to grade level or content teachers to ensure student access. Because all students at the school are engaged in language acquisition throughout the school day, ELL populations find themselves the learners at some points in time, and teachers at other points. Success of this approach has been documented at YSMCS sister schools, where 46% of ELL students that had not scored proficient in initial benchmark testing becoming proficient in the third quarter of the school year. Also, success has been documented with 50% of total student population that had not scored proficient in initial Math benchmark testing becoming proficient by the third quarter of the school year.

English Language Arts

In order for elementary students to be successful in an inquiry-driven, project-based curriculum, it is necessary for them to develop their reading, writing, listening, and speaking

skills. With its high percentage of students either as novice English speakers and writers or non-speakers, *the school's English Language Arts (ELA) curriculum, which is aligned to Pennsylvania State Standards, Anchors and Eligible Content in Reading, Writing, Speaking and Listening, is a highly-tuned a program in which competencies are integrated across the school's curriculum.*

Reading instruction is provided through a research-based and balanced program of guided small-group instruction and followed by modeled, shared, and independent reading tasks and activities. ELA faculty works with students in small groups to Predict, Clarify, Summarize and Question—four strategies proven to ensure and deepen understanding of text. In support of this, students participate in literature circles (Daniels, 2002) where small groups of students read the same book with each student assuming responsibility for one of several roles—identifying vocabulary, writing chapter summaries, illustrating passages, connecting the text to other texts or to the world, and leading discussions.

By the beginning of fifth grade, students who have been participating in this ELA program for several years are projected to be performing at “Proficient” reading levels on the state assessment and expected to analyze text, compare and evaluate it from several points of view, and synthesize common themes, principles, ideas, or concepts across texts and genres. This approach is based on Bloom’s (1956) taxonomy of learning domains. YSMCS students in fifth through eighth grades will read a variety of age and grade appropriate material by authors from all over the world. Approaching text from this multicultural point of view will further develop the students’ ability to read critically and to relate their understanding of literature to the study of history, economics, civics, and government.

Because of the unique population that the school serves, it will utilize the Response to Intervention model to support students that have not achieved grade-level ELA proficiency at all stages, from kindergarten through eighth grade as a standard approach for native-English speaking students and a supplement to the ELL program for non-native speakers. While all students are instructed on grade-level standards, the school is engaged in effectively differentiating content and providing both in-class and out-of-class supports to help close the achievement gap often encountered by both students living in poverty and ELL students. Student placement in ELA/RTI is determined on various formative testing results, teacher and/or parent recommendation, and day-to-day classroom performance.

Writing to standard is a common expectation across curriculum. In ELA, students are provided direct instruction on grade-appropriate conventions of writing, including sentence and paragraph structure, grammar, word choice, and essay styles. Editing, revising and evaluating writing are also an integral part of the writing process. Opportunities across curriculum include personal dialogue journals, record results of investigations, note-taking, and learning logs thorough the school's technology supported system, "MyLingua." MyLingua provides students and teachers the opportunity to keep journals electronically and to share ideas either in real time or asynchronously. In a project-based learning environment, effective writing plays a key role in being successful, both in school and life. Students learn to write business letters as they seek information for projects and investigations from outside sources; implement persuasive writing techniques as they defend points of view in simulations; and develop project proposals at all levels of learning. In keeping with the school's focus on science and math, students also are introduced to technical writing and research skills. Students learn how to select, modify and

define topics, carry out the research process, and construct research papers using proper reference style.

Incorporated into the school's ELA program is the structured development of speaking and listening skills that translate throughout the curriculum at all grade levels. Public speaking is essential in both communicating knowledge and building students' confidence in their communication skills. Students are provided with multiple opportunities to sharpen their speaking skills as a critical component of the project-based learning model, such as leading group discussions (either in reading groups or in other classes) or presentations to peers both in and outside the classroom. Another key skill set is listening. In early grades, students develop listening skills that increase understanding and reflect proper respect for speakers. As students mature, these listening skills are shaped to encourage inquiry learning. The opportunity to exhibit well-developed listening skills and decorum are presented regularly with both in-school (peers, teachers) and community (professionals, motivational speakers, etc.) speakers and follow up assignments that require responses based on information presented by the speaker. Students also attend lectures and presentations given by community members off campus. Most importantly, students learn the value of communicating clearly and listening attentively by experiencing their teachers as mentors who model strong listening and speaking skills.

Mathematics

YSMCS is utilizing a research-based mathematics curriculum that addresses the school's inquiry driven, project-based learning philosophy and is aligned to meet or exceed the Pennsylvania state mathematics standards. Three major characteristics of the YSMCS math curriculum are:

- 1) A primary focus on mastery of fundamental mathematical skills that will allow for strong connectivity to higher order processes.
- 2) Integration of cross-content problem solving, encouraging students to understand the role mathematics plays throughout society.
- 3) Full use of technology, including calculators, computers, and any other tools that facilitate greater understanding and improve speed in problem-solving.

Students will be able to understand the mathematical significance of the operations they perform. By focusing on the “why” behind the algorithmic procedures, students are prepared for the progressive study of mathematics, as well as provided with the quantitative literacy necessary for success in daily life. The math curriculum is integrated throughout the general curriculum as much as possible to instill awareness that math is not an isolated subject. The curriculum offers a range of courses to meet different developmental and ability levels. Students work at their own paces and take algebra at a time that is appropriate for them, but, at minimum, prior to graduation in eighth grade. *Under any scenario, all students will be prepared to pass the required Pennsylvania System of School Assessment (PSSA) examination.*

As students increase their knowledge and skills, becoming nimble communicators of the unique language of mathematics, they will have a solid preparation in basic skills and algebra that will allow full engagement in a rigorous high-school program. The math curriculum that addresses the school’s philosophical framework in the kindergarten through sixth grades is *Everyday Mathematics*, which is aligned with PA State Standards, Anchors and Eligible Content. To ensure that middle school students are provided appropriate mathematics programming, the school is implementing *McDougal Littell Middle School Math*. A number of research-based

practices that encourage higher-level thinking strategies are incorporated in this program, including:

- Identifying similarities and differences
- Summarizing and note taking.
- Reinforcing effort and providing recognition.
- Homework and practice.
- Nonlinguistic representations.
- Cooperative learning.
- Setting objectives and providing feedback.
- Generating and testing hypotheses.
- Cues, questions, and advance organizers.

Locally developed curriculum-based assessments and running records are used routinely by teachers for pre- and post-testing and goal-setting. Individual student goals and instruction are differentiated accordingly. As with the ELA program, YSMCS utilizes an RTI approach that provides structured support for students who are not achieving on-grade level performance in mathematics. Determinations for RTI are based on normed formative testing as well as classroom observation, teacher and parent recommendation.

Science

The school's research-based science curriculum for grades K-8 was developed by the Lawrence Hall of Science, University of California at Berkeley. The resource materials are designed to meet the challenge of providing meaningful science education for all students in diverse classrooms and integrated 21st century science and technology skills based on state standards. The YSMCS Science curriculum:

- provides all students with science experiences appropriate to students' cognitive development and prior experiences;

- provides a foundation for more advanced understanding of core science ideas organized in thoughtfully designed learning progressions in order to prepare students for life in an increasingly complex scientific and technological world;
- helps students to know and use scientific explanations of the natural world and the designed world; and to understand the nature and development of scientific knowledge and technological capabilities; and to participate productively in scientific and engineering practices;
- provides all teachers with a complete, cohesive, flexible, easy-to-use science program that reflects current research on teaching and learning, including student discourse, argumentation, writing to learn, and reflective thinking, as well as teacher use of formative assessment to guide instruction;
- prepares students by helping them acquire the knowledge and thinking capacity appropriate for citizens of the world;
- takes students and teachers beyond the classroom walls to establish larger communities of learners.

All students will be prepared to pass the required Pennsylvania System of School Assessment (PSSA) examination in Science.

Technology

Students must not only have access to technology, but must be fluent in the use of technology to compete in the global education and economic marketplace. Students encounter a structured, state standards aligned computer curriculum that focuses on ensuring mastery of typing and basic Microsoft Office programs. Technology is used to track student performance,

deliver individualized student support, access research and develop presentations for project-based learning and support after school programming, including robotics. Students in seventh and eighth grade will be able to test for the Microsoft Office Specialist Certification. Classroom technology includes I-Pads, computers, smart boards, laptop carts, chromebooks and specific software designed to enhance curriculum, such as SRA TechKnowledge. SRA TechKnowledge is a 100% interactive program that develops computer and technology literacy. TechKnowledge helps both teachers and students use tech skills to make learning more effective through engaging, animated lessons that meet curriculum instructional technology standards, including the isteNet standards. TechKnowledge activities seamlessly integrate technology into math, science, reading, language arts, social studies, and fine arts. The school also uses NEO 2, a premier writing tool, and Math Facts practice. Both of these programs allow teachers to gather formative assessment results daily.

Teachers are also provided with a course management system and a library of useful online classroom materials that broadens delivery opportunities and allows for immediate responses to classroom inquiries.

The Arts

Ethnic and racial diversity is often best expressed through cultural arts, including work on canvas, song, dance, and theatre. In addition to pull-out art and music classes that present a structured curriculum aligned to the state standards, the arts are thoroughly integrated into the school's language acquisition program, allowing students to explore cultures beyond the language that is spoken. The YSMCS art teacher is among the key resources to classroom teachers as they plan lessons that highlight cultural exchange and deliver project-based learning opportunities.

Funding from this grant will support expanded curricular materials as the school grows into its full k-8 configurations. It will also provide essential funding for furnishing and equipment necessary for delivering a quality educational program.

Instructional Practices

All course content is developed to meet or exceed Pennsylvania State Standards, Anchors, and Eligible Content, and faculty are given the autonomy to develop lesson plans that support the learning needs and capacities of the individual student and class that meets the course content requirements. This flexibility affords remediation or acceleration when called for and the opportunity to explore project-based learning that is inquiry-driven, student-centered, and interdisciplinary.

Because of the school's mission to develop students with multiple language skills and greater cultural sensitivity, it has provided the perfect amalgam for the effective delivery of project-based learning. *Savery (2006) identified that effective delivery includes:*

- 1) Students must have the responsibility for their own learning. Learner motivation increases when responsibility for the solution to the problem and the process rests with the learner (Savery & Duffy, 1995) and as student ownership for learning increases (Savery, 1998; 1999).
- 2) The problem simulations used in problem-based learning must be ill-structured and allow for free inquiry. According to Savery, a critical skill developed through PBL is the ability to identify the problem and set parameters on the development of a solution. When a problem is well-structured, learners are less motivated and less invested in the development of the solution.
- 3) Learning should be integrated from a wide range of disciplines or subjects. Multiple perspectives lead to a more thorough understanding of the issues and the development of a more

robust solution. Because of YSMCS interdisciplinary approach that is inclusive not only of standard content coursework but also multiple languages and cultural sensitivities, students at the school have a greater palette of subjects from which they may draw information for solutions

4) Collaboration is essential. Because YSMCS is diligently working to develop a school culture that values all members, this aspect of PBL becomes the foundation upon which the school will excel in its ability to deliver this pedagogy effectively.

5) What students learn during their self-directed learning must be applied back to the problem with reanalysis and resolution.

6) A closing analysis of what has been learned from work with the problem and a discussion of what concepts and principles have been learned are essential to ensure students understand what they know, what they learned, and how they performed.

7) Assessments should be carried out at the completion of each problem and at the end of every curricular unit. These assessments include self and peer assessments, as well as assessment of the progress toward the knowledge- and process-based goals of the project to ensure alignment with curriculum content. These assessments reinforce the self-reflective nature of learning and sharpen a range of metacognitive processing skills.

8) The activities carried out in problem-based learning must be those valued in the real world.

9) Problem-based learning must be the pedagogical base in the curriculum and not part of a didactic curriculum.

The challenge of successful delivery of PBL sits with the need for an exceptional teaching staff that has the capacity to work effectively across disciplines and continuous professional development to ensure that faculty members are able to serve as both direct instructors and

learning facilitators. Much of the funding from this grant, if received, will be committed to improving staff development, evaluation, and retention to create the essential foundation for learning that will lead to sustained success for the school, institutionally, and for students and families, personally.

Funding from this grant will be used for staff development and training that will increase understanding of authentic PBL delivery, data-driven instruction, and instructional delivery aligned with state standards.

Quality of Plan to Support Educationally Disadvantaged Students

Supporting student achievement, including educationally disadvantaged students and students with disabilities qualified for support services as identified by IDEA

As mentioned, YSMCS recognizes that its mission draws students with academic aptitudes and achievement from across the spectrum. To that end, it has developed a number of structured activities and programs designed to support individual learning needs that accelerate struggling students toward proficiency and launch advanced students towards higher-level competencies. Further, because of the wide diversity of its student body, the school is especially focused on addressing the needs of educationally disadvantaged students.

Identification of specific student achievement deficits is critical to developing effective responses. The school believes that testing aligned to both national and state-standard norms are key indicators of an individual student's ability to access content. With this data and classroom assessment and observation, efforts to improve student outcomes are designed and an individual learning plan for each student developed by an education team that includes parents, students, teachers and any specialists as deemed necessary. Supporting struggling students to help them

grow to grade level quickly is a key component of ensuring that high-need and educationally disadvantaged students master standards. YSMCS will use STAR Reading and Math evaluation and support programs to drive a more finely tuned personalized effort to individual student academic improvement. The school's Response to Intervention process includes parents, teachers, and specialists (as needed) to create a holistic approach. Through the STAR reading and math programs, RTI placement is determined. Students in all tiers receive differentiated instruction designed to support access to content standards and to improve academic achievement. Each student is evaluated regularly and updated plans are designed as necessary. The school's RTI model follows this path: If, after one marking period, there is no noted improvement, the team meets again to review existing supports and identify further necessary efforts. If, after two marking periods, no improvement is noted, the student is referred for special education testing. At any time, however, a parent may request such testing.

If a student is identified as "at risk" of not completing his/her education based on factors such as economic or environmental disadvantage along with other factor such as poor school performance, poor attendance or behavioral difficulties he/she is referred to the school's student assistance committee, which is appointed by the CEO. The student assistance committee (SAP) will recommend additions to the student's personal education plan beyond RTI, which is specifically designed to provide appropriate interventions, such as, but not limited to, the following: tutoring, counseling, mentoring, apprenticeship programs, personal education plans, and family outreach.

The school is committed to serving students identified with disabilities in the least restrictive environment and with the appropriate accommodations as identified in individualized education or 504 plans. The school has established standard procedures for recommendation to

testing by staff, and informs parents that they may request testing for a learning disability at any time. The school follows regulatory timeline procedures for the notification, testing, and meeting process, and has certified special educators and a special education coordinator on staff to ensure compliance with all regulatory documentation and appropriate service delivery to students with disabilities. The school integrates modifications (such as scribes, assistive technology, extended test-taking time) into the school day as much as possible, and provides academic, social, and other supports in an mainstreamed environment. The IEP/504 team utilizes numerous data points to track success related to IEP goals and monitors all students with disabilities to ensure that they receive appropriate grade-level content reflective of the identified disability needs. Because of the small class and school size, differentiation has been particularly effective with special education students.

Students who learn English as a second language or who come to school with limited proficiency in English are considered as disadvantaged students and evaluated as quickly as possible for inclusion in the school's ESL program, which has been previously described. Instruction is coordinated with each student's regular curriculum, but also emphasizes essential communication skills that support social interaction. Assessment results from this school year have demonstrated success with this effort, with 46% of the ELL population improving from below basic and basic performance levels to proficient levels as measured in 4Sight testing this year. Next year, this support will be supplemented with the use of STAR Reading and Math, which will further support the school's ability to identify additional means of improving performance.

Family support is critical to the success of elementary and middle school students. To further enhance this connection, the school has joined the National Network of Partnership

Schools that provides programming support and delivery training designed to enhance school engagement of traditionally disassociated families. The school's extended-day and Saturday Academy programs supports those students whose may be isolated after normal school hours because of working parents or other reasons, providing a safe environment where learning and the pursuit of individual interests may occur.

Specific support activities that are open to all students, but targeted toward disadvantaged and/or struggling students (both those with and without identified learning disabilities) include:

In-school individual support focused on core content:

- Students are provided one-on-one staff or volunteer tutoring on specific content matter during the school day;
- Accelerated Reader and Accelerated Math individualized learning programs;
- Scholastic Reading Counts individualized reading program;
- Extended learning time during the school day in ELA and Math for all students;
- Homework Club/Extended Day that encourages participation by students from disadvantaged households. It includes not only specific content support as identified through RTI or individual teachers, but also snack. Counseling and parent engagement opportunities are also offered during this time frame, as needed;
- Saturday Academy for identified students to complete individual programs.
- Counseling and problem-solving support.

In-school group support focused on core content:

- Small RTI group interventions, led by certified teachers;
- Small group tutoring led by university student volunteers;

- School-Wide Positive Behavior Support that is connected to individual and class academic goals;
- Character development.

As a school with a commitment to all learners and project-based learning, it is essential to offer activities beyond the school day that connect traditional classroom content to its broader application. YSMCS achieves this through a vast array of clubs that enhance the skills that students acquire throughout the school day. The school administration is committed to the small school model that allows each student to be actively engaged because they are essential to the club's success. Thus, most clubs have about 10 members, allowing each member to play an active role in decision-making and delivery of club activities. YSMCS projects the following clubs:

- Language Clubs promote world language skills using both direct instruction and project-based learning. ELL students are encouraged to join both their native language club (if it exists) and a secondary language club so they may serve both as teacher and student.
- Math Club uses a variety of games to promote skills and thinking strategies.
- Science Club is for students with an interest in science who are given an opportunity to experience hands-on activities and experiments in the various areas of science.
- Martial Arts Club teaches students beginning skills and philosophy of self-defense.
- Arts & Crafts Club is for students with an interest in art, who work with different methods and materials not usually experienced in art class.
- Computer Club is for students with an interest in computer technology, using new skills and practice those previously learned.
- YSCP Newsletter Club is for students who are interested in publishing.

- Sports Club is for those with an athletic inclination and who wish to engage in sports activities.
- Reading Club involves various reading activities such as silent reading, book sharing, dramatic expression etc.
- Community service activities teach social responsibility within the school and beyond.

In order to achieve the vision of global citizens who are proficient in two world languages, science and math and use of technology, students are strongly encouraged to participate in extended hours. There is no fee for participation, and it is open to all students. Currently, the school capitalizes on its relationship with local universities and professionals to help lead several of the clubs in a voluntary means, but wishes to have more paid faculty involvement beyond the Extended Day part-time coordinator. Regular programmatic review has identified areas for improvement that will extend both core content and language access, but also improve students' problem solving and critical thinking skills.

Community Support and Parental/Community Involvement

The founding board conducted exhaustive community outreach activities to ensure that the critical members of the school's community were informed about the charter school's proposed program. As a result of the outreach activities, the school met initial enrollment targets and is fully enrolled for the 2015/16 school year with a waiting list for next school year.

YSMCS has excellent relationships with the surrounding community. During the appeal process (the school was initially turned down by the district, but the district decision was overturned by the state's charter school appeals board), YSMCS collected more than **1300** support signature from the community and fully pre-enrollment before school opened, indicating

strong community support for the school. Board members of the school represent a number of different nationalities and have close relationships with communities in the district, giving the leadership body unique insight into the community needs and the required delivery model to meet those needs.

Furthermore, in order to carry out its mission, the YSMCS has established an Advisory Board whose members include highly distinguished educators from local universities including Carnegie Mellon University, Duquesne University, University of Pittsburgh and California University of Pennsylvania. The purpose of the YSMCS Advisory Board is to provide the administration and educators with current educational research that will assist in guiding decision-making related to broad issues that pertain to the school's success both in the short and long term.

The Advisory Board may also provide assistance when called upon with the implementation of school policies. The primary function of the board will be to advise and assist the school with educational and research activities, to support the development and maintenance of relationships with external constituencies, and to support resource development necessary to assist YSMCS in carrying out the school's academic and non-academic objectives.

University relationships that support implementation of research-based practices include:

- Dr. Ann Kusnadi, President, Board of Trustees, Young Scholar of Central Pennsylvania
- Dr. Kevin Koury, Acting Dean, College of Education, California University of Pennsylvania
- Dr. Richard Tucker, Associate Vice Provost for Education –Qatar, Professor of Applied Linguistics, Department of Modern Languages, Carnegie Mellon University
- Dr. Richard Donato, Chair, Department of Instruction and Learning, Coordinator of

Foreign Language Education, University of Pittsburgh

- Dr. Katherine Mitchem, Endowed Chair, Department of Special Education, California University of Pennsylvania
- Dr. Nihat Polat, Director of ESL M.S.Ed./Certification Program, Department of Instruction and Leadership in Education, Duquesne University
- Temple S. Lovelace, Ph.D., BCBA-D, Associate Professor, School of Education, Counseling, Psychology, & Special Education, Duquesne University
- Heather Hendry Annegan, Ph.D, School of Education's Department of Instruction and Learning, University of Pittsburgh
- Dr. Diane Nettles, Professor, Elementary/Early Childhood Education Department, California University of Pennsylvania
- Dr. Connie Armitage, Assistant Professor, Director of Graduate Reading Specialist Certification Program, Elementary/Early Childhood Education Department, California University of Pennsylvania
- Dr. Terri L. Rodriguez, Associate Professor of Education, Department of Instruction and Leadership in Education, School of Education, Duquesne University.
- Dr. Jinhee Kim, Assistant Professor of Education, Department of Instruction and Leadership in Education, School of Education, Duquesne University.

Community Outreach and Student Recruitment

Information about the school and the admissions process is disseminated in multiple languages throughout the region and specifically in the authorizing district via flyers, bulletins, media, mailings, internet website and workshops at schools and other public institutions. The

dissemination and outreach process has resulted in a number of community members visiting the school, either to observe our model or to serve as speakers to students.

With its opening, the school has been featured in various newspaper articles and has been a site for multi-cultural students attending local universities to serve as volunteers. The school's unique model has attracted a number of guest lecturers who expand student knowledge about other cultures, subjects, and professions.

This information process also includes outreach directly to potential parents and teachers, as well as to pediatricians, counselors, social service agencies, and other youth advocates. To ensure a diverse student body that is inclusive of an ELL population, the school offers multi-lingual outreach materials and targets marketing to neighborhoods with a diverse cultural make-up. At open houses, prospective students and their parents or guardians are provided a comprehensive presentation about the school that focuses on the school's academic program, the schedule for an extended school day and year and expectations for student behavior and parental involvement. Invitations to "open houses" are widely distributed to parents and students throughout the local school district. The YSMCS forwards these announcements to the public through many routes, such as community organizations of all kinds, direct mailings, public and private elementary schools, after-school programs, youth and community centers, businesses and civic organizations, and flyers posted and distributed in various communities.

Interested parents and guardians who did not attend one of the school's spring open houses are provided upon request with a packet of written materials covering all the topics formally discussed at the open houses and a meeting is scheduled with appropriate school staff for interested parties to review all the materials in person and tour the school. Teachers fluent in multiple languages serve as translators for parents with limited English proficiency. Prospective

students and their parents or guardians are encouraged to spend a day visiting the school and sitting-in on classrooms. It is important that the school provide a depth of information about the school so that students and parents/guardians understand the values of the school and its academic and social expectations to ensure that student's transition smoothly to YSMCS.

Interested parents/guardians are required to complete and submit an application form to be considered for the lottery (if one is required). Applications are available at the school, at open houses held at accessible locations throughout the community, and on-line. The application follows regulatory requirements, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., school currently attended). Staff is available to assist any parent or guardian who needs help completing the application.

Completed applications must be submitted prior to the deadline to be considered if a lottery is required. If the number of eligible applications for admission exceeds the spaces available for students, a random lottery is held. Such a lottery is open to the public, and attended and/or audited by a representative of a disinterested outside organization.

Admission to the school is solely based on lottery when a grade is oversubscribed. The school does not discriminate in any admissions policy and actively seeks to recruit a diverse student body and diverse teaching body.

Quality of Project Personnel who will carry out the proposed project

Board of Trustees

The YSMCS board members have exceptional backgrounds in various facets of education and are fully committed to the mission of the school. What makes this board unique to the governance of this charter school is the breadth and depth of capacities from which each member draws. All board members come from international backgrounds and have an intimate

understanding of the value add multiple language fluency brings to a college and workforce experience, as well as the challenges of being new to different cultures. However, most dynamic is the expertise that sits around the table, including kindergarten through graduate school level education, finance and economics, project management, research and statistics, and public grants and funding management. Each board member is amongst the most highly recognized professionals in their respective fields, including economics, linguistics, public health, and engineering, and have expertise in professional review, ensuring that they are able to engage thoughtfully and respectfully in discussion related governance decisions. It is rare to find a board of this level of expertise in the charter school arena.

The Board of Trustees governs all operations of the school, delegating day-to-day management functions to the administrative staff and establishing a reporting relationship between the board and the school director. The board is responsible for ensuring that the school is run in compliance with the charter application and all applicable laws and for ensuring the school's sustained financial viability.

In transitioning from founding board to operating board, the Board of Trustees participated in development and orientation. To ensure continuity of training and board development, the school's Board Development Committee manages the board recruitment process and conveys the school's mission and the individual expectations for board members to all candidates so that newly recruited board members enter with a firm understanding of the school's mission, the Founding Coalition's vision, and their role within the board. A formal orientation program at the beginning of each new term serves as a forum for founders to articulate their vision to the board while allowing an opportunity for new and old board Members to merge into an effective team. The board is in the process of developing a strategic plan to set

forth goals aligned with the national Building Charter School Quality consensus panel indicators of a quality charter school and define the board's course of action. In addition to providing more organization for the board, the strategic plan will allow for greater continuity as board members leave and new board members are added. It will also serve as the focal point for the board's annual retreat.

Among the broader roles and responsibilities of Board of Trustees are:

- 1) Ensure the charter school's mission and purpose is maintained and updated;
- 2) Select the charter school administrators;
- 3) Support the charter school administrator and review his or her performance;
- 4) Ensure effective organizational planning;
- 5) Ensure adequate resources;
- 6) Manage resources effectively;
- 7) Determine and monitor the charter school's programs and services;
- 8) Enhance the charter school's public image;
- 9) Assess School and Board performance.

Board members include:

- **M. Melih Demirkan, Ph.D., University of Maryland**

Project Associate, Paul C. Rizzo Associates Inc., Pittsburgh PA

Dr. Demirkan has expertise in project management and implementation in the nuclear power industry, which transfers effectively into school management and new school development.

Dr. Demirkan has served in a leadership role in several professional societies, with the responsibility of reviewing professional and technical materials. This skill transfers effectively into charter school management as he is able to effectively parse data and

understand its complexities, especially around finance, project implementation and outcome evaluation. Additionally, Dr. Demirkan has taught at the undergraduate college level and has a clear understanding of the path necessary in education for secondary success. Dr. Demirkan has several years of experience with charter schools, both as a founder and a current board member.

- **Isa E. Hafalir, Ph.D., Pennsylvania State University**

Assistant Professor of Economics, Tepper School of Business, Carnegie Mellon University

Dr. Hafalir is an internationally recognized expert on microeconomics and has presented around the world on several papers and received grants from the National Science Foundation and Google. His insights into the critical components necessary for successful operations of organizations, both financial and otherwise, have translated well into the development and implementation of a charter school. His thorough understanding of markets (he has several papers on this issue) is an essential component of the school governance responsibility related to both recruitment and sustainability of both the student and faculty populations. As a fluent speaker of several world languages, Dr. Halifar is uniquely qualified to sit on the school's board and has several years of experience with charter schools, both as a founder and a current board member.

- **Laura J. Mahalingappa, Ph.D., University of Texas, Austin**

Assistant Professor, Department of Instruction and Leadership in Education, Duquesne University

Dr. Mahalingappa has served as a critical member of the school's governing body with her expertise in linguistics and implementation of ESL programming. She has held leadership

positions with several non-profit organizations, including the Annual Symposium About Language and Society–Austin (SALSA) and the Texas Linguistics Society. As a linguistics expert, she has vast knowledge of effective K-12 language model designs and has been instrumental in connecting the school to other language and K-12 experts to identify and refine the model currently being used by the school for core and language curriculum. With multiple language fluencies and expertise in the delivery of effective K-12 public education, Dr. Mahalingappa is uniquely qualified to serve on the school’s governing board. She has several years of charter school governance experience.

- **Temple S. Lovelace, Ph.D., BCBA-D**, Associate Professor
School of Education, Counseling, Psychology, & Special Education, Duquesne
University

Dr. Temple S. Lovelace is an Associate Professor of Special Education at Duquesne University in Pittsburgh, PA. Her research interests include social justice and equity through a disability inquiry lens, as well as innovative classroom based instructional and intervention strategies in the areas of academic and behavior supports. With 15 years experience as an educator, she has remained committed to serving young children and supporting quality and innovative education initiatives that provide the opportunity and access all children deserve. Dr. Lovelace spearheaded the revitalization of the widely successful Fusion program, which is a partnership between Duquesne University and Center of Life, a Hazelwood-based community empowerment organization.

As a graduate of The Ohio State University and a doctoral-level board certified behavior analyst, Dr. Lovelace's research has been focused on the principles of behavior analysis and education in urban contexts. Currently, Dr. Lovelace is focused on achieving equity for persons of color with disabilities and their families. In a partnership with The Color of

Autism Foundation, Dr. Lovelace hopes to continue her community-based work using Pittsburgh and Detroit as models for how families, communities, schools and universities can work together in support of groundbreaking instruction and intervention supports for the Autism community.

Research Interests

- "Making" and "Tinkering" as Evidenced Based Practices (rooted in STEAM & Literacy)
- Critical Citizenship of African American Students with Disabilities
- Youth Voice: Impact on Resilience, Engagement and Education Reform
- Culturally Responsive Behavior Interventions
- Teacher, Student, Community - Mediated Transformative Educational Practices (Behavior and Academic Interventions)
- STEAM-based learning for Females and other Underrepresented Groups
- **Karrie Bender, President of Parent Teacher Organization**

Mrs. Bender is a YSWPCS mom, with 2 boys attending the school. This year (2015), it is her 2nd term as President of the PTO, and 2nd term as Board Member on the YSWPCS Board of Trustees. She enjoys and very skilled in incorporating new ideas, building and recruiting active members, strengthening community involvement, and implementing new initiatives and family events.

Mrs. Bender currently works from home for her husband's construction company, Benderbuilt Construction, as the Controller and Web Site Designer.

Prior to motherhood, she earned her Associates Degree in Specialized Business Technology, then worked as Account Manager/Producer for a corporate video production company.

Handling schedules, clients and budgets has given her the skills needed to help oversee

operations of the PTO and play an active role on the Board of Trustees. She is currently taking classes to obtain her PMP Certification (Project Management Professional certification).

- **Peng Yuan, Ph.D., University of Pittsburgh**
Research Leader, Mayo Clinic

Dr. Yuan is a parent of a student at the school and brings expertise in evaluation of systems to the board. As a research leader, Dr. Yuan has a depth of expertise in management of large systems that must respond to public funding and accountability systems. This experience supports the school's performance management governance systems that are based on setting goals and developing methodology to effectively evaluate outcomes. Dr. Yuan is fluent in several languages and has one year of experience related to charter school governance.

Advisory Board

Recognizing that not all contributors may wish to have the responsibility of board membership, YSMCS also accesses professional leadership through a highly respected advisory board. Members, who are experience in public charter school education, are as follows:

- **Nihat Polat, Ph.D.**
Assistant Professor/Program Director, ESL MsEd/Cert. Program, Department of Instruction and Leadership in Education, Duquesne University
- **Richard Donato, Ph.D.**
Chair, Department of Instruction and Learning, Coordinator of Foreign Language Education, University of Pittsburgh
- **Jinhee Kim, Ph.D.,**

Assistant Professor, Department of Instruction and Learning in Education, Duquesne University

- **Terri L. Rodriguez, Ph.D.**

Associate Professor of Education, Department of Instruction and Learning in Education, Duquesne University

- **G.Richard Tucker**

Paul Mellon University Professor for Applied Linguistics, Associate Vice Provost for Education, Department of Modern Languages, Carnegie Mellon University

School Leadership

Halil Demir, M.Ed., CEO

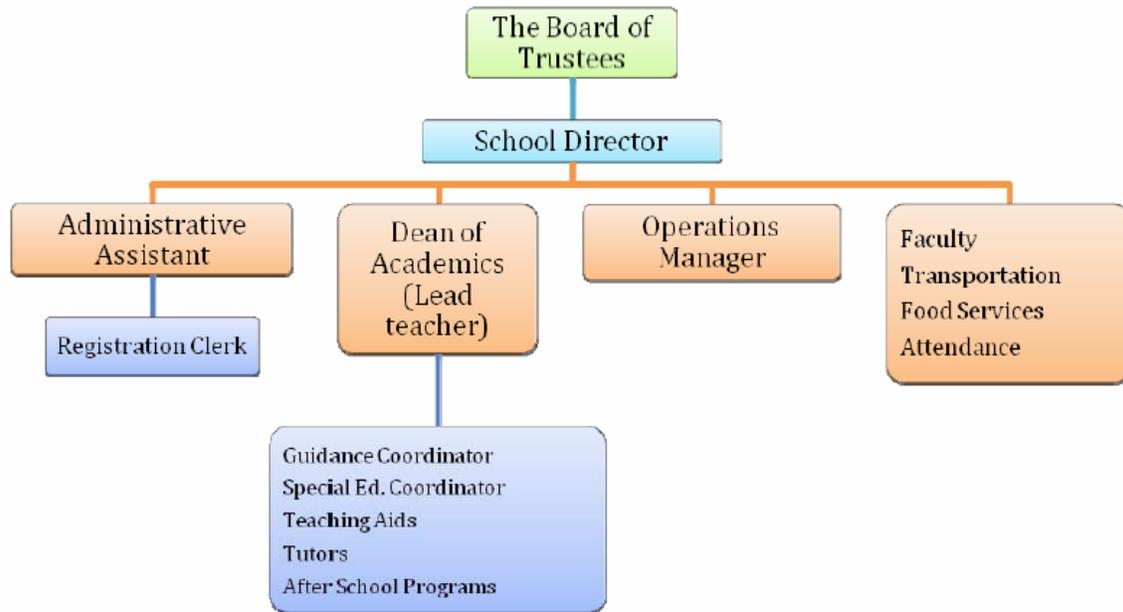
Mr. Demur was named school leader after successfully serving for six years as the elementary coordinator of a charter school in New Jersey. Mr. Demur has helped found two successful schools; one private and one charter, and fostered the expansion of another school, demonstrating his capacity for school start-up. Mr. Demur has been a school administrator for six years, and prior was an instructional specialist, supervising staff and working with parents to help build a collaborative learning culture. Mr. Demur has experience both in finance and school management. A speaker of three languages, Mr. Demur is uniquely qualified to lead this new school as he has lived and taught in several countries outside of the US and understands the importance of language acquisition.

Sierra Smith, Special Education Coordinator

Ms. Smith is dual certified in Elementary and Special Education. Her expertise in delivering support to students identified with disabilities is augmented by her background in

serving diverse populations. She brings to the school a background in assessment and ESL support.

The organizational structure of the school is shown below



Please see Appendix B for resumes of key personnel.

School Staff

Staff and administrative selection is based on identifying the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. The school policies ensure equal opportunity for the advancement of staff members and equal treatment in the areas of training, promotion, transfer, layoff, and termination.

The mission of the school is to represent a diverse community, and its recruitment efforts around staffing reflect this mission. By appealing for staff through its connections to many universities in the area that attract underrepresented minorities who are seeking a setting that respects their cultural diversity, YSMCS has been successful in recruiting a diverse

administrative and teaching body who are members of groups that have traditionally been underrepresented. *Currently, the school has 16 faculty members, 45.5% are minorities, 36.5 % are first generation college graduates, 38.9 % are multi-lingual, 100 % have more than one certification or highly qualified designation.*

From this, clearly the school has achieved a successful staff recruiting and marketing plan that reflects its cultural and racial diversity mission. The school and its employees sign a contract with the terms of employment for the teaching, administrative, and other positions negotiated within the parameters of relevant Pennsylvania statutes. The faculty and staff are required to enter into individual term employment agreements resembling those used in business, but explicitly stating that all requirements of the Charter Law are incorporated into the agreement. Teaching staff may be obligated to provide services or in service-days, during the school academic year, or during the entire year depending upon their role in the school. The agreement affirms that any materials created by staff members for use by the school, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

Upon selecting candidates for hiring, the CEO presents his recommendations to the board for approval. The board then offers the approved candidates an employment contract. YSMCS strongly believes that the quality of the professional staff is an important factor in determining the quality of education offered in the school. It is the responsibility of the school administration to locate and recruit the best-qualified candidates to meet the school's educational needs. The school will search for certified personnel for all positions. However, in case of shortage of certified candidates or for any other reason, uncertified candidates with required qualifications will be considered.

Staff selection is based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the advancement of the school's educational goals. Among other factors, emphasis will be placed on the candidate's academic record and his/her previous relevant experience. Staff must be willing and able to provide the educational support that a diverse student population requires in the school. YSMCS's teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team.

YSMCS may choose to implement some of the following in attracting and retaining prospective staff members; (i) Establishing school-university partnerships. (ii) Hiring young, motivated and successful new teachers. (iii) Hiring new teachers under temporary, emergency, or provisional licenses. (iv) Offering salary schedule credit for higher education experience. (v) Placing high-demand teachers above entry level on the salary scale. (vi) Offering support to beginning teachers. (vii) Providing financial and non-financial rewards to successful teachers.

YSMCS provides development opportunities to teachers and other staff, both during the day through Professional Learning Communities and through identified staff development days. Professional development is identified through a rigorous evaluation system, student performance, mission-driven delivery needs (PBL, language integration), and subject area standards updates and legally required trainings. This is a collaborative effort, where no single person is solely responsible for all staff development, but data serves as the key indicator for professional development needs and teachers and administration share in the creation of the schedule for improving teacher performance. Prior to the opening of school, all teachers attend workshops where the mission of the school, school practices and procedures, performance goals,

expectations and codes of conduct will be clearly defined. Teachers form working-learning teams. Teams review principals and strategies of effective classroom management and are introduced to assessment tools the school uses. Experts in the field provide training in specific educational areas including curriculum, instruction methods, special education and other programs.

YSMCS adjusts teacher schedules for PLC time. During that time, teachers focus on evaluating data and modifying individualized plans, sharing problem-solving ideas and improving learning for the students in their care based on that data. The school holds monthly faculty meetings to find collective ideas developed by the staff members. The school encourages the staff members to attend workshops and courses given outside of school and the authorized expenses are reimbursed within the limits of the budget. Alternatively, teams of teachers may request to use the funds to invite presenters to give workshops or courses at the school. Teachers are also be encouraged to become instructional leaders on the state and national level by attending and participating in state and national subject matter conferences.

Funding from this grant will support improved PLC activities, including training on data-driven instruction, effective delivery of project-based learning, world language across curriculum integration, and effective individual learning plan development.

Strategy of Assessing Project Objectives

School Objectives

Nationally, much attention is being directed at answering the question of quality in charter schools. This was the centering focus of the work of the Building Charter School Quality Consortium. Using the indicators, measures and metrics of the consortium, YSMCS has

identified objectives that will communicate clearly to board members, administrators, staff, students, parents and community members the success of the school.

OBJECTIVE 1: Student performance will demonstrate attention to academic quality school-wide and for individual students:

- 1) YSMCS students will meet or exceed the whole school state average on the PSSA.
- 2) YSMCS students will exceed the state average PSSA performance for ELL subgroups
- 3) YSMCS students will achieve on average one year's academic growth as estimated by formative testing (4Sight or similar)
- 4) YSMCS students will exceed average performance in mathematics on Terra Nova or similar test.
- 5) 75% of YSMCS students will participate in at least one after school activity that is designed to extend course content.
- 6) 100% of students will demonstrate effective use of technology by independently accessing supplemental academic content.

OBJECTIVE 2: Mission-driven performance goals will demonstrate the effective delivery of the unique mission of the school.

- 1) 100% of students will access at least three world languages during the school day, inclusive of extended learning time.
- 2) 75% of students will achieve grade-appropriate ACTFL language literacy standards
- 3) At least three annual events that focus on research-based reflection on diverse cultures will be scheduled.
- 4) All students in second grades and higher will present publicly related to project outcomes that are a result of project-based learning activities in the class.

- 5) 90% of students will participate in after school clubs or activities.

OBJECTIVE 3: The school will demonstrate responsible financial oversight and long-term stability.

- 1) YSMCS budget will be adjusted quarterly based on actual student enrollment data.
- 2) YSMCS will maintain at least 3% of its annual budget in contingency funding.
- 3) YSMCS facility occupancy expenses will not exceed 15% of its annual budget.
- 4) YSMCS will annually complete an audit and will have no major findings.

OBJECTIVE 4: The Governing Board will demonstrate effective leadership, planning, and stewardship of the school.

- 1) Individual board member attendance at meetings will meet or exceed 80%.
- 2) The board will meet annually to review school performance based on the achievement of academic, financial, and governance goals, to undertake training, to evaluate leader performance, to review the terms of the school's charter and performance contract, to review regulatory and reporting compliance, and to develop corrections as necessary and annual performance targets.
- 3) The board will comply with all legal transparency requirements and provide clear and consistent communication to all members of the school and general community.
- 4) The board will evaluate the performance of the CEO at least quarterly and provide written feedback to improve organizational performance.

OBJECTIVE 5: Parents and community members play a critical role in student and organization success and will demonstrate active support for the community.

- 1) At least 50% of the parent population will respond to surveys regarding school performance and 75% of those respondents will rate their experience as satisfactory.

- 2) 90% of parents/guardians will attend at least one school-sponsored event.
- 3) After year three, the re-enrollment rate will be 75%.
- 4) Demand should exceed capacity, with a waiting list of at least five students per grade.
- 5) The school will maintain an Advisory Board comprised of community members that will meet at least quarterly to review the school program and provide input.
- 6) The school will maintain a Parent Organization that will be serving as formal connection between home and school.
- 7) The Board of Trustees will strive to maintain at least one parent member on the board.

These objectives, combined with the school's approved charter that serves as its primary performance contract with its authorizing district in Appendix A2 serve as the measures to assess the quality of the school performance related to academics and operations.

Quality Charter Contract/SEA Flexibility

The administrative relationship between the charter school and the McKeesport Area School District; how the authorized public chartering agency will provide for continued operation of the charter school once the federal grant expired; and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.

YSMCS is authorized by the McKeesport Area School District. The district superintendent has been kept apprised of the school development before the opening day through formal meetings with founding board members. Currently, the CEO plans to attend regular meetings with the district and is in frequent contact with the district liaison for charter schools as

questions arise on the part of either the district or the charter school. There is a collegial respect that the school provides for students in and around the district and that collaboration is the productive avenue to support student learning.

It is the policy of YSMCS to welcome visitors from the district to attend Board of Trustee meetings, or to observe the school at any time. Representatives from the district officially are expected to visit the school.

At the conclusion of the grant, which is designated for one-time improvements to the school's existing program, the authorizer relationship will continue to serve as the primary oversight body that will evaluate success based on the charter contract and the effective delivery of the charter based on what was set forth and the state's existing charter school laws.

As a charter school in Pennsylvania, YSMCS is given exception to state and local rules in a number of areas. Unlike many neighboring states that have limited the flexibility to charter school operations and delivery, Pennsylvania remains a very attractive state to implement innovative practice. For instance, in Maryland, charter school staff must be unionized and in Delaware charter schools must use a state-mandated teacher evaluation system. YSMCS is given complete autonomy in the selection of its staff, and, unlike its authorizing district is a non-union school that has an evaluation model that reviews staff efficacy on multiple measures, including student performance and parent satisfaction. The school is also given full autonomy over budgeting and facility, two areas in which the district is restricted in both funding and allocation rules, both from the local bargaining unit and state rules. YSMCS is also given the flexibility in length of school day to focus on its unique mission of language acquisition beginning in kindergarten and its ability to provide curricular content in an extended day that supports its significant free- and reduced-lunch student population and helps in closing the achievement gap.

Local and state rules regulate content time allocation, school year, and other issues that make this a difficult delivery model in the district model.

Please see Appendix A2 for a copy of the school's charter application and Appendix A3 for the signed charter.

Parental engagement

Parent interest played a critical role in founding YSMCS. Hundreds of parents lent support and many who sat on the founding board were parents. Parental engagement is critical to student success, but in serving high-need students, many parents at YSMCS are reluctant to attend school activities that may highlight barriers they have faced in the past. Nevertheless, the school is committed to creating a culture that welcomes every member of the school community and thus, has established programs, activities, policies and protocols that foster engagement of all parents.

To increase parent engagement in a structured format, the school will establish a Parent Teacher Organization that serves as a primary conduit for formal interaction between school leadership and teachers and parents. Parents and teachers will sit on a number of committees that are coordinated through the PTO, including the outreach committee (which works to create connections between all parents), beautification committee (which works to improve facilities), public relations (which works to improve external awareness of the school), yearbook committee, and fundraising committee. The PTO model will help ensure that leadership hears a singular voice representing many parents on school management.

To ensure that the parent voice plays a role in governance, by policy, at least one parent serves on the Board of Trustees, as a voting member, ensuring a significant voice in the

operations of the school according to the YSMCS by-laws and membership guidelines. Additionally, a parent will serve on the school's advisory board.

Parents will be involved in the control and management of YSMCS by participation or representation on the subcommittees of the board, in compliance with the by-laws for the School. The subcommittees solicit the concerns of students, parents, guardians, mentors, and teachers. The CEO of School asks for written evaluations from all of these groups. YSMCS will administer annual parent-student surveys, which help to gauge the opinions of students and parents and to measure the progress of students. Following is a list of how YSMCS facilitates the review of parents' complaints: (i) Allow parents to communicate directly with the school during school hours (ii) Monitor students on a daily basis in order to follow up on complaints (iii) Contact parents whenever necessary (iv) Continually assess students and their IEPs (v) Post monthly newsletters.

Policy also requires that teachers make formal contact with parents on a monthly basis to discuss a student's progress in academic and non-academic areas and this contact is logged in student records and telephone/meeting logs.

It is the day-to-day involvement in a student's school life that is the critical component of parent engagement. Engagement begins in the admissions process with orientation and home/school workshop which provide information about the school and its programs. During orientation, parents are invited to become a member of any of the committees that are established to improve the school. Translators are available at all meetings and all written communications are translated according to the home language survey. In addition to scheduled events that encourage parents/guardians to visit the school, such as open houses, report card conferences, special event nights such as the Mother's Day Around the World celebration or Winter

Celebration, the school will provide a number of incidental opportunities that foster the home and school connection. The school's small size allows for frequent interaction with staff members who communicate regularly with parents outside of scheduled updates. Parents/guardians who are unable to come to the school to discuss student progress or participate in school activities will receive personal home visits from staff to be given updates on student progress and share their thoughts on their child's progress.

Quarterly progress reports for students include narratives that give further depth to student performance. Narratives are provided in the parent/guardian native language to ensure clear communication. Parents are encouraged to use these narratives as a starting point for further discussion about student performance with a signed feedback form. In addition to their individual student progress, the school provides parents with a quarterly school review that highlights whole school performance. At any time, parents may inspect and review all of their children's educational records maintained by the charter school, as well as the school's aggregate standardized test results and the results of parent satisfaction surveys.

Parents' input is solicited for teachers' evaluations. As valued members of the education team, parents will have input into teacher evaluations via the teacher satisfaction survey instruments. Consistently noted strengths and weaknesses of teachers will be pointed out on the parent surveys and will be used to effect changes in the delivery of education programs. Several traits considered to be valued include: commitment to the charter school mission, goals and objectives, a high level of professionalism, a high level of accomplishment, effective classroom skills and management techniques, development of relationships with other staff as well as students and parents, productive team membership; and personal qualities including honesty,

integrity, enthusiasm, energy, and creativity. In addition to teacher evaluation, the Annual Assessment will document parents' opinions and suggestions regarding whole school operations.

By joining the Johns Hopkins University National Network of Partnership Schools, which is a source for the Teachers Involve Parents in Schoolwork, the school will be delivering a structured parent engagement program in this area.

The Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework provides the framework for any teacher to regularly keep more families informed and involved in their children's learning and help more students complete their homework. TIPS Interactive Homework is part of a comprehensive program of school, family, and community partnerships and is an example of "Learning at Home" activity of the partnership.

TIPS features homework assignments that require students to talk to someone at home about something interesting that they are learning in class. TIPS helps solve some important problems with homework:

- TIPS helps all families become involved, not just the few who know how to discuss math, science, or other subjects.
- TIPS makes homework the student's responsibility and does not ask parents to "teach" subjects or skills that they are not prepared to teach.
- TIPS asks students to share and enjoy their work, ideas, and progress with their families.
- TIPS allows families to comment and request other information from teachers in a section for home-to-school communication.

In addition to parent engagement, the school commitment to community engagement is exhibited in its strong relationship with local universities that are the source for Advisory Board members and many school volunteers that facilitate study groups and clubs.

Project Funding and Specific Grant Funding Uses

How funding from this grant will be used

This grant will fund refinements to the YSMCS program, including the following:

- ✓ Staff development regarding data-driven instruction, project-based instruction, differentiated instruction.
- ✓ Curriculum development and expansion in kindergarten through eighth grades.
- ✓ Technology improvements that align with school mission and identified areas of need.
- ✓ Improvements in furnishing to create an effective learning environment, especially in the sciences.

Funding will be combined with other federal IDEA and Title 1 funds to advance curriculum and delivery to improve students' learning outcomes for students with disabilities and disadvantaged students. The Budget Narrative for the grant is attached in Appendix D.

Management Plan and Theory of Action

Please see Appendix C for a chart outlining the management plan for implementing the grant as related to responsibilities, timelines, and milestones.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

CHARTER SCHOOLS PROGRAM ASSURANCES – NON-STATE EDUCATIONAL AGENCIES

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit the following to the Secretary:

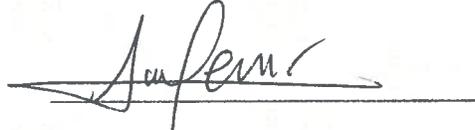
- A. Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- B. As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- C. All items described in the application requirements;
- D. An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- E. An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- F. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- G. Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- H. A copy of proof of applicant's non-profit status;
- I. The applicants' DUNS and TIN numbers;
- J. A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- K. Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

HALIC SEMIR

NAME OF AUTHORIZED OFFICIAL

CEO

TITLE



SIGNATURE OF AUTHORIZED OFFICIAL

10/2/15

DATE

YSMES

APPLICANT ORGANIZATION

10/2/15

DATE SUBMITTED

2012 Charter School Application
For Reconsideration

**YOUNG SCHOLARS OF
McKEESPORT CHARTER SCHOOL**



SUBMITTED TO
McKEESPORT AREA SCHOOL DISTRICT

APRIL 26, 2013

CHARTER SCHOOL APPLICATION

APPLICATION FACT SHEET

This application fact sheet is intended to be a “finger-tip” summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Charter School Name (Must Include “Charter School” in the Title)

Young Scholars of McKeesport Charter School

School Location (City/Town and Zip Code) 410 6th Ave. McKeesport, PA 15132
 County: Allegheny

Intermediate Unit AIU#3

Proposed Start Date September 2013 Date of School Board Approval _____

Federal Employer Identification Number _____ Aun # _____ (Supplied by PDE)

Contact Person:

First Mehmet Middle Melih Last Demirkan

Organization Young Scholars of McKeesport Charter School

City McKeesport State PA Zip Code 15132

Telephone _____ Fax Number _____ E-mail _____

Founding Coalition	Staff: Total Number of Teachers	Projected Student Enrollment Year 1-5
Parent _____ Teachers _____ Business Partnership _____ Community Based Org. _____ Museum _____ Higher Education _____ Other Founding Group _____	Grade Level _____ Elementary _____ Secondary _____ Age of Kindergarten _____ Age of Beginners _____ Circle Appropriate Grade: K 1 2 3 4 5 6 7 8 9 10 11 12	1 st year <u>140</u> _____ 2 nd Year <u>180</u> _____ 3 rd Year <u>220</u> _____ 4 th Year <u>260</u> _____ 5 th Year <u>300</u> _____

Does the charter applicant have an existing retirement system? Yes _____ No X

Does the applicant group presently have access to a facility suitable for a school? Yes _____ X No _____

In what type of community will the Charter School be located?

Urban X Suburban X Rural _____ Other _____



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I. SCHOOL DESIGN

I.1. MISSION STATEMENT

A. Briefly describe the core philosophy or underlying purpose of the proposed school.

The mission of the Young Scholars of McKeesport Charter School (YSMCS) is to teach multiple critical world languages by providing a learning environment enhanced by individualized education approaches and technology. By utilizing research-based pedagogy that is designed to foster language learning as well as impart a global perspective that promotes appreciation and understanding of world languages, regions, cultures and traditions, students encounter a rich academic environment supported by current technology that will prepare them for college and careers in the 21st century.

A core element of the YSMCS concept is to provide an instructional environment in which students encounter rigorous instruction in their individual vernacular as well as immersion in other languages to create a common bond among all students, especially students who are not native-English speakers.

In addition, students will come to appreciate other societal units through their languages and gain insight into the structure of language and its influences, ultimately acquiring significant skills for a future in an increasingly integrated world community. YSMCS, therefore, seeks to create a complete global citizen—a student who is conversant in at least two major world languages and understands the interdependence of the world's peoples. Through the language immersion program, students will acquire proficiency in the basic academic subjects while also acquiring knowledge of the other countries, their people, and their role in influencing world history and present issues of globalization.

What makes YSMCS unique from the proposed district world language program identified in the district's comprehensive plan is YSMCS use of not only one, but two world languages, for immersion. While the district may have a language program, it will fail to deliver the YSMCS concept of equality in language acquisition among both native and non-native English-speaking students delivered through the introduction of the two world languages, in addition to English.

B. What is your overarching vision of the school?

YSMCS will provide students a unique experience in an individualized educational setting so students will have a multitude of opportunities to achieve academic success, helping close the achievement gap in reading and math that are typically encountered in public education. YSMCS students will learn two world languages, in addition to English, in everyday classroom conversational situations and through subject content instruction. This makes language learning more authentic and meaningful to them and helps them develop listening comprehension, spontaneous verbal expression, and reading and writing skills. When students leave YSMCS, they will be able to read, write and speak with proficiency in the world languages and be self-learners. They will also be able to think critically about major world issues and recognize that citizens of all nations are involved in, not independent of, these significant issues.



Current research is rather conclusive about early language acquisition in immersion programs. Some of this research has been conducted by internationally renowned local scholars such as Richard Donato at the University of Pittsburgh and Richard Tucker at Carnegie Mellon University, both of whom are in the Advisory Board members of YSWPCS. In their papers published in the *World Language Annals* and the *Modern Language Journal*, Donato and Tucker have underscored the importance of studying world languages at an early age in school models, such as the one proposed in this charter application.

Furthermore, many other researchers, including Echevarria, Vogt, and Short (2008), and Chamot and El-Dinary (1999) note that more than two decades of language immersion research have demonstrated that children enrolled in dual language schools acquire an impressive level of second language proficiency. Additionally, they are either at or above grade level achievement in literacy skills and content-area knowledge, and they accomplish this without losing facility in their native languages.

Our vision is to create a new level of equity among students by introducing two world languages, in addition to English, that is inaccessible in the current or proposed offerings in the McKeesport Area School District. With this multi-linguistic approach, all students will find themselves immersed in at least two new languages, in addition to English.

1.2. MEASURABLE GOALS AND OBJECTIVES

A. What are the school's measurable academic goals and objectives to promote student learning?

YSMCS will pursue the following eight measurable general academic goals and objectives in order to achieve highest levels of academic success while also complying with NCLB (No Child Left Behind Act). Having adapted an educational philosophy based on the "all children can learn" principle, the Board of Directors expects that all students will achieve the specific academic goals and objectives that are detailed as follows:

Goal 1: Students will achieve the highest possible academic success and will meet or exceed the state's mandated level of proficiency as defined by the Pennsylvania System of School Assessment (PSSA).

Objectives:

- All students will sustain consistent incremental growth toward achieving the state mandated proficiency levels over the first five operational years of the YSMCS as measured by improved standardized test scores and adequate yearly progress on the PSSA tests.
- Students will meet state mandated adequately yearly progress (AYP) goals in achievement and participation rate in assessments.
- Students will achieve one year of academic growth. Annual student growth will be measured by teacher-developed formative assessment of student progress in addition to mandated tests, including student portfolios, class level project evaluations, and testing..



Goal 2: In addition to mastering fundamental academic skills, all students will acquire excellent reasoning and problem solving abilities which they will use in pursuit of their studies, especially in mathematics and science.

Objectives:

- Students will be able to communicate scientific concepts with clarity and logic and demonstrate understanding of the processes of science. Skill in this area will be measured by the quality of projects, investigations and lab work produced by the students.
- Students will be able to demonstrate understanding and appreciation of the significance that science, math and technology have on the modern world by the students' ability to identify current issues in these fields and recount their historical origins and ethical implications.
- Students will be able to understand the elements of mathematical processes such as computation, operation, equating, analysis, reasoning, estimating and modeling as measured by use of these processes in problem solving.

Goal 3: Students will be computer literate and will be able to utilize technology to engage in critical thinking, problem solving and effective learning experiences.

Objectives:

- Students will recognize and value the breadth of information available on the Internet, will be able to browse, differentiate, and selectively retrieve appropriate information as demonstrated by successful independent research projects.
- Students will be able to review data from a variety of sources, analyze, and evaluate data to transform it into useful knowledge in order to solve problems. Success will be measured by independent research projects.
- Students will be able create and present ideas, stories and unique representations of thoughts through a variety of media by analyzing the task before him/her, the technologies available, and using the most effective media for the purpose and audience.
- Students will be able to develop sufficient technical skills to successfully locate/identify, install, set up and use computer software in the real world, in work situations, and in learning environments demonstrated by success in Technology Class.
- Students will be able to use the Internet to communicate with teachers and other students.
- Students will demonstrate understanding of the ethical, cultural, environmental and societal implications of technology. They will also develop individual responsibility regarding their use of technology, in respect to authorship rights and copyright laws. Success will be demonstrated by passing Technology Class.



Goal 4: All students will be literate.

Objectives:

- Students will be able to understand and effectively use the formal conventions of Standard English in speech and in writing.
- Students will be able to effectively convey their opinions to others in written as well as oral formats together with the supporting evidence gathered from their own research. Their success will be measured by the evaluation of oral presentations, research products and other written work.
- Students will be able to interpret the literal and implied meaning of an excerpt in a variety of listening situations. Their success will be measured by the quality of their responses to questions related to passages to which they have listened.
- Students will be able to conduct independent research, locate information from various sources and use the collected data in a systematic way in class projects. Skill in this area will be measured by the thoroughness of the written reports and the quality of the bibliography.

Goal 5: YSMCS will offer and promote a learning environment of mutual respect among students, faculty and staff.

Objectives:

- All students will participate in classroom activities geared towards problem solving, conflict resolution, peer support, leadership, group sharing, cooperative learning, and self-esteem, as reflected in classroom activity plans.
- One component of teachers' evaluation in their regularly scheduled, periodic assessments will be their contribution to students' character development through classroom activities.
- Issues of cultural and ethnic diversity are valuable additions to the learning environment and will be encouraged as subjects of study and discussion, as reflected in classroom activity plans.
- Language barriers, an obstacle to mutual understanding, communication, and respect will be eliminated through the pervasive English as a Second Language (ESL) program, as reflected in the daily class schedule.
- Students and families will complete feedback questionnaires regarding satisfaction with the existing school atmosphere of mutual respect, at the end of the first academic year and annually thereafter.

Goal 6: YSMCS will provide the smallest practical class size, significantly below that in traditional public schools, for all grade levels.

Objectives:

- All classroom assignments will accommodate no more than 20 students per teacher. The teacher-student ratio of 15 students per teacher reflects the totality of professional resources available.



- Individualized and small group instructions will be available to all students as reflected in the daily class schedule.

Goal 7: YSMCS will provide extensive opportunities for students to expand their knowledge in subjects of their choosing beyond the standard curriculum.

Objectives:

- YSMCS will promote student self-directed learning and competition, through individual encouragement; opportunities for making choices; and ensuring success through mentoring and individual attention, as reflected in classroom lesson plans and activities.
- Opportunities for academic “competition,” via teacher generated classroom activities and officially sanctioned national and international events will be made available for students who choose to participate.
- Academic clubs will be organized, e.g., math club, science club, for students’ voluntary participation beginning with the second month of the academic term.
- Students will be encouraged to compete against their own “personal best” performances, as reflected through periodic review of students’ individual records and personal goals.

Goal 8: Beginning in the academic year 2013-2014 and continuing each year thereafter, a thorough and on-going evaluation regimen will be implemented. Individual student needs will be identified and addressed through the allocation of the appropriate resources in order to attain the greatest achievement.

Objectives:

- Initial evaluation of students upon entry to the school will be completed by the end of September 2013.
- Plans for differentiated instruction based on initial evaluation results and the students’ up-to-date academic performance will be prepared for each student by the end of November 2013.
- Classroom activities will be modified according to the differentiated instruction plans by the end of November 2013.
- If necessary, the curriculum will be updated in accordance with the deficiencies identified through student evaluations. These changes will be finalized by the end of the first school year, July 2014.
- Education team members who believe a student requires an evaluation to determine if special education services are required will be referred to an independently contracted school psychologist.
- If the additional evaluation confirms any needs, an Individualized Educational Plan (IEP) will be developed, implemented and monitored in adherence to all applicable PA Department of Education regulations and laws.
- Students entering YSMCS with existing IEPs will have their previously identified needs accommodated and integrated immediately.



- Prior to opening (as early as pre-academic year faculty orientation) a special education teacher will be utilized in a consultative model to work with all classroom teachers and other applicable staff members to assist with modifications and accommodations to the students' programs within the mainstream classrooms.
- By the start of classes, a Child Study Team, consisting of a minimum of a psychologist, and teachers and parents, will develop any appropriate behavior plans to be utilized throughout the day for students identified as having this need.
- At the end of the academic year, all of the students will be re-tested utilizing standardized and teacher generated tests. Evaluation of student progress based upon a comparison of initial and year-end testing will ensue.
- Special attention will be given to the identified areas of individual deficiency if applicable.
- Appropriate curriculum modifications, individual and general, based on testing results, will be made and implemented for the following academic year.
- For the specific goals and objectives of the YSWPCS language program, please see the YSWPCS' World Language Curriculum section in the proposal.

B. What are the school's measurable non-academic goals and objectives to promote student performance?

YSMCS will involve parents and families in academic activities and school governance, instilling a long-lasting appreciation for multicultural and multiethnic diversity. In doing so, YSMCS aims to provide a safe and nurturing environment where students will be able to develop positive self-knowledge, excellent self-care, leadership skills, and an awareness, consideration and appreciation of others, the environment and the world at large. YSMCS will strongly commit to collaborative partnerships, lifelong learning and personal growth. The five measurable non-academic goals and objectives are described below.

Goal 1: Students will appreciate education as a personal endeavor and a way to developing positive self-knowledge and self-confidence.

Objectives:

- Students will follow YSMCS' code of conduct (see *Appendix A*). At a school-wide level, student behavior will be governed by a code of conduct that emphasizes self-respect as well as respect for others. YSMCS will address social issues such as drugs, violence, and health at an age-appropriate level. Success in this area will be measured by a suspension rate that is lower than the average rate in comparable school districts in the city.
- Students will learn to value education as evidenced by improved attendance rates, which will eventually reach 95%.
- Students will fulfill all coursework requirements and participate in assessments as reported by teachers.



- Students will develop academic skills needed to be successful in higher education. These skills include but are not limited to research techniques, note-taking skills, and organizational skills.
- Students will learn to approach their classroom assignments with skills needed to be successful in life. These might include determination, attention to detail, thoroughness, accuracy, planning and organization.
- Student dropout rate will be lower than district dropout rate averages.

Goal 2: Students will develop leadership skills and use these skills in efforts to make the world a better place.

Objectives:

- Students will offer their services as peer tutors.
- Students will provide input to YSMCS decision-making committees by serving as student representatives and volunteers to the committees.
- Students will actively participate in community service projects
- Students will develop the social skills necessary to interact successfully in public and work. These skills include, but are not limited to, making and maintaining eye contact, shaking hands in a proper manner, speaking in public, understanding what and when certain responses are appropriate, and addressing adults with respect.
- Students will develop the character and manners that will allow and encourage them to become concerned and active citizens of their communities, nation, and the world beyond. These character traits and manners include, but are not limited to, compassion, leadership, friendliness and understanding.
- Students will develop positive attitudes toward work, community, school, friends, and self. They will develop a willingness to sacrifice for the common good. They will understand the sacrifices, which must be made in order to gain personal fulfillment. They will gain a deep respect for family, school and community.

Goal 3: Parents will view the school as a viable alternative for the education of their children.

Objectives:

- Parents will be actively involved in the community outreach program.
- Parents will make applications to YSMCS available for other children in their families and will recommend the school to community members.
- Parents will express satisfaction with the school as measured by responses on yearly evaluations.



Goal 4: Parents will be involved in the operation and academic activities of YSMCS.

Objective 1:

Parental involvement in operation and governance will be achieved by:

- Starting with the fourth term, at least one parent will serve on the Board of Directors, as a voting member, ensuring a significant voice in the operations of the school according to the YSMCS by-laws and membership guidelines.
- A parent-council will be established during the first month of school, September 2013. This council will provide continuous input to school administration, as reflected in school policy and meeting schedules.
- Teachers will be required to contact parents on a monthly basis, to individually discuss a student's progress in academic and non-academic areas, as reflected in student records and telephone/meeting logs.
- Encouraging parents to actively and frequently participate in school activities, as reflected in outreach materials and individual records.

Objective 2:

Parental and family involvement in YSMCS through adult continuing education opportunities will be achieved through programs such as:

- Adult education programs, conducted during the after-school and evening hours, to address the academic and non-academic programs for students. This will occur through the use of volunteers or through the use of funds as they may become available.
- Siblings of YSMCS students, too old to attend YSMCS and enrolled in classes in the district, will have the opportunity to participate in after-school programs.

Goal 5: Inculcate a long-lasting appreciation for multicultural and multiethnic diversity.

Objective:

Create an atmosphere and exemplary environment in which:

- All students will be encouraged to think beyond cultural boundaries, to show tolerance and acceptance to individuals or groups of differing cultural backgrounds, and to accept the value of people for their unique ethnical and cultural heritages, as reflected in classroom activity plans.
- All staff will have training options which focus on issues of sensitivity to ethnicity and culture. The decision to implement specific training curriculum will be explored and decided upon by the Board of directors.



I.3. EDUCATIONAL PROGRAM

A. Describe the educational program of the school, providing an overview of the curriculum and the content in all subject areas.

YSMCS WORLD LANGUAGES PROGRAM

The founding members of the YSMCS believe that the primary focus of the School should be to provide an educational environment which offers opportunities to learn and excel in acquiring world languages which are at the center of the academic, social and economic development of the world today. The school will align its all-curricular content to the Pennsylvania Department of Education Standards Aligned System, as required by law. Since we are starting as a Kindergarten through fourth grade public charter school and then adding one grade each year after, we completed SAS Curriculum MAPS in grades Kindergarten through 5th grade to start with and attached in Appendix H. The remainder of the alignment will be completed prior to the start of middle school grades (6-8).

One of the major goals of YSMCS is to raise global citizens who will have strong communication skills. Former Secretary of Education, Margaret Spellings said, "When it comes to world languages, our students get started too late — and too few study critical languages. We can and must turn this around".

Similarly, President Barack Obama stated, "We should have every child speaking more than one language."

In order to support this effort, YSMCS will offer expanded choices in language instruction that are completely inaccessible in the current McKeesport ASD offerings or those that are planned to be offered in the future. As per the district's comprehensive plan, while students may access a variety of languages, there is no statement as to the level of language acquisition that will be expected or the number of languages that will be required as part of the curriculum. Unlike the district, YSMCS will create a unique environment in languages where **every** student attending is in the process of language acquisition of two foreign languages. This creates a unique learning environment. For example, native English speakers and native Spanish speakers will experience each other's language, but will be on common ground when immersed in a third language. Learning a variety of languages will not only provide students with the benefits of better understanding different cultures, but will also facilitate their intellectual growth.

These benefits have also been observed by the U.S. Secretary of Education. It was recently announced that an award of \$25 million in grants will go to school districts in 22 states to help dramatically increase the number of Americans learning world languages. This was deemed critical to national security and commerce.

The National Security Language Initiative's *Foreign Language Assistance Program* (FLAP), which is supported by the State Department and the U.S. Department of Education, recently released a report announcing that grants between \$50,000 to \$400,000 are available for the teaching of critical languages such as Arabic, Chinese, Russian and Turkic languages in K-12 settings (National Security Language Initiative Report, 2008). Our sister school in State College PA, Young Scholars of Central PA Charter School, has been awarded with FLAP grant with \$214,000. YSMCS plans to apply for these grants to support the language program.



Steve Pinker, a prominent linguist, has stated “*One free lunch* in the world is to *learn another language* in *early* childhood”. Most other countries around the world have recognized this, and students are proficient in not just native language, but at least one other language. Even students in third world countries speak multiple languages, despite their limited access to high quality, well-funded, and consistent education. Students in the United States who fail to acquire a minimum level of mastery of a second language are clearly at a deficit when competing for jobs in the global economy with peers who are conversant in at least two languages.

Previous research suggests there are numerous benefits to learning a second or third language at an early age. Current research suggests that even though the critical period for learning a second language post-puberty is not binding, age has an effect on learning a second language (Birdsong, 2006; DeKeyser & Larson-Hall, 2005). More specifically, previous researchers have suggested that there is a window of opportunity in language development in which a child learns his/her first language naturally. After this period, the brain becomes gradually less plastic and by the time a child reaches adolescence, the brain cannot develop any real cognitive system, including language (Birdsong, 2004; DeKeyser & Larson-Hall, 2005; Johnson & Newport, 1989; Piske, Mackay, & Flege, 2006).

When children start the long process of language instruction at an early age, continuing through high school and college, they will be able to achieve levels of proficiency that were previously impossible due to the late start of most language programs. At the same time, older children and adults can still be successful at learning a second language, although the level of attainment may be less predictable because of factors that can influence language learning (Mayo, del Pilar, & Lecumberri, 2003).

Bilinguals, who use two or more languages in their everyday life, have access to different visions of the same world. The ability to function in more than one language provides bilingual/multilingual individuals with a way of comparing and contrasting one view with another (Smyth, 2000).

Below are some of these benefits:

- Students who study another language not only have a powerful key to successful communication and understanding, but they also develop an insight into their own language and culture (Nugent, 2000).
- Students develop a lifelong ability to communicate with people of other nationalities.
- Students enjoy a greater overall school performance and increase their ability to learn other disciplines, such as mathematics.
- Students who receive second language instruction when they are young are more creative and have superior problem-solving skills.
- Students who learn a world language at an early age have access to a greater number of career possibilities and develop a deeper understanding of their own and other cultures.
- Students who learn at least one other language early in life obtain a better native-like fluency and this gives them an edge in tomorrow’s workforce.



- Students who are bilingual have an advantage over monolingual children when they leave school and score statistically higher on standardized tests.

The founding members of the YSMCS believe that attaining oral proficiency in a second language is not enough for students. Children should also acquire language skills in reading, writing, vocabulary, pronunciation and grammar to stand any chance of truly mastering it.

Several language options were considered for students attending the YSMCS, including Chinese, Spanish, Russian, French, German, Japanese, Turkish and Arabic. A number of factors were evaluated, such as the availability of teachers and appropriate materials, potential community support, and perceived utility of proficiency in the targeted languages. During the discussions, professors from the University of Pittsburgh, Duquesne University and Carnegie Mellon University were consulted regarding these options.

For pragmatic reasons, the committee has decided to select one language and to make its study compulsory for all children. The founding team committee has agreed to conduct a community survey to determine the level of support for such a program and to gather feedback concerning the choice of a world language. They will be polled to determine which language they want their children to master. Based on the results of the survey, the language with broad general support will be selected to be taught.

The founding members of the YSMCS believe multicultural education is a priority and will be integrated into language learning. Students will learn about the customs, foods, dress, traditions, history, and socio-political systems of people who speak the languages they learn. Activities and lessons will be grade appropriate and individualized to take into account the skill levels of new and native speakers of each language. The expectation is that students who enroll as kindergarteners will be conversationally fluent in each language by the end of 8th grade, with developing ability to communicate in reading and writing those target languages as well.

YSMCS WORLD LANGUAGE CURRICULUM

The overall educational philosophy and goals of the YSMCS's World Language Curriculum is what distinguishes its language program from those of the other schools in the community. This philosophy and its subsequent goals are highlighted by the following curriculum that has been prepared as a guide for YSMCS's language instruction. While the main methodological framework will be stable across languages, implementation of the instructional philosophy of differing languages may require slight modifications.

YSMCS plans to graduate students from 8th grade with at least an intermediate proficiency level of their native language and a chosen language. Gradually, using the ACTFL proficiency guidelines, the students will reach the level of novice-high at the end of 1st grade, low intermediate at the end of 3rd grade, mid-intermediate at the end of 5th grade, and low-advance at the end of 8th grade. This will be possible through hiring certified language teachers, teacher assistants, volunteer tutors and by making use of special software technology such as Rosetta Stone as self-study supplementary materials.

The design of the YSMCS curriculum is based on the National and Pennsylvania World Language Standards and aligns with PA State Standards, Anchors and Eligible Content in Reading, Writing, Speaking and Listening. If the Spanish program is adopted, "Viva el



Espanol and Hola.” by the McGraw Hill program will be utilized. This program will emphasize a growth of students’ receptive and productive language proficiency. In this program, there are three levels of instruction. For example, System A for grades 1-3 will progress to system B the subsequent year, then to C for third grade. By the fourth year the students will move into Hola, the next system which will begin the older students’ sequence. This should give the students continuity in their language program and an opportunity to build a strong language base. Performance based assessments will be used to monitor the progress of each child in the targeted languages.

YSMCS believes it is crucial to experience many different types of learning. In the world language curriculum, the primary educational tool is the student’s own motivation and interest in engaging in meaningful activities. This approach to learning maximizes comprehensible input opportunities in the target language (Krashen, 1987). Meaningful activities included in the curriculum include practice in the skill areas of receptive language skills such as listening and reading, expressive skills such as speaking and writing and complementary skills such as grammar, pronunciation and vocabulary. Especially important for the development of receptive skills is an ever-increasing understanding of the language input through exposure to authentic texts.

While the aforementioned basic skills will constitute the core of classroom learning, students will be encouraged to engage in self-guided study and reinforcement practices outside the classroom. Using Krashen’s (1987) I+1 theory in the classroom, materials that are a slightly above students’ levels will be used; however, outside the classroom an extensive amount of higher-level materials will be assigned. The philosophical basis of this approach is to encourage students to engage in self-guided study by using nontraditional computer-mediated communication (CMC) materials such as Rosetta Stone, dictionaries and other assistive tools. The founding members of the YSMCS assert that language learning is best accomplished through intensive self-guided study, guidance and motivation from dedicated teachers. With this idea in mind, students will be required to read a minimum number of books in their chosen world language every year. By the end of Third, Fourth and Fifth Grade students will read 10 books, Sixth, Seventh and Eighth Grades students will read 15 books.

In order to immerse students in grammar and vocabulary acquisition situations, teachers will use both inductive and deductive teaching methods. This means while students benefit from the contextual grammar and vocabulary usages of the language in meaningful tasks, students will also learn new structures through direct instruction. They will be provided with intensive practice opportunities through CMC, Rosetta Stone, other self-study materials, sample tests and questions. Additionally, the practice of grammar and vocabulary will be infused throughout other areas of instruction in order to develop accuracy while not hindering the improvement of language fluency (Krashen, 1987).

Students’ speaking skills in the chosen world language will be encouraged by authentic dialogues, role plays and discussions that may take place in everyday life settings. Starting with the second grade, the chosen world language will be the sole means of communication in the world language hour. Use of English will be discouraged during the View (main teaching time of the class) section of the class; however, it may be allowed during the Preview and/or the Review sections for warm-up or follow-up practice (Crawford, 2008). Through this approach, students will have the opportunity to integrate the practice of speaking and listening for at least one hour every day.



Writing, as one of the basic languages skills, will be emphasized in the beginning of YSMCS's World Language Program. Although students will learn to write letters in the chosen world language in First Grade, they will be encouraged to write words and statements only after First Grade. This approach to writing activities allows the activities to become increasingly meaningful and reduce anxiety which may be associated with intensive writing activities.

In order to assess and evaluate students in all areas of the curriculum, both formal and informal assessments and observations will be utilized. The formats of these assessments will include, but will not be limited to, completion of individual assignments, classroom participation, informal observations, group projects, and periodic quizzes and exams. These assessments will be based on rubrics and norm and criterion-referenced assessment tools. To ensure validity and reliability, the students will also be evaluated informally throughout the year and will be provided with additional assistance and guidance if the educational team members believe remediation and/or intervention is necessary.

The following is an outline of the YSMCS World Language Curriculum by grade level.

GRADE 1

Goal 1: All students will learn to communicate at the basic level in the chosen world language.

Objectives:

All students will be able to:

- Identify the letters of the alphabet by pointing to them and reciting them.
- Ask and answer simple questions using the world language.
- Increase vocabulary in the world language.
- Recite world language translation of names of simple concepts that they learn in other curriculum area. Examples of these concepts include: numbers, opposites, and animal names.
- Use names of common foods in conversations.
- Recite the names of articles of clothing.
- Use the words for common courtesies, such as: please, thank you, hello and goodbye.
- Understand forms of simple verbs such as: to be, to like and to want.
- Recognize words in the chosen world language in a newspaper or a film and add these words to a classroom bulletin Board collage.
- Recite words in the chosen word language which appear in other curriculum areas.
- Participate in language activities utilizing computer software.



Goal 2: All students will have initial understanding of the culture of the chosen world language.

Objectives:

All students will be able to:

- Identify a holiday related to the people who natively speak the world language.
- Recognize fundamental products and customs of the target culture.
- Understand common gestures and expressions in the target culture.
- Find basic similarities and differences of life skills and social structures in personal interactions between cultures.
- Recognize the flags of the countries speaking the target language.
- Recite fundamental landmarks, names and culture-specific food and crafts in the target culture of the target language.
- Recognize and recite basic words in school culture that are influenced by the chosen world language.
- Use culturally appropriate gestures and expressions while speaking in the chosen world language.
- Develop life skills and social interactions similar to ones in their own culture and target language culture.
- Listen to audio tapes in the world language.
- Recite a poem in the world language.

Goal 3: All students will have a basic understanding of a place where they can utilize the chosen world language in the community.

Objectives:

All students will be able to

- Explain how they can make use of the chosen world language they learn in the community.
- Identify where in the community the target language is spoken.
- Identify locations in the community where the language is utilized, including the students' home, and compare the structures with those in the country of origin of the world language.
- Identify the geographical location of the country of origin of the chosen language and locate it on a map and/or globe.
- Compare, contrast and find commonalities between the chosen world language and English in the local, national and global community.
- Explore news, cultural, and/or sporting events in the country associated with the chosen language.



- Make use of possible interactions with the chosen world language such as pen pals and target language community visits.

GRADE 2

Goal 1: All students will learn to communicate in the chosen world language.

Objectives:

All students will be able to:

- Spell simple words in the chosen world language.
- Increase their vocabulary by interacting with peers and communicating by speaking the chosen language.
- Read simple books in the world language.
- Write simple sentences in the world language.
- List some simple words in English that are influenced by the world language.
- Identify areas in the school curriculum that are affected by target language.
- Memorize and follow simple dialogues in the chosen world language.
- Write simple dialogues in the chosen world language about nationalities, occupations, age groups, school, food and beverages, sports and leisure, and anatomy.
- Express all their thoughts and answers in the chosen world language with the help of the teacher during class time.
- Use dictionary to find the meanings of the words in English or translation of English words into the chosen world language.
- Learn cross-curriculum area terms in the chosen world language

Goal 2: All students will learn about culture of the target language.

Objectives:

All students will be able to:

- Describe the geography of the country of origin.
- Listen to and respond to music and literature of a multicultural nature.
- Memorize simple songs in the chosen world language.
- Identify products and customs of the chosen world language through watching movies and making community visits to the community of the target world language.
- Discuss similarities and differences between the life style of the target culture and own culture.
- List other life areas that might be affected by the target culture, such as food.
- List significant holidays of the target culture.



- Identify well known people from the culture and know their contributions.
- Write simple role plays in the chosen language about daily interactions such as ordering food or meeting and act upon them

Goal 3: All students will be able to make use of community resources to better learn the chosen world language and culture.

Objectives:

All students will be able to:

- Learn local resources related to the chosen world language and culture.
- Have access to at least one local resource such as a library with books in the chosen world language.
- Have knowledge of national resources in the chosen world language such as organizations of the people from target culture.
- Have means of communicating with the national resources about the chosen world language with the help of their teachers and parents.
- Learn about the global resources available for the chosen world language such as the international programs for acquiring the world language.
- Make use of the global resources about the chosen world language such as finding a pen pal from the target culture.
- Recognize how they are at an advantage by knowing the chosen world language.
- Watch cartoons and understand the content in the chosen world language.

GRADE 3

Goal 1: All students will expand communication skills and include social interactions.

Objectives:

All students will be able to:

- Speak simple sentences in a social setting or as a creative effort.
- Describe people, places, and objects in the chosen language.
- Generate and respond to short messages including: invitations, greetings, directions.
- Express details of happenings in their lives and of the past.
- Expand vocabulary through direct instruction and indirect means of instruction such as watching movies and reading books.

Goal 2: All students will focus on culture of the chosen world language.

Objectives:

All students will be able to:



- Compare their culture with the culture they are studying.
- Demonstrate awareness of the contributions of individuals of diverse cultures.
- Identify ways in which people who originate in one country may be similar or different from people who originate in another country, and recognize when categorizing people is stereotyping.
- Discuss news events from the country of origin.
- Participate in the preparation of a holiday celebration including food, music or another authentic custom.
- Read simple books from the chosen world language with cultural themes.
- Write small dialogues dramatizing the books they read.
- Read simple instructions in a manual written in the chosen world language
- Comprehend the instructions in a manual written in the chosen world language.
- Understand how the value of the country's money may be different.
- Make use of the Internet to learn about the target culture.

Goal 3: All students will make use of community resources about the chosen world language.

Objectives:

All students will be able to:

- Engage in activities in the chosen world language.
- Compare the resources in the local, national and global communities where the chosen world language is used and resources where English is spoken or written in those same communities.
- Find information about the target culture and chosen world language in the libraries.

GRADE 4

Goal 1: All students will learn to communicate in the chosen world language in the low- intermediate level.

Objectives:

All students will be able to:

- Write and speak on a continually developing level, especially in social situations, such as interacting with a representative of the country of origin who may be visiting the United States.
- Speak and write facts about the heritage of the chosen language learned from reading books and folk tales, myths, sagas and historical fiction.
- Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).



- Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.
- Respond to open-ended questions and initiate communication in various situations.
- Produce language with improved pronunciation, intonation and inflection.
- Use gestures and other forms of social interactions where appropriate in the chosen world language.
- Understand the main message of written materials in the chosen world language with the assistance of dictionaries, illustrations and other reference materials.
- Write brief essays on a particular topic in a logically organized manner.

Goal 2: The students will know the main elements of the culture of the chosen world language.

Objectives:

The students will be able to:

- Identify works of artists and musicians of other countries who have received world- wide recognition.
- Obtain current information about the country from the newspapers and other news media.
- Use technology (e.g., the Internet) to obtain information.
- Obtain information about the country through use of maps.
- Write a brief report about the country and the culture following specified parameters.
- Identify and dispel stereotypes associated with people who originate in another country and speak the chosen language.
- Display interest and knowledge about popular culture of the target culture.
- Interact with a native speaker of the target language in a spontaneous manner and research information about the culture by using the Internet and other media resources.
- Convert currency from the U.S. Dollar into the currency of the chosen country.
- Explore the history of the country and its government.
- Make a political map of the country, including land forms.
- Participate in a celebration event of the target culture surrounding a typical holiday



Goal 3: All students will comprehend the value of knowing second language in the community.

Objectives:

All students will be able to:

- Write email messages or letters to peers to formulate opinions about the country of origin of the language studied.
- Explain the influence of geographical conditions and environment upon the economy of the country.
- Communicate with a pen pal (or relative) who speaks the chosen language, and who lives in another country.
- Identify several facts concerning the relationship between the United States and the country of origin of people speaking the chosen language.
- Use text and computers to obtain information about people who speak the chosen language and live in another country.
- Identify jobs where speaking a second language is advantageous on a local, national and global level.

GRADE 5

Goal 1: All students will communicate in the chosen world language at the mid-intermediate level with an understanding of the culture of the country of origin.

Objectives:

All students will be able to:

- Use the chosen language to interact orally and in writing.
- Engage in spontaneous conversations using original wording.
- Organize thoughts into coherent speech in the chosen language and identify common and distinct features among languages.
- Communicate orally and in writing with skill enough to complete daily living requirements, obtaining information, making needs known and socializing.
- Discuss meanings and common uses of common words in English and the chosen world language.
- Identify areas of the school curriculum where the target language is influenced.
- Learn about significant people in the target language who affected other areas of the school curriculum such as scientists and artists.
- Describe other subject areas of the school curriculum in the chosen world language with little or no assistance orally and in writing.
- Read fiction and non-fiction texts in the chosen language.



Goal 2: All students will further enhance their cultural sensitivity through comprehending the culture of the chosen world language.

Objectives:

All students will be able to:

- Appreciate and understand the culture of the chosen language.
- Identify and discuss beliefs that influence the lives of people living in the culture of the chosen language.
- Identify differences between the life styles and social institutions of their own cultures and the target culture.
- Accept the differences between cultures as a product of historical, geographical and social differences.
- Discuss the function of different customs in the target culture.
- Identify and articulate the political and economic relationship which exists between the United States and the country of origin of the world language.
- Identify relationships between language and culture from the research of literary works.

Goal 3: All students will learn the benefits of knowing this particular chosen world language as it applies to their life.

Objectives:

All students will be able to:

- Identify career options made available by knowing the world language (i.e. a world ambassador).
- Identify skills needed for career option.
- Identify a career in which knowledge of the country would be a benefit.
- Talk about someone they know who works in another country
- Collect information about possible careers for bilingual people using newspapers, the Internet and employment offices

GRADE 6

Goal 1: All students will communicate in the chosen world language at the intermediate level.

Objectives:

All students will be able to:

- Effectively use the chosen language to interact orally and in writing.
- Engage in authentic conversations in Basic Interpersonal Communication Skills (BICS) and some Cognitive Academic Language Proficiency (CALP).
- Organize thoughts into coherent speech in oral and written language.



- Communicate orally and in writing to complete basic daily-life requirements.
- Describe other subject areas of the school curriculum in the chosen world language with little assistance orally and in writing.
- Read fiction and non-fiction texts at intermediate or higher levels.

Goal 2: Students will enhance their socio-cultural sensitivity through exposure to the culture of the chosen world language.

Objectives:

All students will be able to:

- Appreciate and understand the practices of the culture of the chosen language.
- Identify and discuss belief systems that impact the lives of people living in the culture of the second language.
- Make comparisons between the life styles and social institutions of their own cultures and the target culture.
- Effectively discuss the function of different customs in the target culture.
- Identify and articulate the social, political and economic relationship which exists between the United States and the country of origin of the world language.

Goal 3: Students will learn at a higher level the benefits of knowing this chosen world language as it applies to their life.

Objectives:

All students will be able to:

- Identify career options that are available by knowing the world language.
- Identify a career in which knowledge of the country would be a benefit.
- Determine specific language skills (e. g.: oral for simultaneous interpretation) needed for a career option.
- Gather information about possible careers for bilingual people using media and internet services.

GRADE 7

Goal 1: All students will be able communicate in the chosen language at the high-intermediate level.

Objectives:

All students will be able to:

- Effectively use the language to interact orally and in writing at high intermediate level
- Engage in authentic conversations in higher BICS and CALP levels.
- Organize thoughts and content area related opinions into coherent speech in oral and written language.



- Communicate orally and in writing to complete basic daily-life requirements with some academic proficiency.
- Engage in subject areas of the school curriculum in the chosen world language with limited assistance orally and in writing.
- Read different genres at higher proficiency levels.

Goal 2: Students will develop higher levels of socio-cultural sensitivity through exposure to the culture of the world language.

Objectives:

All students will be able to:

- Appreciate and understand the perspectives and practices of the culture of the language.
- Identify and discuss products and belief systems that impact the lives of people living in the culture of the second language.
- Make comparisons between the life styles and social institutions of their own cultures and the target culture.
- Establish connections with the target culture through the use of technology, media, and other authentic sources.
- Recognize interrelationships between the language and the culture of a given group of people.

Goal 3: Students will understand the benefits of knowing this particular world language.

Objectives:

All students will be able to:

- Identify career options that the learning of this particular world language makes possible.
- Identify a career in which knowledge of the language and the country would be beneficial.
- Determine specific language skills (e. g.: written for business transactions) needed for a career option.
- Maintain connections with the target culture through the use of technology, media and authentic sources.



GRADE 8

Goal 1: All students will be able communicate in the chosen world language at the advanced level.

Objectives:

Students will be able to:

- Use the language to interact orally and in writing with native-speakers at advanced level
- Engage in authentic conversations, particularly in CALP skills.
- Organize thoughts and particularly subject matter-related opinions into coherent oral and written language forms.
- Communicate orally and in writing to complete basic daily-life requirements with high-level academic proficiency.
- Engage in subject areas of the school curriculum in the chosen world language with very limited accommodations.
- Read a variety of genres at advanced proficiency levels.

Goal 2: Students will develop near native-like levels of socio-cultural sensitivity through exposure to the culture of the world language.

Objectives:

All students will be able to:

- Appreciate and internalize the perspectives and practices of the culture of the language.
- Identify and discuss products, processes and belief systems that impact the lives of people living in the culture of the target language.
- Make appropriate comparisons between the life styles and social institutions of their own cultures and the target culture.
- Maintain connections with the target culture through the use of technology, media, and other authentic sources.
- Recognize interrelationships between the language and the culture of a given group of people.
- Recognize and understand verbal and nonverbal cues within a culture

Goal 3: Students will internalize the benefits of knowing a world language.

Objectives:

All students will be able to:

- Identify career options that the learning of this particular world language makes possible.



- Identify a specific career in which knowledge of the language and the country would be beneficial.
- Determine specific language skills (both oral and written) needed for a career option.
- Maintain connections with the target culture through the use of technology, media and authentic sources.

YSMCS LANGUAGE ARTS

We align our all-curricular content to the Pennsylvania Department of Education Standards Aligned System, as required by law. Since we are starting as a Kindergarten through fourth grade public charter school and then adding one grade each year after, we completed SAS Curriculum MAPS in grades Kindergarten through 5th grade as may be reviewed in Appendix H. The remainder of the alignment will be completed prior to the start of middle school grades (6-8).

In order for elementary students to be successful in an inquiry, project-based curriculum, it is necessary for them to develop their reading, writing, listening, and speaking skills. Therefore, the study of English/Language Arts will be a daily part of the Language Arts program at YSMCS. First period of each day we will have 20 minutes silent reading in all grades. The books will be determined based on student's comprehension level by using Star Reading Assessment, which is a product of Renaissance Learning.

Teachers will plan and implement the learning tasks and activities in a way that allows the students to bring their own ideas, thoughts and experiences into the process. Students will be encouraged to use their prior knowledge and backgrounds to construct their own understanding of the readings and writings.

Reading instruction is provided through a research-based and balanced program of guided small-group instruction and followed by modeled, shared, and independent reading tasks and activities. Additionally, the curriculum will be aligned with Common Core and PA State Standards, Anchors, and Eligible Content in Reading, Writing, Speaking and Listening. The emphasis is on helping the students become capable and confident readers by using fundamentals of both the Phonics and Whole Language Theory through a holistic mastery of comprehension skills and essential word identification strategies.

For reading, writing and mathematics, we are going to use Renaissance Learning which products meet state standards and Common Core State Standards focuses on K-12 learning. Renaissance enables our teachers and guides our students practice on essential reading, math, and writing skills. Renaissance technology provides immediate, accurate formative and diagnostic feedback to all stakeholders—students, parents, teachers, and administrators. With Renaissance, computers do what computers do best—collect, store, and report information—giving students more time to learn and enabling teachers to target instruction without increasing their paperwork. Renaissance enables teachers, principals, and students to set and monitor progress toward challenging but achievable goals.

Using the Reciprocal Teaching method, students work in small groups to Predict, Clarify, Summarize and Question—four strategies proven to ensure and deepen understanding of text. In support of this, students will participate in literature circles



(Daniels, 2002) where small groups of students read the same book with each student assuming responsibility for one of several roles—identifying vocabulary, writing chapter summaries, illustrating passages, connecting the text to other texts or to the world, and leading discussions.

Students will learn to apply effective strategies and to construct meaning by previewing texts, predicting outcomes, and comparing and contrasting themes. Students will read different types of materials for a variety of purposes. Discussions will center on identifying and interpreting an author's point of view. All students will work towards learning to read, recognize, and respond to a variety of genres in literature and writing as a record of human experience.

After careful consideration, the decision was made to implement a theme-and-literature-based reading program for three reasons:

- Our projected population of students will be diverse: students will have a variety of language backgrounds and some are ELLs. In addition, the school will draw students from both urban and rural areas. A theme-and-literature-based program provides maximum flexibility so that every student has access to reading material that matches their interests and background knowledge.
- Our projected population of students will represent a broad range of reading abilities in each classroom. This approach provides a wide variety of materials for students who need remediation or enrichment.
- Theme-and-literature-based programs serve a dual purpose during the process of building collections of reading and resource materials in classrooms and the school library.

Multicultural topics and authors are introduced through themes, literature and a variety of other texts.

By the beginning of 5th grade, students at Proficient reading levels are prepared to analyze text, compare and evaluate it from several points of view, and synthesize common themes, principles, ideas, or concepts across texts and genres. This approach is based on Bloom's (1956) taxonomy of learning domains. YSMCS students in 5th through 8th grades will read a variety of age and grade appropriate material by authors from all over the world, including appropriate selections for students requiring remedial support. Approaching text from this multicultural point of view will further develop the students' ability to read critically and to relate their understanding of literature to the study of history, economics, civics, and government. This will also improve students' learning of Social Studies.

Writing will remain in a central position in the overall curriculum. Students will write in a personal dialogue journal, record results of investigations, take notes, and keep learning logs thorough our technology supported system, which will give the students and the teachers the opportunity to keep their journals electronically. Students will learn to write business letters as they seek information for their projects and investigations from outside sources. Persuasive writing techniques will be developed as students prepare to defend points of view in simulations. In keeping with the school's focus on science and math, students will be taught techniques of technical writing. Editing, revising and evaluating writing for style, organization and correct conventions will be an integral part of the writing process.



Furthermore, students will use a variety of computer programs and media to publish their own work. A writing resource room will be staffed during certain study hours and will be available for students who need additional help. The investigative nature of the science and math programs will naturally call for the development of research skills. Students will learn how to select, modify and define topics, and carry out the research process. This will include formulating questions, contacting people for interviews, searching the Internet for information, collecting and organizing data, and communicate findings in an appropriate form. Teachers will teach students how to develop and use graphic organizers as a means of organizing and outlining data. One-on-one work with teachers who are available before and after school will provide assistance to students who need extra help.

Writing instruction is integrated into all content areas using the Collins/Chadwell program and the Great Source/Write Source materials, which provide a structured approach to writing and correlate well with PA State Standards, Anchors, and Eligible Content in Reading, Writing, Speaking and Listening. The emphasis is on purposeful writing in a variety of genres for an authentic audience, rather than hypothetical and sentenced-based exercises and drills. As citizens and future employees, students graduating from 8th grade must be prepared to communicate clearly in writing and speaking, and possess well-developed problem-solving abilities. As a productive skill, writing is an important medium for developing these skills. The goal of instruction is to ensure that students enter a high school with strengths in these areas. In keeping with the school's mission and drawing upon their experience with literature from other languages and countries, students will explore similarities and differences among written languages with respect to grammar, style, organization, word usage, idiom, and figures of speech. Students will also write in the selected world languages to improve communication skills in these languages.

Speaking and listening skills are incorporated throughout the curriculum at all grade levels. Public speaking will be a priority to build students' confidence in their communication skills. Students will be provided with multiple opportunities to sharpen their listening and speaking skills. Students will attend lectures and presentations given by community members. In class sessions, students will be invited to select topics of personal interest for discussion. Once a topic is chosen, a class leader will call on one student at a time and solicit comments. Other students will listen without comment until everyone who desires to contribute has spoken. Pertinent questions will be encouraged and students will be helped to distinguish between relevant and irrelevant opinions. Most importantly, students will learn the value of communicating clearly and listening attentively by experiencing their teachers as mentors who model strong listening and speaking skills.

YSMCS MATHEMATICS CURRICULUM

We align our all-curricular content to the Pennsylvania Department of Education Standards Aligned System, as required by law. Since we are starting as a Kindergarten through fourth grade public charter school and then adding one grade each year after, we completed SAS Curriculum MAPS in grades Kindergarten through 5th grade as they may be reviewed in Appendix H. The remainder of the alignment will be completed prior to the start of middle school grades (6-8).



The founding members of the YSMCS believe that in order to accomplish the School's educational goals, it is a necessity to implement research-based curriculum. In the field of educational research, especially research in mathematics education, there is an extensive call for learning mathematics with a deep understanding and emphasis on both conceptual as well as procedural understanding and constructing knowledge based on previous experiences. In order to reach such goals, it is suggested that meaningful, realistic contexts for students should be integrated into curricula.

In addition to regular mathematics classes, we will have 30 minutes longer instructional time for students to do mathematics activities in all grades by using state of the art tools. We will provide these activities by using the STAR Math Enterprise. The STAR Math Enterprise assessments include new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as a Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Math will help our teachers to improve instruction. Our teachers can easily check in minutes to reveal which students need help to reach benchmark, and to help group students by proficiency levels.

Furthermore, we will use Study Island for all grades math, because Study Island helps students in K-8 grade master state-specific, grade-level academic standards in a fun and engaging manner. Study Island provides standards-based instructional, practice, assessment, and productivity tools that improve the performance of our teachers and students via web-based platforms. Using with this web-based platforms, our teachers are enabled educators to track student performance in real-time to address individual learning gaps, while allowing administrators to monitor student progress and measure our teacher effectiveness.

Three major characteristics of the YSMCS math curriculum are as follows: (i) The main focus for all of the courses is problem-solving. (ii) Basic skills in mathematics are defined to encompass more than computational facility. (iii) Mathematics programs take full advantage of the power of calculators and computers.

Students will be able to understand the mathematical significance of the operations they perform. By focusing on the "why" behind the algorithmic procedures, we can prepare students for the further study of mathematics, as well as providing them with quantitative literacy for daily life. The math curriculum is integrated throughout the general curriculum as much as possible. It offers a range of courses to meet different developmental and ability levels. Students work at their own paces and take algebra at a time that is appropriate for them. There is a great range of advanced courses for those who have talent at math, and they will be encouraged to study for international and national Olympiads.

We will work to ensure that the maximum number of students follow and succeed in the more rigorous math track. We are also prepared to reassess our plan for two tracks, if the mathematics faculty determines that all students can handle the more accelerated sequence. Under any scenario, all students will be prepared to pass the required Pennsylvania System of School Assessment (PSSA) examination.

It is important for students to understand that mathematics is the study of patterns and relationships, to become familiar with some of those patterns and relationships, and to learn how to use them in daily life. Students will examine the limitations of some mathematical models in describing and predicting events in the real world.



Teachers will utilize a variety of teaching methods in order to bring their students to a mastery level in all mathematical topics. These teaching methods will include utilizing direct instruction lessons, independent student learning lessons, cooperative-group lessons, and remediated lesson sessions. Teachers will be encouraged to use the above-described strategies, as well as other techniques with which they have been successful in the past. All teachers will be expected to keep all students on an appropriate timeline in order for them to complete the curriculum within the designed time frame. A common set of assessments will be used throughout the school year to ensure that teachers are indeed enabling students to meet required benchmarks.

Traditional and alternative assessment tools are provided throughout the program. The grade-by-grade knowledge, skills and curriculum describe in depth the topics to be taught at each level. By the time students enter the ninth grade, they will have solid foundations in basic skills and algebra, and they will be prepared to engage in a rigorous high-school program. At this stage, the school will somewhat loosen our adherence to a back-to-basics approach, as by then students' thought processes will become more critical as they begin to more actively construct knowledge. The curriculum must reflect their evolving needs. The math curriculum that addresses the abovementioned conceptual and philosophical framework is *Everyday Mathematics*, which has been successfully implemented by many school districts across the nation.

Everyday Mathematics offers such a curriculum for grades K-6 and is aligned with PA State Standards, Anchors and Eligible Content. The curriculum includes a vast variety of mathematical topics including number operations, data and probability, geometry and spatial sense, measures and measurement, numeration and order and patterns, functions and sequences. The basis of the *Everyday Mathematic* curriculum is that students can achieve more than what a traditional curriculum requires them to achieve and they can attain these achievements through the use of a curriculum with a wide-range of topics. This curriculum, consistent with the mission of the YSMCS, aims at students' learning in a wide variety of contexts so that students are mathematically literate enough to deal with all aspects of life.

The implementation of the *Everyday Mathematics* curriculum is also justified by its use of giving considerable value to student's current knowledge and fostering that knowledge through problem solving. The curriculum emphasizes the identification of problem solving as a process in which current knowledge is structured with a goal in mind and is then applied to new and unfamiliar situations. Additionally, this approach to problem solving puts students at the center of learning in such a way that students are the constructors and owners of their own learning. This has the added advantage of accepting mathematics as a human activity rather than a deductive set of principles taken from outside the learner's own responsibility.

In middle school, the math curriculum will provide deeper and broader understanding in the study of patterns and relationships that are fundamental to all mathematics, providing clear pathways toward familiarity of those patterns and relationships, and identifying their applications in daily life. Students will gain considerable experience in making tables, graphs, and geometric sketches, along with symbols and word problems, to describe a wide variety of patterns and relationships. Students will examine the limitations of some mathematical models in describing and predicting events in the real world. They will be encouraged to state their own criteria for what constitutes a satisfactory result to discuss their judgments in terms of their purpose.



As for the math curriculum for the 6th through 8th graders, YSMCS will implement *Connected Math*. Because this curriculum scaffolds on the content of the YSMCS primary mathematics program, students will encounter continuity in both delivery and expectations, building upon previously mastered output trends. A number of research-based practices were incorporated into *Connected Math*.

These strategies are as follows:

- Identifying similarities and differences.
- Summarizing and note taking.
- Reinforcing effort and providing recognition.
- Homework and practice.
- Nonlinguistic representations.
- Cooperative learning.
- Setting objectives and providing feedback.
- Generating and testing hypotheses.
 - Cues, questions, and advance organizers.
 - A focus on big ideas.
- Conspicuous strategies.
- Scaffolding.
- Strategic integration.
- Primed background knowledge.
- Judicious review.

The following learning goals are set for math education:

Number and Operation Goals

Number Sense

- Use numbers in various forms to solve problems (6, 7, 8)
- Understand and use large numbers, including in exponential and scientific notation (6, 7, 8)
- Reason proportionally in a variety of contexts using geometric and numerical reasoning, including scaling and solving proportions (6, 7, 8)
- Compare numbers in a variety of ways, including differences, rates, ratios, and percents and choose when each comparison is appropriate (6, 7, 8)
- Order positive and/or negative rational numbers (6, 7, 8)
- Express rational numbers in equivalent forms (6)
- Make estimates and use benchmarks (6, 7, 8)

**Operations and Algorithms**

- Develop understanding and skill with all four arithmetic operations on fractions and decimals (6)
- Develop understanding and skill in solving a variety of percent problems (6)
- Use the order of operations to write, evaluate, and simplify numerical expressions (7, 8)
- Develop fluency with paper and pencil computation, calculator use, mental calculation, estimation; and choose among these when solving problems (6, 7)

Properties

- Understand the multiplicative structure of numbers, including the concepts of prime and composite numbers, evens, odds, and prime factorizations (6)
- Use the commutative and distributive properties to write equivalent numerical expressions (7, 8)

Data and Probability Goals**Formulating Questions**

- Formulate questions that can be answered through data collection and analysis (6, 7, 8)
- Design data collection strategies to gather data to answer these questions (6, 7, 8)
- Design experiments and simulations to test hypotheses about probability situations (8)

Data Collection

- Carry out data collection strategies to answer questions (6, 7, 8)
- Distinguish between samples and populations (8)
- Characterize samples as representative or non-representative, as random (8)
- Use these characterizations to evaluate the quality of the collected data (8)

Data Analysis

- Organize, analyze, and interpret data to make predictions, construct arguments, and make decisions (6, 7)
- Use measures of center and spread to describe and to compare data sets (6, 7)
- Be able to read, create, and choose data representations, including bar graphs, line plots, coordinate graphs, box and whisker plots, histograms, and stem and leaf plots (6, 7)
- Informally evaluate the significance of differences between sets of data (7, 8)
- Use information from samples to draw conclusions about populations (8)

Probability

- Distinguish between theoretical and experimental probabilities and understand the relationship between them (6)
- Use probability concepts to make decisions (6)
- Find and interpret expected value (7)
- Compute and compare the chances of various outcomes, including two-stage outcomes (7)



Geometry and Measurement Goals

Shapes and Their Properties

- Generate important examples of angles, lines, and two- and three-dimensional shapes (6)
- Categorize, define, and relate figures in a variety of representations (6, 7)
- Understand principles governing the construction of shapes with reasons why certain shapes serve special purposes (e.g. triangles for trusses) (6)
- Build and visualize three-dimensional figures from various two-dimensional representations and vice versa (7)
- Recognize and use shapes and their properties to make mathematical arguments and to solve problems (6, 7, 8)
- Use the Pythagorean Theorem and properties of special triangles (e.g. isosceles right triangles) to solve problems (8)
- Use a coordinate grid to describe and investigate relationships among shapes (7, 8)
- Recognize and use standard, essential geometric vocabulary (6, 7, 8)

Transformations-Symmetry, Similarity, and Congruence

- Recognize line, rotational, and translational symmetries and use them to solve problems (6, 8)
- Use scale factor and ratios to create similar figures or determine whether two or more shapes are similar or congruent (7)
- Predict ways that similarity and congruence transformations affect lengths, angle measures, perimeters, areas, volume, and orientation (7, 8)
- Investigate the effects of combining one or more transformations of a shape (8)
- Identify and use congruent triangles and/or quadrilaterals to solve problems about shapes and measurement (6, 8)
- Use properties of similar figures to solve problems about shapes and measurement (7)
- Use a coordinate grid to explore and verify similarity and congruence relationships (7, 8)

Measurement

- Understand what it means to measure an attribute of a figure or a phenomenon (6)
- Estimate and measure angles, line segments, areas, and volumes using tools and formulas (6, 7)
- Relate angle measure and side lengths to the shape of a polygon (6)
- Find area and perimeter of rectangles, parallelograms, triangles, circles, and irregular figures (7)
- Find surface area and volume of rectangular solids, cylinders, prisms, cones, and pyramids and find the volume of spheres (7)
- Relate units within and between the customary and metric systems (6, 7)
- Use ratios and proportions to derive indirect measurements (7)



- Use measurement concepts to solve problems (6, 7, 8)

Geometric Connections

- Use geometric concepts to build understanding of concepts in other areas of mathematics (6, 7, 8)
- Connect geometric concepts to concepts in other areas of mathematics (6, 7, 8)

Algebra Goals

Patterns of Change-Functions

- Identify and use variables to describe relationships between quantitative variables in order to solve problems or make decisions (7, 8)
- Recognize and distinguish among patterns of change associated with linear, inverse, exponential and quadratic functions (7, 8)

Representation

- Construct tables, graphs, symbolic expressions and verbal descriptions and use them to describe and predict patterns of change in variables (7, 8)
- Move easily among tables, graphs, symbolic expressions, and verbal descriptions (7, 8)
- Describe the advantages and disadvantages of each representation and use these descriptions to make choices when solving problems (7, 8)
- Use linear, inverse, exponential and quadratic equations and inequalities as mathematical models of situations involving variables (7, 8)

Symbolic Reasoning

- Connect equations to problem situations (7, 8)
- Connect solving equations in one variable to finding specific values of functions (8)
- Solve linear equations and inequalities and simple quadratic equations using symbolic methods (7, 8)
- Find equivalent forms of many kinds of equations, including factoring simple quadratic equations (7, 8)
- Use the distributive and commutative properties to write equivalent expressions and equations (8)
- Solve systems of linear equations (8)
- Solve systems of linear inequalities by graphing (8)

Mathematics and Reading Enrichment Program

YSMCS will provide a scheduled mathematics and reading enrichment program to all students to accelerate learning at an individualized pace. YSMCS will adopt Renaissance Learning's mathematics and reading programs to evaluate students' progress and apply differentiated enrichment and interventions according to the students' individual needs and interests during the enrichment time that begins each school day. The Renaissance Learning's STAR reading and mathematics assessments, which are computer based and adaptive, will be administered school-wide four times during the year and can be repeated as often as the Student Enrichment Committee suggests for monitoring. Students typically



complete the test less than 15 minutes, and teachers and administrators receive the results immediately. Both STAR reading and math assessments are used for screening and progress-monitoring. They are reliable, valid, and efficient computer-adaptive assessments of general reading or mathematics achievement and comprehension for grades 1–12, providing nationally norm-referenced scores and criterion-referenced scores that help educators determine the proper enrichment to support learning for all levels of student performance.

Practice is essential to learning. Research has demonstrated that practice builds the neurological connections necessary for deep understanding. Practice alters the neurons in the brain leading to automaticity of skills. However, for practice to lead to automaticity, practice must be refined to the individual needs of the student, and thus YSMCS will utilize two software programs, Accelerated Reader and Accelerated Math that have demonstrated efficacy in this area. These asynchronous computer-driven programs will provide individualized daily practice during the scheduled enrichment time for reading and mathematics on an individual student need basis according to the results of STAR Math and STAR Reading assessments and teacher's observations.

YSMCS students will also access Accelerated Reader (AR), a computer-based program that helps teachers manage and monitor children's independent reading practice. AR provides both children and teachers feedback based on the quiz results, which the teacher then uses to help set goals and direct ongoing reading practice for individual students as well as the class as a whole.

Accelerated Math is a software program designed to enable a different kind of practice. Specifically, it does the following things:

- Generates personalized assignments based on teacher input and student performance;
- Scores student work automatically, thus giving teachers more time to plan and instruct;
- Provides immediate results to both teachers and students; and
- Empowers students to take control of their learning.

YSMCS SCIENCE CURRICULUM

We align our all-curricular content to the Pennsylvania Department of Education Standards Aligned System, as required by law. Since we are starting as a Kindergarten through fourth grade public charter school and then adding one grade each year after, we completed SAS Curriculum MAPS in grades Kindergarten through 5th grade as they may be reviewed in Appendix H. The remainder of the alignment will be completed prior to the start of middle school grades (6-8).

The science program is designed to use a constructive view of learning skills, sequences, and science knowledge. We believe in building from the student's own reality when introducing content. The meaning of science comes from relating new experiences to what one already knows, rather than from simply adding new knowledge. The sequence of instruction necessarily begins with students' misconceptions or alternate understandings. Thus, we engage students in activities that help construct or reconstruct meaning. The major purpose of the science curriculum is to teach children to become self-reliant, independent



problem-solvers. It is designed to create a high level of interest in learning. Science classes pursue the following strategies:

- Encouraging students to make their ideas explicit; presenting them with events that challenge their ideas;
- Encouraging the process of hypothesizing and the generation of alternative models;
- Giving students the opportunity to explore these alternatives in informal and friendly ways, particularly through group discussion; and
- Providing opportunities for students to use their new ideas in a wide range of situations in order to appreciate their utility.

YSMCS's science curriculum places a central focus on an experimental, hands-on approach to students' current understanding of science, while increasing their abstract knowledge of science. In this way, students will encounter an everyday, useful scientific background even for those students who do not intend on pursuing a science-based career. However, the science curriculum of YSMCS also includes advanced courses in each grade for talented students and for those whose interest in science is so great that they wish to engage in significant extra commitment to activities such as the Science Olympiad. It is the intent of the founders that all students see that the inquisitive nature of science serves as a broader foundation for success in college and career, and that a majority will seek to pursue additional commitment to science-related activities.

YSMCS will provide a science lab equipped with the materials meeting the needs of elementary and middle school. Students in 3rd grade and up will have at least one period of Science Lab weekly.

Science is a dynamic, ever-changing discipline; thus students will be encouraged to use computers and the Internet to plan and organize projects, to hypothesize, analyze data, and draw conclusions from tests they build. The science curriculum integrates the latest scientific and technological improvements, which are incorporated into the curriculum as soon as they appear. YSMCS aims for students to follow and be aware of the latest scientific improvements all over the world, via science and technology clubs.

In grades K-8, YSMCS expects to use the Full Option Science System (FOSS) curriculum. FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of Science. Not only do the Founding Members of the YSMCS believe it is of the utmost importance to choose research-based curriculums for the students of the YSMCS, but we also believe it is as equally valuable to find curriculum which has been successfully utilized in a public school setting much like the proposed YSMCS. The FOSS curriculum has been successfully implemented in the Pittsburgh Public Schools, a local, urban public school system, which has as diverse a student population as will the student population proposed by the Founding Members of the YSMCS. The FOSS curriculum is also aligned to PA State Standards and Common Core, Anchors, and Eligible Content in Science.

The aim of the FOSS Program is that all teachers can teach science, and all students can learn science.



FOSS uses the following scientific practices.

- Asking questions
- Collecting, analyzing, and interpreting data
- Constructing explanations and critiquing arguments
- Modeling
- Making predictions (hypotheses)
- Communicating and interpreting science
- Applying and using scientific knowledge

FOSS has set out to achieve three important goals:

1. Scientific Literacy

Provide all students with science experiences that

- Are appropriate to their stages of cognitive development.
- Serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world.

2. Instructional Efficiency

Provide all teachers with a complete, flexible, easy-to-use science program that

- Reflects current research on learning, including collaborative learning, student discourse, and embedded assessment.
- Uses effective instructional methodologies, including hands-on active learning, inquiry, integration of disciplines and content areas, and multisensory methods.

3. Systemic Reform

- Meets the community science-achievement standards and societal expectations for the next generation of citizens.
- Responds to the needs of systems moving away from passive exposure to scientific concepts toward real experiences for students that reflect the vision of the National Science Education Standards.

YSMCS TECHNOLOGY EDUCATION CURRICULUM

The primary purpose of YSMCS technology education curriculum is to improve student performance and enhance the teaching and learning process through the effective use of technology. The curriculum incorporates three elements: Student-Centered Environment, Technology Immersion and Integration, and Life-Long Learning.

SRA TechKnowledge will serve as the curriculum for YSMCS technology education. TechKnowledge is a completely interactive program for grades PreK through 6 that develops computer and technology literacy. The goal of TechKnowledge is to help both teachers and students use tech skills to make learning more effective and more engaging. Animated lessons drive curriculum delivery that meets state standards, including the ISTE NETS standards. TechKnowledge activities seamlessly integrate technology into math,



science, reading, language arts, social studies, and fine arts. Teachers are also equipped with a course management system and a library of useful classroom materials.

These elements are designed to insure that students attending the school maintain a competitive edge in the United States and the world, and can adapt to a rapidly changing technological environment thus providing students' with the nimble capacity to adapt to the necessary tools to learn. YSMCS technology education curriculum is supported by the following objectives and strategies:

Objective 1: To positively impact student achievement through the use of technology as tools integrating high standards for academics, research, communication, and problem solving.

Objective 2: To enable YSMCS to satisfy its mission to create global citizens by enabling students to interact with children and other native speakers of the languages they are learning in school throughout the world via satellite technology.

Objective 3: To provide quality "just in time" delivery of professional development activities that support technology in the teaching and learning process;

Objective 4: To promote the value of multicultural, multilingual learning within the community and generate interest among members of regional and local education agencies and, to establish community support projects that provides marketable job skills, technological skills, and literacy to the students and adults of the community.

Objective 5: To furnish students and staff opportunities to participate in "real world" project that build marketable skills, interest, and future direction.

These objectives have the obvious additional benefit of making our students more sophisticated users of technology, in keeping with Pennsylvania State Standards in Technology.

YSMCS has as one of its primary goals the preparation of students for successfully meeting the challenges of the future by emphasizing interaction with technology in education. The ability to embrace ever-changing technologies is an imperative for the global citizen of the future. In addition, YSMCS is committed to the use of technology as an efficient tool for administration, management, continuous curriculum improvement and assessment. The entire YSMCS community, including faculty, students and administrators will be technologically literate and competent to access resources which open avenues for life-long learning.

This is the time of the digital revolution. Rather than being an add-on, computer technology will be integrated into the classrooms, with computer-assisted learning included where effective. All students will have opportunities to become aware of the availability of and utilize various types of current and newly emerging technology throughout the curriculum, including video, audio media and computer software. Audio video equipment will be available for each classroom, while computers will be available in the classrooms; and K through 8 grades will have computer lab instruction.

One of the main objectives of the YSMCS is to prepare students for the challenges of the future by emphasizing the interaction of students with educational technology that is impacting the world daily. Technology has been a driver of change in such areas as global communications, economics, the arts, politics, and environmental issues. Education is not an



exception to these changes and it must analyze the changing fiber of today's society and weave the reality of the information age into the education system. Technology is a key to a learner's achievement of world-class standards. First and foremost is the critical need for students to be able to access information, manipulate data, synthesize concepts and creatively express ideas to others using video, text and audio media. Technology can virtually bring the world to the child, providing a depth and richness of instructional approaches to reach children of all learning modalities. The child becomes a *knowledge architect* using the rich resources at his/her fingertips through technology to bring personal meaning and expression to knowledge. Secondly, technology is an administrative tool, which can bring efficiency to the management and assessment realms of education. This is especially important as teachers use performance-based assessment to continuously improve student learning. The power of technology allows easy tracking of student work which enables teachers to develop and maintain individual learning profiles for all learners.

Our changing society and workplace demand citizens who can take responsibility for their own learning and well-being. Educational reforms, which can develop these citizens, are dependent on the adequate and appropriate infusion of technology to support the new education system.

In the YSMCS, the learning community will be technologically literate life-long learners. Learners will be able to interact successfully in a technological environment to achieve personal, education, and workplace goals. They will skillfully use technology access, retrieve and use information school-wide, community-wide, nationally and internationally.

Putting computers in classrooms, without providing adequate learning opportunities for teachers, will severely limit the degree to which our teachers will be able to use the technology to promote critical thinking, and foster a spirit of inquiry among students. The values of technology in classrooms will not be the obvious access to tremendous quantities of new information, but rather the ability to use this information to investigate, collaborate, and construct personal knowledge. To support these efforts, YSMCS is committed to providing opportunities for its teachers to explore new ways of using technology to enhance their teaching. These opportunities will take a variety of forms including, continued support for teacher already engaged in technology projects, collaborative planning for teams interested in developing technology-based interdisciplinary projects and opportunities to work with outside experts, attend workshops (provided by in-house experts) and visits to other schools that are making effective use of technology.

YSMCS recognizes that its faculty and staff are going to be at varying levels and of varying abilities and interest in the use of technology. Therefore, a variety of areas and levels of professional development will be needed. In the area of basic competencies, staff will be offered development opportunities in personal and professional technology awareness. This will include the ability to comfortably use the available technologies at a level that lends support to instruction. YSMCS, based on teacher proficiency, will promote strategic on-going professional development for teachers/staff.

We anticipate initial training for all certified staff to include approximately fifteen hours using networked computer systems and software. Classified staff that would be using and/or supervising use would require the same training. We will spread these training hours over time to allow for skill development and practice by staff using workstations available to them in their school, classrooms, and offices. Sample professional development topics are:



- Introduction to networks,
- Introduction to operating systems and Microsoft Windows
- Using Internet
- Advanced Internet topics and intro to HTML
- Microsoft Office professional (MS Word, MS PowerPoint and MS Excel)
- Introduction to Multimedia systems
- Using Video Conferencing tools, where allowed, for distance learning
- Advanced Web design topics
- Specialized hardware/software training topics

To accomplish 21st Century Skills, there are four “Cs” that our teachers need to include in every lesson:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Communications
- Collaboration

Outside of the formal curriculum, The Robotics Academy will be used as a supplemental program to excite students about science and technology. The Robotics Academy achieves this mission by creating robotics curriculum for students 6-8. The aim of The Robotics Academy is to prepare students for 21st century skills.

To also promote the connection between technology, science and real world problem solving, students will be encouraged to participate in the JUNIOR *FIRST* LEGO League grade K-3 (age 6-9) and *FIRST* LEGO League grade 4-8 (age 9-14). This program features a real-world challenge, to be solved by research, critical thinking and imagination. Students work with LEGO elements and moving parts to build ideas and concepts and present them for review.

Our K-3 grade students get to:

- Design and build challenge solutions using LEGO elements
- Apply real-world math and science concept
- Research challenges facing today’s scientists
- Learn team building and presentation skills

Elementary and middle-school students get to:

- Design, build, test and program robots using LEGO MINDSTORMS® technology
- Apply real-world math and science concepts
- Research challenges facing today’s scientists
- Learn critical thinking, team-building and presentation skills



YSMCS SOCIAL STUDIES CURRICULUM

We align our all-curricular content to the Pennsylvania Department of Education Standards Aligned System, as required by law. Since we are starting as a Kindergarten through fourth grade public charter school and then adding one grade each year after, we completed SAS Curriculum MAPS in grades Kindergarten through 5th grade as they may be reviewed in Appendix H. The remainder of the alignment will be completed prior to the start of middle school grades (6-8).

GRADE K

The course of study for kindergarten includes learning about the rules that help people get along with each other, the importance of following rules and respecting the rights and property of others. Students may begin to form opinions on issues and understand that others may have different points of view. The curriculum will be aligned with the PA State Standards for History.

Overall Expectations:

By the end of Grade K, students will:

- Identify examples of good citizenship (e.g., taking turns, sharing, listening, group problem solving).
- Recognize the American flag as a symbol of the United States.
- Understand and appreciate other cultures.
- Know the meanings of holidays, traditions and customs.
- Know individual's role in family, home, school and community.
- Explain the reason for rules and laws (e.g., cars have to stop at red lights or there will be accidents and people could get hurt).

GRADE 1

First Grade students start to acquire awareness of themselves and the community around them. The first steps toward becoming independent and responsible for his/her actions are taken during the First Grade. Therefore, knowing how to follow rules and self-care skills become important parts of First Grade curriculum.

Students will investigate family needs and how people in their community live, work, and interact together. They will describe workers and their jobs, and also the buildings in their local community. Students in first grade will become familiar with the concepts related to time. A First Grade student will differentiate events which occurred in the past, present or future. They will begin to develop observation and communication skills through an introduction to basic techniques of inquiry and basic skills in using maps and globes.

Overall Expectations:

By the end of Grade 1, students will:

- Become self-sufficient enough to navigate through a school's routine (like finding the classroom or bathroom by themselves).



- Interpret information presented in picture time lines in order to show sequence of events and distinguish between past and present events.
- Describe the stories of American leaders and their contributions to our country.
- Develop map skills by recognizing basic map symbols and identifying the physical shape of the United States.
- Demonstrate an understanding that a local community is made up of groups of people and describe how people in the community interact to meet basic needs.
- Locate the distinguishing physical features of their community (e.g., buildings, parks, roads).
- Describe the roles and responsibilities of various family members, as well as of other people in their school and neighborhood.

GRADE 2

In Second Grade, students will apply their emerging understanding of Civics, Economics, History and Geography to their communities and others around the world. They will study how each culture has contributed to society in their own ways. Students will develop conceptual understanding of geographic and economic aspects of life in their own neighborhood and compare them with those of people long ago.

Overall Expectations:

By the end of Grade 2, students will:

- Demonstrate an understanding that the United States is a country of many cultures.
- Describe family history and traditions as they relate to being an American.
- Describe contributions made by individuals and groups to the local community.
- Demonstrate an understanding that the world is made up of different countries where people have both similar and different lifestyles.
- Demonstrate the ability to use maps and globes to locate countries as part of a comparative study of families from countries from different continents.
- Describe how the environment affects the ways in which needs are met (e.g., influences of climate on food, clothing, and shelter).

GRADE 3

In Third Grade, students will expand their concepts of leaders in relationship to their communities. Students will study people of diverse groups, their cultures, traditions, and contributions to the community. Students will read about real and fictional characters that have had a significant impact on their community. They will also identify the deeds of these characters, with an emphasis on values such as courage, self-discipline, perseverance, integrity, respect, responsibility, kindness, and good judgment.



Students will continue developing map skills and demonstrate an understanding of basic economic concepts. Students will recognize that American citizens are people who have diverse ethnic origins, customs, and traditions and all contribute to American life and are united as Americans by common principles.

Overall Expectations:

By the end of Grade 3, students will:

- Characterize qualities of good citizenship by identifying people who have made a difference in the community and other social environments.
- Apply basic economic principles to the study of communities.
- Explain geographic concepts and the relationship between people and geography in real life situations.
- Examine how individuals can initiate change in families, neighborhoods, and communities.

GRADE 4

Fourth Grade Social Studies is designed to expand students' understanding of Pennsylvania History and geography and economics. Students will study the geography, regions, landforms, climate and resources of Pennsylvania as well as the geography of other states. Students will have the opportunity to learn about the differences and similarities between them.

Students will gain a surface understanding of major events in U.S. history, including the Civil War and study how these events affected the U.S. government. Students will have the opportunity to draw parallels between contemporary issues and their historical origins.

Overall Expectations:

By the end of Grade 4, students will:

- Trace the history of colonization in Pennsylvania and evaluate development of its cultural, political, geographic, and economic history.
- Examine the impact of various cultural groups on Pennsylvania.
- Analyze social and political institutions in Pennsylvania such as government, education, and family.
- Describe the ideas and contributions of prominent Pennsylvanians and Americans.

GRADE 5

The Fifth Grade Social Studies curriculum is designed to allow students to broaden their knowledge of the geographical boundaries from the United States to the World. They will learn more detailed information about the Colonization Period, Revolutionary War and other key events in America history. Students will understand the struggles undergone by the colonists and native peoples and how the conflicts between them impacted U.S. history.



Students will gain an appreciation of the U.S. Constitution and will obtain a deeper understanding of the U.S. government and its principles. The curriculum also allows students to develop a greater understanding of the ancient world, including the Old and New Stone Ages, Fertile Crescent, Ancient Egypt, Mesoamerica, Early China, Ancient Greece, Ancient Rome, Early Middle Ages, and pre-Colombian Mesoamerica.

Overall Expectations:

By the end of Grade 5, students will:

- Explain the historic, civic, economic, and geographic elements of a civilization.
- Describe the meaning of success or failure based upon cooperation or conflict among people, the effects of geography, the acts of an individual or group and the achievement of humankind.
- Describe how systems are operated or functioned according to written, legal, religious, and social rules, beliefs or values.
- Describe how systems change as a result of conquest, trade, religion, education and geography.
- Gain a historical understanding of various time periods, including pre-history, The Ancient Period, The Middle Ages and The Age of Global Encounter.

GRADE 6

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people. Students develop higher levels of critical thinking by considering why civilizations developed. Why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Overall Expectations:

By the end of Grade 6, students will:

- Coordinate systems (e.g., latitude and longitude, time zones).
- Trace the evolution of language and its written forms.
- Connections between geography and the development of city-states in various ancient region.
- Relationship between religion and social and political systems in Mesopotamia and Egypt.
- Life in Athens and Sparta.
- Persian and Peloponnesian Wars.
- Founding, expansion, and political organization of the Persian Empire.



- Life and moral teachings of Buddha and how Buddhism spread.
- Origins of Chinese Civilization.

GRADE 7

A major goal is student mastery of map skills and basic geographic concepts along with gaining mental maps of our world and nation. Students use research and higher order thinking skills in order to investigate issues/problems and pose possible solutions of human-environment interaction.

The learner will assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia. The learner also analyzes the different forms of government developed in various part of the world. This course deals with teaching students that while historical events are unique, they often are driven by similar, repeated forces. By studying the history of the world, students will discover significant and recurring themes that who the people of Africa, Europe, the Americas, and Asia are similar in their obstacles and goals.

Overall Expectations:

By the end of Grade 7, students will learn:

- Early River Valley Civilizations.
- Classical Greece.
- Ancient Roman Civilization.
- Ancient Asian, African, and American Civilization.
- The rise of Islam.
- Asian Empires of the Middle Ages.
- The European Middle Ages.
- The rise of Western Europe.
- The age of Exploration.
- Europe discovers the West.

GRADE 8

Students in grade eight study the ideas, issues, and events leading to framing of the Constitution through Reconstruction. After reviewing the development of America's democratic institutions, they learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

The time period covered is from America's earliest beginnings through the year 1877. Along the way, students will experience colonial settlement (1607-1763), the birth of our New Nation (1763-1791), the building and nurturing of the nation (1789-1850),



expansion and development westward (1820-1860), and culminate with the time period of the Civil War and Reconstruction (1850-1877).

Students participate in a simulation of the Constitutional Congress. The U.S. Constitution is studied in-depth to gain an understanding of how our representative government works. They will also research a modern-day issue or problem related to our nation's basic political principles and governmental system. Pennsylvania heritage is integrated within the curriculum by studying relevant topics of American history and civics.

Overall Expectations:

By the end of Grade 8, students will learn:

- Ancient Indian Cultures.
- Explorers and the Search for New Sea Routes.
- Achievements of Christopher Columbus.
- Spanish Empire in Mexico and Peru.
- Life in New Spain.
- English Challenge to Spanish Power at Sea.
- The First English Colony.
- English Colonization of Jamestown and Plymouth.
- English Colonial Life and the Development of Self-government.
- French and Indian War.
- Thirteen Colonies Rebel.
- Revolutionary War.
- Union of 13 States and Forging of a Republic.
- Creating the Constitution.
- Launching a New Government - the Federalists.
- Thomas Jefferson and Exploring the Far West.
- Nationalism and the Industrial Revolution.
- The Age of Jackson.
- Immigration, Reform and Equality.
- Mexican Independence and the Texas Revolution.
- The California Rush.
- The Nation Breaking Apart - The Civil War.
- Rebuilding the South – Reconstruction.
- Westward Expansion.
- World War I.



ESL PROGRAM STRUCTURE

There are numerous ESL programs available and YSMCS has consulted with leading world language education experts and applied linguists from local universities including Carnegie Mellon University, the University of Pittsburgh and Duquesne University to identify the most effective for our projected student population. Based on this investigation, YSMCS has found that educators have developed a variety of elementary language programs using two basic models: the skills-based program and the content-based program (Norden, 2001). Generally, a skills-based program devotes 5-15% of the school day (depending on the students' grade-level) to target language learning, with the instruction focusing on listening, speaking, reading, and writing skills. These programs are mostly implemented as pull-out programs, which have been reported to be rather unsuccessful. In such programs, a variety of current methods of language teaching are used, including cultural awareness and understanding through approaches such as role-playing that simulates situations and settings from the target culture, Total Physical Response (TPR), Suggestopedia, and Communicative Language Teaching (CLT) (Curtain & Pesola, 1994; Hoover, Klinger, Baca, & Patton, 2008; Richards & Rodgers, 1986).

According to the content-based model, on the other hand, an English Language Learner's (ELL) achievement in school, the classroom, and ultimately in the work world rests upon their ability to master academic language. The goals of language and content are inseparably intertwined in ESL instruction as the three knowledge bases—knowledge of English, knowledge of the content topic, and knowledge of how the tasks are to be accomplished—constitute the major components of academic literacy (Short, 2002). Integrative and content-based approaches provide the necessary peer-peer and peer-teacher interactions through which ELLs can engage in dynamic BICS and CALP usage.

Such instructional models involve training students to become highly developed in academic language and cognitive abilities while acquiring content area knowledge. ELLs are distinct from other learner populations in that “they must develop literacy skills for each content *in* their second language as they simultaneously learn, comprehend, and apply content area concepts *through* their second language” (Echevarría et al., 2008, p. 11). The only way to effectively bridge formal and functional language repertoires (BICS and CALP) is to foster the interconnectedness and interrelationship among different content areas to create non-segregated sustained programs that require all teachers to cooperate in the processes of, and take responsibility for, improving ELLs' CALP. Therefore, YSMCS aims benefit from the Sheltered Instruction Observation Protocol, (SIOP) model to teach world languages to ELLs.

A Content-Based Model: The SIOP Model

The SIOP model offers a content and inquiry-based framework for teachers to present concepts to ELLs in the inclusive mainstream classrooms through strategies, techniques, and accommodations that make new information comprehensible for language learners. Intended for both language and content teachers, the SIOP model offers eight research-based components that are grouped into 30 strategies essential for making content comprehensible for ELLs. These eight components, Lesson Preparation, Building



Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment, while intended specifically to address the academic success and development of students' learning through a second language, share many features recommended for high quality academic instruction of all students, including the heritage learners.

New pressure to facilitate their CALP development through content area instruction in English has recently returned ELLs to the mainstream classroom demanding developmentally appropriate instructional accommodations, modifications, and adaptations. This has invoked new chances and challenges in Second Language (L2) teacher preparation, as ESL teachers must develop competencies in integrating language skills with content areas (Krashen, 1996; Ovando, Collier, Combs & Cummins, 2003). Aiming to benefit from the SIOP model, YSMCS plans to train and involve all content area teachers to share the responsibility for ELLs' language and academic development because ELLs spend 90% of their school day with content area teachers. In order to provide academic and professional workshops for the teachers, YSMCS has already constructed relationships with some local universities.

The information being taught in the curricula above has been aligned to the Pennsylvania State Standards. YSMCS is also aware of the fact that Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the charter school provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulation states: Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction. Therefore, YSMCS provides a carefully articulated planned educational program for each student with limited English proficiency that allows the student to meet state academic standards and succeed in school.

Thus, YSMCS's language program includes: standards-based English as a second language instruction supported by the SIOP model, content area instruction aligned with the corresponding standards and adapted to meet the needs of the students and assessment processes that reflect the academic standards and instruction. The language program meets a three-part test which is mandated by federal law (Civil Rights Act of 1964, Title VI, *Castañeda v. Pickard*, 648 F.2d 989 (1981)). The program is: (1) based on sound educational and language learning theory; (2) implemented with sufficient resources and staffed by appropriately prepared personnel; and (3) periodically evaluated. *A program that fails to produce positive results does not meet the test.*

Definitions

1. Limited English Proficient Student

The Improving America's School Act defines a limited English proficient student as one who: A. i) was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant; or ii) is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant



impact on such an individual's level of English language proficiency; or iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and B. has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

2. English as a Second Language (ESL)/English to Speakers of Other Languages (ESOL)

English as a second language instruction is an academic discipline that is designed to teach English language learners social and academic language skills as well as the cultural aspects of the English-speaking community necessary to succeed in an academic environment and contribute to society. It involves teaching listening, speaking, reading and writing at appropriate developmental and proficiency levels with little or no use of the native language. Courses of study must be carefully articulated K- 12 and must be correlated to the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening. ESL program models include departmentalized, sheltered, and intensive, pull-out and push-in ESL.

3. Bilingual Education

Bilingual education is a carefully planned instructional program that provides ESL instruction and utilizes the student's native language as the medium for instruction in the content areas. It also provides language arts instruction in the student's native language. Programs where the native language is used for clarification during content instruction only are not considered bilingual education programs. Bilingual education models include transitional, developmental and dual-language programs.

Policies and Procedures

To implement an ESL or bilingual education program, the charter school must have clearly delineated procedures for enrolling students with limited English proficiency. The procedures must be written and provide guidance to school personnel and families regarding the program and services students will be provided. They should include a statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, listing of resources including agencies and interpreters. Procedures must be disseminated and staff acquainted with the contents. When selecting an administrator to be responsible for the implementation of the program, consideration must be given to the scope of services to be provided to the students and the background knowledge required for efficient operation. To facilitate program implementation, any forms developed for use with the program should be the same across the school and should be included with the written program procedures.

Students must have access to and should be encouraged to participate in all aspects of the academic and extracurricular opportunities available in the school. Similarly, all information disseminated to the students and their parents must be provided in a language or mode preferred by the parents. The impact of the new culture on the student and the student's culture on the school will pose a challenge for everyone. Providing orientation and factual cultural information for everyone in the school will help to alleviate the most serious



of cultural clashes. Consideration of culture and how it relates to the student and the instruction provided will also serve to ease the transition for all.

Enrollment

ELLs must be enrolled upon presentation of a local address and proof of immunization. It is not appropriate to deny students access to school (telling them to stay home) for any period of time while verifying the information they present. Subjecting them to scrutiny that is not part of the normal enrollment process is discriminatory and may place the charter school at risk of legal action.

Note: Students are not required to provide social security numbers or immigration status information as a condition for enrollment and may not be denied enrollment as a result.

Student Identification and Assessment

The charter school must administer a home language survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results of that survey must be retained in the student's permanent folder. For those students whose primary language is other than English (PHLOTE), the school must also determine the student's English language proficiency. Then, ESL instruction at the appropriate level must be provided for the limited English proficient student with local/state funds. A sample annotated 25 Home Language Survey is available on the PDE web page, www.pde.state.pa.us.

After it is determined that the student is in need of ESL instruction or bilingual education, the student's English language and native language proficiency must be determined for appropriate instructional placement. Students must also be assessed for achievement and for program exit. Due to the nature of language testing and the availability of tests in the many languages of the students, multiple measures should be used for determining placement and progress. Measures may be formal or informal and could include curriculum-based assessments, teacher observations, portfolios and standardized tests among others. Multiple criteria must be established and consideration must be given to listening, speaking, reading and writing skills as well as academic progress. Assessment processes must reflect the academic standards and instruction.

The charter school should have in place a policy regarding participation in large-scale assessments or other standardized tests not specifically developed for English language learners. Participation in the PSSA is required for all students with limited English proficiency unless they are eligible for a one-time exemption. Please see the current PSSA assessment update information for accommodations and recommended testing procedures.

Program Development and Design

LEAs have the option of choosing which program model to implement, so long as it meets the requirements of the three-prong test set forth above. In selecting a model, the LEA must consider the numbers of students with limited English proficiency that are enrolled and their needs. All programs must include ESL classes and must be based on sound educational and second language acquisition theory.

Placing students in remedial reading and speech therapy classes does not constitute a program. Neither does placing them in all English classrooms without the benefit of ESL instruction and modification of classroom content. Students must have meaningful access to



the academic content classes in order for them to achieve the academic standards. Those districts with a low incidence of English language learners are not exempt from the requirement to provide a planned program of ESL instruction. Chapter 4 of Title 22 Pennsylvania Code requires that an English as a second language planned program must have school Board approval.

Sometimes, students with limited English proficiency (especially refugees) may also have limited formal schooling (LFS). Their schooling may have been interrupted for many reasons, e.g. civil war in their country of origin or residence in refugee camps for extended periods of time. These students generally tend to be older and may present challenges and require additional consideration. Their educational programs require careful attention to socialization skills, their unfamiliarity with a school culture and other developmental needs. Although age appropriate placement will require many accommodations, it is generally best for them to be scheduled with their peer group as often as possible.

During the initial periods of language acquisition and development, school districts/charter schools may opt to grade English language learners on a pass/fail basis. Some may choose to develop a parallel version of the standard report card for English language learners during the initial stages of language learning. If use of the standard report card is the selected option or if the parallel version is developed, the information provided therein should be in the language understood/read by the parents. Once the program model has been selected and is in place, it is recommended that periodic evaluations take place to ascertain that it is meeting its goals for the students. Some of the data which help to monitor programs include report card grades and indicators of academic achievement, attendance, rate of participation in extra-curricular activities, graduation rate and discipline rate.

ESL Instructional Methods and Curriculum

Planned ESL instruction includes skills such as listening, speaking, reading and writing at different levels of proficiency (beginning, intermediate and advanced). The amount and type of standards-based ESL instruction provided to students will depend upon their level of language development and proficiency as determined by an appropriate English language proficiency instrument. The following are recommended amounts of daily instructional time for non-English speaking students: Beginner – 2 hours; Intermediate – 1 to 1½ hours; Advanced – 1 hour. Students who have exited the program should be carefully monitored for progress. They may require support that can be provided two to three times per week.

In order to achieve academic standards, students must be scheduled in content area classes with the understanding that they may not be able to comprehend all the instruction. Content area instruction must be aligned with the corresponding standards and adapted to meet the needs of the students. Simply placing students in content area classes does not provide them meaningful access to content if they do not understand English. Teachers must adapt courses of study to meet student needs. Adapting coursework does not mean diluting or placing in lower grades for instruction. Determining when a student is ready to proceed from one proficiency level to another or from an ESL class/program or a transitional bilingual education program is best done by the use of multiple measures that provide information on the students' listening, speaking, reading and writing proficiency.

The student's progress should be monitored for at least one year after the student has exited from the program. English language learners are expected to meet the



requirements for graduation. Some students arrive without the necessary documentation of studies in other countries and could be eligible to attend school until they are 21 years of age. As with placement, curriculum-based assessments may be used to determine student proficiency and mastery of the standards and content.

B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Describe your projections for special education instructional programs that will be operated directly by the charter school or operated by others under contract with your charter school. List any support staff and related service providers that might be employed directly by the charter school or provided under contract, who will provide required support for students with disabilities receiving special education.

In compliance with the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA 2004”), the No Child Left Behind Act (“NCLB”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act (ADA), the Family Educational Rights and Privacy Act (“FERPA”), the Gaskin Settlement Agreement and Pennsylvania Codes § 711.1 and 4.28, YSMCS is committed to providing equal opportunity, both in formal education and in extra-curricular activities to students with disabilities by implementing their Individualized Education Plans (IEPs). YSMCS will employ a full-time Special Education teacher who meets all certification criteria mandated by the PA Department of Education. Additionally, a full-time ELL teacher will be employed in order to provide classroom teachers with support services and guidance and for students who are ELLs. Students requiring additional special education services will receive those services through contracts with the appropriate service providers, including but not limited to McKeesport Area School District and the Allegheny Intermediate Unit (A.I.U.3). YSMCS will work with the district and the IU, as well as the Pennsylvania Department of Education to ensure compliance in delivery of FAPE to students with a disability as well as appropriate coordination of services.

YSMCS will establish relationships with the Special Education Departments at Duquesne University, Penn State Greater Allegheny and University of Pittsburgh. These Universities have pledged pedagogical and curricular support for integration of students with disabilities.

As mentioned, YSMCS intends on contracting privately or through the Intermediate Unit for related services, such as speech and language specialists, psychologists, OT/PT, or other services as deemed necessary in an individual student’s IEP or 504 plan. A full-time special education coordinator/teacher will hold the day-to-day responsibilities of monitoring data input to state systems, overseeing appropriate implementation of IEP/504 plans, and working with individual teachers or teacher groups to better understand delivery and differentiation of curriculum to students with disabilities. YSMCS will deploy team teaching as necessary to ensure that IEP/504 plans are implemented accordingly and that students are receiving services as identified in the plan. It is likely that the school will employ in the first year a number of teachers whom are dual-certified special and elementary education that may be asked to share roles as classroom teacher or as a co-teacher in a high-need classroom. It will also seek to employ at least one faculty member who is certified in



elementary education and also as a Board Certified Behavior Analyst. The school leader will be responsible for ensuring that all aspects of special education are in compliance with state and federal law.

YSMCS will utilize the Response to Intervention model as a primary tool for identification and referral for students with disabilities and for students thought to be exceptional. This model will allow for a tiered delivery of interventions that will prevent misidentification and build appropriate documentation in response to intervention efforts that are necessary in developing effective programs to students with disabilities. This RTI scaffolding folds into the continuum of services that are required to meet FAPE and ensure that all students access a quality and appropriate education. At any time, as required by law, a parent may request an evaluation and YSMCS will comply with that request. YSMCS will meet all other legal requirements regarding notification, evaluation, and meetings. YSMCS will have a Child Study Team, comprised of the Special Education Coordinator, teachers, administrators and any related services professional as deemed necessary, that will be central to reviewing and assessing concerns teachers and/or parents may have when students are having difficulty with academic achievement that may indicate a disability. This team reviews data collected by the student's teacher(s) in the RTI process, observes the student in the learning environment, and may implement a series of interventions to be carried out by the classroom teacher, subject specialist, and Special Education Coordinator. Following documented attempts with interventions, the Child Study Team may recommend a special education evaluation.

A continuum of special education services will be provided for each identified student at YSMCS in accordance with federal and state law. Students with disabilities will be integrated and educated with students who are not disabled. Services provided which might be separate from the general education environment would occur only when the nature or severity of the child's disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Students with disabilities will be educated in the least restrictive environment and in a manner which fully complies with their IEPs, promotes inclusion and engagement in school activities, and fosters involvement with the entire school community. Parents of students with disabilities will be provided with procedural guidelines and safeguards. The principal of the school will maintain responsibility for assuring compliance with all laws and regulations regarding special education.

Testing:

YSMCS will comply with all requirements of state testing related to students with disabilities. The special education coordinator will work with the curriculum director to ensure that all students who are taking PSSA's are given the appropriate accommodations allowed by law and that those students taking the PASA receive appropriate accommodations and parents are fully informed as to the scope of PASA and interpretation.

Individual Behavior Support Plans:

The Child Study Team will review students who have discipline or behavior issues, attendance concerns or other related problems, which interfere with their success at YSMCS.



The team will compile strategies to implement across the curriculum to add support to a student who has been identified as “at-risk”. Special education students who are identified as “at-risk” will have an IEP team meeting to revise the IEP accordingly. Students with a disability who encounter discipline infractions reaching suspension or expulsion level will be guaranteed a manifest hearing.

C. What teaching methods will be used? How will this pedagogy enhance student learning?

In establishing a framework for “best practices” in the multi-linguistic, multicultural oriented curriculum, YSMCS will utilize teaching methods based on Direct Instruction. These philosophies drive cooperative learning groups, reciprocal teaching and scientifically based reading instruction in order to attain academic achievement goals.

YSMCS has a dynamic instructional approach which serves to develop emotional intelligence and the other “seven intelligences” (Gardner, 1997) through standard and performance-based thematic curricula which use accelerated brain-based learning, intensive language inclusion, technology integration, arts enrichment, and physical cultivation. These pedagogical objectives further incorporate the basics of reading, writing, and phonics in conjunction with whole language and real-life mathematics. The entire program is delivered through an integrated, interdisciplinary approach to teaching.

Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning, especially for at-risk students. Stockard and Engelmann (2008) is among the wide body of research that demonstrates that schools implementing Direct Instruction with fidelity find significantly higher student outcomes.

Success in academic achievement through Direct Instruction is based on the premise that students must encounter both acceleration and accountability and teachers must have the capacity to use data to ensure effective delivery and collaborative teams to help improve individual teacher performance in the classroom.

To achieve acceleration, YSMCS will have a master instructional plan that encompasses all teachers in all grades that ensures each teacher is delivering the content with appropriate scaffolding. The instructional program will be coordinated from grade to grade, so that what occurs at one grade is coordinated with what goes on in the next grade. Learning would be stifled if some teachers followed an independent agenda that is not clearly linked between subject areas and grade level expectations. This master schedule will demonstrate that teachers clearly understand what needs to be taught, and thus ensures effective pacing.

Careful attention will be given to the time-effectiveness of instructional details. Faculty will utilize data and their projected instructional plans to monitor the efficacy of their delivery and the mastery of student learning. Those areas that demonstrate weakness in time-effectiveness will be evaluated in Professional Learning Communities (PLC) meetings and in meetings with the administrators.



To facilitate RtI and accelerate learning, students will be organized in relatively homogeneous groups in English Language Arts and Mathematics to ensure all students, access content in a context that permits the teaching to be referenced to their needs. Groupings will be monitored to allow for changing in groupings in each marking period. Fluid groupings in the small school setting proposed will make it possible for improved individual student academic performance as placement will be highly individualized.

Acceleration is possible only if students spend sufficient amounts of time on task. The at-risk student has a deficit of thousands of exposures on various language-related and thinking-related activities. The school's RtI program will lead to ensuring appropriate placement and appropriate amount of time engaged in core subject material toward mastery. The school's Extended Day Program will allow students time after the official school day for further instruction in content or to engage in enjoyable activities that provide content support.

Mastery at early ages of basic skills will lead to acceleration of higher level skills in upper grades. Mastery will be evaluated consistently by the teacher and administrators to ensure that all students are able to access curriculum appropriately.

Key to achieving acceleration is accountability. Solutions to both individual student and classroom achievement will be identified through data driven evaluation in a timely manner. Teachers will participate in Professional Learning Communities (PLC) that will provide the support to address these learning issues in a professional and accountable fashion. Fulton and Briton (2011) identified increased academic outcomes for students when teachers were engaged in PLC's that were collegial and data driven.

Through the use of PLCs, teachers will see improvement as a collegial opportunity rather than punitive. YSMCS will support a collaborative professional culture where all members of our school community are committed to continuous improvement and thus, every person is both a teacher and a learner. YSMCS teachers must achieve mastery in using effective techniques for presenting the material, for correcting mistakes, for motivating the students, and for assuring that students master content.

YSMCS is committed to utilizing a train-the-trainer model (Suhrheinrich, 2011), which has demonstrated success in broadening whole school knowledge and capacity. Those who are identified as trainers will be proficient with the teaching techniques and conventions of the school and will be expected to provide pre-service to new teachers.

Because not everything can be effectively taught without the presence of students, both first-year teachers as well as those who are not new to the program will receive in-class coaching. The focus of in-class coaching is to provide additional help and support and to assure that the teacher is using the skills that have been taught. Administrators will primarily serve as in class coaches. Peers and special educators may also be called upon for coaching.

YSMCS will ensure fidelity to its delivery model, which will be demonstrated by the stability of the various problem-identification and problem-solving procedures over time. The procedures that YSMCS uses for content development and delivery will be "institutionalized," so that they endure as personnel change and as the school's performance



improves. Again, by training a core of teachers and administrators who will serve as leaders in PLCs and in subsequent pre-training, the likelihood of institutionalization is greater. The fidelity of the implementation will be revealed through data and stability in the high performance of students. Implementation quality will also be observed in teacher-performance records, showing that teachers follow the schedule, execute the details of the program correctly and make efficient use of time. Just as a high-fidelity implementation requires procedures for maintaining the school at a high level; it needs procedures for evaluating the details of the implementation and the results it is achieving.

The YSMCS academic program creates a structure in which unique programs for each child's individual needs have greater assurance of being addressed. With the proper supervision, data feedback and content choices, an increased likelihood exists that children can reach academic success based on Pennsylvania Academic Standards and Anchors in all areas. This customized system adjusts to each child's particular style, cognitive process and social construct thereby successfully educating a population of students who may not be adequately served by every school or school district at this time.

Ultimately, YSMCS provides a true "international," world-class education, especially for children who are better served by non-traditional methods. Through the multi-language program, ESL children will gain fluency in English. Children who have struggled to gain proficiency in reading and math will have a dynamic curriculum and involved teachers to help them meet or exceed State standards.

Flexibility in responding to local requirements and interests is at the heart of each program's design, to provide access to what is shared and what is different in each human's experience.

The following list represents a set of provisional teaching method criteria:

- Developing citizens of the world – culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and to acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in pedagogical approaches
- Providing appropriate forms of assessment
- Through a program of professional development with the National Association for Bilingual Education, the Center for Applied Linguistics, the National Network of Early Language Learning, the American Council of the Teaching of World Languages, and the Chinese Cultural Center of New York and



partnerships with Duquesne University, Carnegie Mellon University, California University of Pennsylvania, and the University of Pittsburgh, other dual and multi-language schools, professional organizations, and cultural centers, the YSMCS staff will remain on the pedagogical cutting-edge of educational instruction across all content areas.

PROFESSIONAL DEVELOPMENT

The administration of YSMCS will establish a professional development plan designed to meet the requirements of Act 48 of 1999 signed into law on November 23, 1999, and revised May 2001. This legislation requires that all certified educators complete six college credits, six credits of continuing professional education courses, or any combination of collegiate studies, continuing professional education courses or learning experiences equivalent to 180 hours every five years. These professional education requirements support achievement of the Pennsylvania Academic Standards, the Chapter 49 Teacher Certification Standards, and high standards for all educators and students. YSMCS will establish a professional development committee that is representative of their peers by July 1 and the committee will, during a series of meetings, determine the scope of training needed to support teachers to deliver the proposed academic program, school culture, and meet Pennsylvania SAS.

This Professional Development Plan will be based upon research regarding effective schools. An Effective School is a school that can, in measured student achievement terms, demonstrate the joint presence of quality and equity. Said another way, an Effective School is a school that can, in measured student achievement terms and reflective of its “learning for all” mission, demonstrate high overall levels of achievement and no gaps in the distribution of that achievement across major subsets of the student population. This plan is designed to meet the education needs of the school entity and its professional employees, so that they may meet the specific needs of students as they implement the “learning for all” mission.

Staff development at YSMCS in the first year will include a two week intensive, with Week 1 focusing on policies, procedures, and organization/structure of school delivery model. This development will focus on delivering a broad spectrum of information that will ensure all staff understand the foundation of the school, the expectations, how to use data, classroom management and positive behavior support, and the overarching model of the school. In Week 2, faculty will be engaged in pedagogy intensives around curriculum, language immersion, and the use of curriculum mapping and planning as noted earlier. Annually, the faculty will select a development focus that will provide faculty and staff a purposeful direction of growth and enhance expertise, for example literacy, technology, etc. Each year, the annual theme will be explored during summer pre-service, in PLC time, and in workshops that staff presents to other staff. In subsequent years, only new staff and staff identified in need of remediation related to foundational issues of the school will attend Week 1 of pre-service. Week 2 will always focus on pedagogy.

In Year 1, key staff will attend training workshops on Direct Instruction to ensure fidelity to delivery and consultants may be contracted to provide support for DI and PBS. Selected staff members will develop expertise in areas of curriculum and then be given the



opportunity for leadership by serving as training mentors and providing workshops and professional development to their peers.

D. Attach the school calendar and identify hours of the school operation, as per section 1715-A (9).

YSMCS school year will parallel that of McKeesport Area School District. Each month, faculty will participate in a half-day professional development session while students engage in off-campus enrichment activities. Daily hours of operation for students are 8:25 AM to 3:15 PM, while faculty and administration hours are somewhat longer. The Extended Day school activities will end at 5:05 PM.



I.4. SCHOOL ACCOUNTABILITY

School:

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

The Board will maintain ultimate oversight and make decisions about policy and direction for the school. Therefore the Board will access and understand information on a monthly basis in its formal meetings to continuously evaluate the progress of the school. It will review the financial information and the program reports provided by the CEO based on the input from the community, family staff and student members who also provide information and suggestions on a regular basis. On an annual basis, the Board will determine formal Board meeting times to review the goals and objectives, and parent questionnaires as well as the formal recommendations from the Chief Executive Officer (CEO), the Dean of Academics, the Parent Advisory Council, the Student Council and the Pupil Assistance Committee, and the Teachers.

The student voice will be pervasive. Members of the student council will have communication through the CEO and the Dean of Academics. A student representative will attend formal Board meetings on a monthly basis. This gives the student body frequent opportunities to provide feedback on the progress of the school in meeting its goals.

Multiple methods of self-assessment, evaluation, and training will be used to ensure that the school is meeting its stated mission and objectives. In order to be certain the YSMCS is meeting the educational goals of its students, assessments will include State, Local, and Teacher-Produced Assessments. Teachers, Administrators and members of the Board will also use reflective practices to ensure adherence to the YSMCS mission and objectives.

A non-comprehensive list of methods which will be utilized is as follows:

- Standardized tests for students
- Informal observations of students
- Daily reports about student progress accessed via computer/internet programs by teachers and parents/guardians.
- Teachers professional development topics:
 - a. Student assessment
 - b. Test construction/administration skills
 - c. Grading/ranking/scoring practice results (i.e. Rubrics)
 - d. Reporting student achievement
 - e. Professional interactions with students, administrators, parents, and others
 - f. Journal club to review current best practices
- Demonstrated professional ethics by the staff
- Demonstrated professional attitude by the staff
- Teacher mentoring programs



- Teacher membership and involvement in professional organizations
- Staff knowledge of performance and duties
- Staff knowledge of the school and its context

Consultants may be hired to assist with the training of the Board of Directors. Part of the preparation of the Board will be addressing the needs for and the appropriate type of assessments to be conducted. A consultant may also be hired to assist in the self-assessment process, to provide neutrality and expertise, if this is found to be lacking in professional staff backgrounds after the staff has been hired.

Community involvement will be tracked through attendance at meetings of the Board of Directors and committees, volunteer work including presentations at the school and invitations for students to participate in community events, financial contributions, and services rendered.

The charter school will establish a thorough and efficient record keeping system in preparation for reporting purposes. All federal and state requirements will be fulfilled. Data collected will include financial information, with records complying with GAAP accounting principles, student information including application, testing results, attendance, health, and so forth, staff information including attendance, performance, turnover, etc., and also special programs such as the nutrition program, special education, and grants. Compiled information will serve as the basis for reporting to the State as required.

An Annual Report will also be made available to parents, staff, and the public. The following aspects will be included in the report: legal responsibility (i.e., is the school fulfilling the terms of the charter and all applicable regulatory and statutory requirements?), academic achievement (i.e., are the students reaching the educational goals and performing at high standards as measured on standardized tests, and is the curriculum effective?), fiscal responsibility (i.e., is the school financially stable, competently managed and staffed?), and whether the school is sufficiently responsive to the spirit of its mission and the vision.

Specifically, the report will include:

- The level of achievement of the mission, goals and objectives
- The status of the efficient management and governance
- The level of attainment of the Educational Standards and the status of delivery of educational programs leading to high student academic achievement
- Results of the statewide assessment programs and any local assessment results
- The degree of parental and community involvement in the school
- The efforts made to conduct public relations and outreach
- The student admissions policies and staff recruitment plan
- A comprehensive annual financial report including a balance sheet, an operational statement of revenues and expenditures and a cash flow analysis
- The annual sanitary inspection report
- The annual fire inspection certificate



- A Board resolution naming the CEO for the charter school, with title, for the upcoming school year

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

Chief Executive Officer (CEO) and Dean of Academics

The CEO and the Dean of Academics will be evaluated by the Board of Directors on a quarterly basis in the first year of operation, and then an annual basis. A formal policy in regard to the performance evaluation will be developed by the Board. Input will be solicited from the parents through the Parent Advisory Council and from students through the Student Council, as well as the teaching staff.

Support Staff

The Administrative Assistant, all administrative consultants and the maintenance personnel are evaluated by the CEO. The instructional teacher's aides, any educational consultants, and the school nurse, and the librarian are evaluated by the Dean of Academics. The Parent Coordinator will be evaluated by the CEO.

Teachers

All teachers will be evaluated based upon their respective job descriptions and job requirements set forth in the charter. Personnel policies will be developed in order to define any specifics such as number of reviews annually, process for interaction with supervisor and employee. Certified staff will be evaluated by the CEO semi-annually, based upon documented visitations by the CEO throughout the semester. Summative reports will be written and discussed in conferences by November 1 and April 1. The purpose of the routine evaluation is to promote professional growth and teacher excellence, identify areas needing attention as well as practices demonstrating high levels of effectiveness, and provide feedback from which the teacher may guide his/her professional development.

The following will be the formal evaluation process:

- Classroom teachers shall be observed by ongoing visitations to the classroom, each visit shall not be less than 30 minutes.
- A written summation report in checklist or narrative form shall be prepared three times a year. Within one day of the observation, informal conferencing shall occur.
- A conference between the CEO and the evaluated Teacher shall be held within 20 days of the summation to review the evaluation.
- At the conference, three copies of the summative evaluation shall be signed by the CEO and the Teacher, and the third copy shall be sent to the Board of directors.
- The Teacher being evaluated may prepare a written disclaimer for the evaluation, which shall be attached to the evaluation, provided it is received within 10 days of the conference.
- At the first conference, the CEO and the teacher shall together develop and mutually agreed upon a professional improvement plan.



- At the second conference, in addition to the above described task, progress in the professional improvement plan shall be assessed.
- An annual performance review will be written within 60 days of the final conference, which will assess the teacher's strengths and weaknesses, identify strategies for improvement where necessary, recognize achievement and effective practices, and review available indicators of student achievement.
- A parent satisfaction survey and a student questionnaire will be conducted in May.

The results of this survey will be attached to the teacher's annual performance review. The student questionnaires will be tailored to the developmental level of children, and for young children, will be administered via a structured interview with a school volunteer.

Other aspects of the evaluation process include ongoing informal evaluation during staff meetings, parent-teacher conferences and daily interactions among children, teachers, the Dean of Academics and the CEO, and the parents. Additionally, the degree to which teachers are able to work compatibly with other staff, students, parents, the CEO, and school volunteers in the development and implementation of students' goals and in the resolution of conflicts which arise during the academic year will be part of the evaluation process.

Every week, after classes, the CEO will have a meeting with teachers in order to make an evaluation of the week. Every major subject will have a "chairperson." The CEO and the chairperson will join teachers' classes once every two weeks in order to inspect them and how the quality of education in the school will be improved.

The school believes that teachers must be able to use information from student assessment as feedback on the effectiveness of particular instructional units or approaches. Both student and teacher assessments must serve as mirrors of each other for both parties to gain useful information from both evaluations. Thus, part of the teacher evaluation will include a summary of student performance, a review of teaching methods, the identification of areas of curricular strength and weakness, and identification of staff development needs.

C. How do you plan to hold your school accountable to the parents of the children attending your school?

As valued members of the education team, parents will have input into teacher evaluations via the teacher satisfaction survey instruments. Consistently noted strengths and weaknesses pointed out on the parent surveys will be used to effect changes in the delivery of education programs. Several traits considered to be valued include: commitment to the charter school mission, goals and objectives, a high level of professionalism, a high level of accomplishment, effective classroom skills and management techniques, development of relationships with other staff as well as students and parents, productive team membership; and personal qualities including honesty, integrity, enthusiasm, energy, and creativity.

Parents will have seats on the Board of Directors. This provides an opportunity for formal presentation of suggestions and ideas. A Parent Advisory Council will also be formed, with the intent of providing parents regular on-going interaction with each other,



and a formal channel for feedback to the Board. At the time of the Annual Assessment, parents will receive a written questionnaire that will document their opinions and suggestions.

D. Discuss your plan for regular review of school budgets and financial records.

YSMCS will contract for independent audits of the financial statements by a Pennsylvania State Certified Public Accountant contracted. Annual financial audits will be conducted in accordance with Generally Accepted Auditing Principles (GAAP), per the US Controller General. The Operations Manager will provide required information and fill out financial forms as deemed necessary by the charter school or an accounting firm. These financial forms and reports shall be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits shall be reviewed by the CEO and submitted to the Board for review.

The School will use independent audits to assess the effectiveness of the School's financial system. Historical data will be collected and reviewed for budget and cash flow statements. Projected budgets for new school year will use this database to minimize the errors within the system.

E. Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights & Privacy Act (FERPA).

The largest measure of the YSMCS's success will be the success of its students. The school believes that the achievement must be documented and that requires good record keeping. All record keeping will be computerized and accessible only in administrative offices and double-locked and secured areas which meet State Regulations. Records will include: attendance, demographics, retention records, statistics needed for the violence and vandalism report, records for the state report card, and any additional reports required by State regulations. Student achievement test scores required by the state, school wide standardized tests, information pertaining to Titles I, II, IV and VI as well as bilingual, special education and scheduling information will be maintained. Performance objectives and scores will also be kept.

F. Describe your system for maintaining accurate student enrollment information as required under section 1748-A, Enrollment and Notification.

YSMCS will follow Pennsylvania child accounting procedures (24 PS 13-1332). Student attendance will be continuously recorded in the school register during school hours on each day that the school is in session according to the required procedures. Attendance will be taken by the teachers in their classrooms at the start of each class. Each teacher will send a written record of all absences and tardiness to the central office, where it will be compiled within an attendance database.



The following guidelines apply to any absences other than an extended sick leave: After five absences during a school year, students and parents will be asked to meet personally with an administrator to discuss how attendance can be improved. After ten absences during a school year, students will be put on academic probation and an administrator will conduct a home visit by a representative from the school and then develop a behavioral contract, agreed to by the parents, student and staff, which will be documented and signed. After fifteen absences, students will receive one-on-one counseling and support from their counselors and teachers. After twenty absences, students will have to make-up the school year.

Student Evaluation:

A. Describe plans to evaluate student performance.

The role of the students is in many ways primary in determining the success of the school. While all students, regardless of past performance, will be welcome at the school, all students will participate in academic assessment during the first weeks of the academic year. These will be formal measures that will aid in future assessments and comparisons of progress, and will include item analysis which will assist teachers in identifying the areas of strength and need. This will help teachers direct teaching methods towards helping each individual student. Results of subsequent student performance will directly affect modifications of teaching methods, curriculum adjustments and provision of remedial programs such as tutoring and mentoring. It will also influence the decisions of the Board concerning future directions of the school.

By using the Response to Intervention method, students will be continuously monitored for academic performance, allowing for responsive differentiation. Struggling learners will receive appropriate interventions and support that will help them access the standards and work toward proficiency. This model will also lead to effective identification and evaluation of students demonstrating exceptional academic capacity.

Additionally, in order to demonstrate a commitment to high academic standards, the YSMCS's students will participate in the PSSA or the PASA. The results of the PSSA and PASA will guide subsequent evaluations of the academic strengths, weaknesses, and needs of the YSMCS students and determine the future direction of educational decision making for the students. Students will also be evaluated with a number of informal evaluations, such a teacher observations, portfolio development, and progression toward grade-level proficiency in all academic areas.

B. How will student development towards the school's overall learning goals and objectives be measured?

The results of all State, Local, and Teacher-Developed Assessments shall be evaluated by the professional staff in order to assure adherence to State requirements and regulations. These assessments include, but are not limited to the PSSA, PASA, Dibels, 4-Sight, Star Math, Star Reading and specially designed assessments for students with disabilities.



Students will sustain consistent incremental growth toward achieving the state mandated proficiency levels over the first five operational years of the YSMCS as measured by improved standardized test scores, and adequate yearly progress on the PSSA tests. Students will meet state mandated adequately yearly progress (AYP) goals in achievement and participation rate in assessments.

RTI documentation will also be used to measure individual student development toward state and school learning goals and objectives.

Teachers will conduct on-going assessment of student progress in addition to mandated tests, including student portfolios, class level project evaluations, exams and reviews, quarterly Progress Reports and parent teacher conferences. The database that we will use will be presented to the Board at the proposal evaluation meeting.

C. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

The overarching student achievement goals for YSMCS educational programs are driven by the Founders' desire to raise the proficiency levels of all children in reading, writing, mathematics and science. Based on all standards and expectations required by the "No Child Left Behind" (NCLB) Act, YSMCS will adhere to these standards. Additionally, the educational goals of each child and the entire school community will be driven by the expectation that all students at YSMCS will meet and exceed PA State Standards on all mandated assessments.

With these student achievement goals in mind, student evaluation will be an ongoing and daily process which allows the educational staff to constantly reflect upon the future needs of each individual student. As students are evaluated, the educational programming can be individualized, modified and remedied as necessary. Teachers will provide an educational environment which is driven by proven differentiated instruction methods so that each student attending YSMCS can attain all previously stated learning objectives.



I.5. SCHOOL COMMUNITY

A. Describe the relationship of your school with the surrounding community.

Founding members of the YSMCS have very strong relationships with the surrounding communities of Dravosburg, McKeesport, South Versailles, Versailles, and White Oak. All founding members understand the difficulties of these communities in the McKeesport Area School District. Most of the founding members have visited and witnessed the obstacles and problems facing these people in their daily life. Doing business and living the area, some of the YSMCS founding members also have been in close contact with parents in these communities.

During the interactions with these communities, parents of children attending the local public schools have expressed their desire for an alternative choice in public education that focuses the very specific needs of their children to the founding members.

To establish a more formal relationship with the community, the Board has established a Community Advisory Committee that is the official connection between the school and its broader community. Membership to the Community Advisory Committee will include at least one member of the School's Board of Directors, but otherwise, membership and numbers are unlimited.

Current Community Advisory Committee members are listed in Appendix I.

B. Describe the nature and extent of parent involvement in the school's mission.

YSMCS recognizes parental involvement as a crucial factor in the school's success. The educational programs and the school's small size will be appropriate for parental involvement and our school will actively seek this in all areas. A significant number of parents are already involved actively in this application and the establishment YSMCS. Prior to school opening, parents will be contacted by the teachers and tutors to provide feedback on their children's education, increasing parental awareness and involvement with school activities enriched by technology approach. Parents will be encouraged to participate in the school governance through Board subcommittees, which are explained in the governance plan. These committees will offer the parents an opportunity to provide ongoing feedback to the school community and Board of Directors. It is the Founding Member's profound belief that once parents recognize the benefits intrinsic to involvement in their children's education, parent volunteers will become a part of the regular school learning community culture. The Founding Members envision the school as a center for learning and a place for active parent, student, teacher, and community member involvement in order to facilitate a dynamic learning environment. Ultimately, someone who seeks more parental involvement in their children's learning process will be a member of our school community.

Parents will be asked to evaluate teachers and their comments will be considered carefully while measuring teacher performances. In each semester, progress reports including copies of all report cards will be sent to the student's parents. YSMCS will provide timely information about the success of the school to the parents via a quarterly editorial of the school. Parents will also be allowed to inspect and review all of their children's educational



records maintained by the charter school. YSMCS will also provide the parents with YSMCS' standardized test results, as well as the results of the parent satisfaction surveys. YSMCS will prepare and foster such an atmosphere in which community and parents' perspectives and input are expected. Parents will be involved in the development of the school at all stages. They will be invited to attend and participate in public information seminars and other vehicles of public outreach. The school will support the participation of parents in the educational process which offers online activities, technology based evaluation approach. The volunteer efforts of a parent/guardian to assist in any capacity within their means will always be welcomed. Parents will be invited to be members in various committees to provide constructive feedback that will be used to monitor school performance and the effectiveness of technology-based approach.

C. Describe procedures established to review complaints of parents regarding operation of the charter school.

Parents will be involved in the control and management of YSMCS by participation or representation on the Subcommittee, in compliance with the by-laws for the School. The Subcommittee will solicit the concerns of students, parents, guardians, mentors, and teachers. The CEO of School will ask for written evaluations from all of these groups. YSMCS will also administer annual parent-student surveys, which will help to gauge the opinions of students and parents and to measure the progress of students. Following is a list of how YSMCS will facilitate the review of parents' complaints:

- Allow parents to communicate directly with the school during school hours
- Monitor students on a daily basis in order to follow up on complaints
- Contact parents whenever necessary
- Continually assess students and their Individualized Education Plans (IEP)
- Post monthly newsletters
- Remain receptive to suggestions from parents
- Post quarterly report cards
- Produce semi-annual progress reports

**I.6. EXTRA-CURRICULAR ACTIVITIES (ATHLETICS, PUBLICATIONS AND ORGANIZATIONS):*****A. Describe the program of extra-curricular activities planned for the charter school.***

The primary emphasis of YSMCS Extended Day (ED) Program is to provide students (and age appropriate family members) with educational, fun and safe after school activities throughout the school week.

This program is open to children in all grades that attend YSMCS and their age appropriate siblings. The ED Program will be offered from 3:40- 4:20 (first session) and 4:20- 5:05 (second session) Monday- Friday, excluding all school vacations, holidays, or snow days. The ED program will not be held on early release days due to snow. Students will receive a snack before the start of the program.

First session pick up will be at 4:20. If your child is enrolled in a club that is in the second session pick up will be at 5:05 prompt and they will need to enroll in a first session club. Transportation will not be provided for the program. We encourage students to only join in clubs of interest to them.

Art

Students will gain deeper understanding of various aspects of art and develop fine motor coordination through cutting, pasting and drawing; explore sculpting and constructing with fibers. Explore art techniques, culture and history of art; learn artistic challenges in drawing, fiber arts and sculpting; develop graphic design techniques.

Band

Students will participate in a weekly lesson and after school band. The combination of weekly lessons and a weekly-band team experience promotes self-confidence, teamwork, personal academic growth and develops future musicians for the middle and high schools.

Book Club

Book Club participants come together each week to choose and discuss books. A variety of theme-based books are presented to club members in each division of the Book Club, who then choose one of them. The timeline for reading and topics to be discussed are also presented during the session. The club facilitator guides and encourages student interaction.

Community Service Club

Members of this club will learn the benefits of volunteering individually and to the community. Periodic service projects will take place.

Dance Club

A fun and high-energy after-school program that teaches students hip hop dance. Apart from learning fun dances students gain vital skills in participating in Dance Club: creative thinking, memorization skills, performance opportunity, body awareness and coordination, and exercise.



Drama Club

Drama Club is designed to create an active interest in the theatre arts. This club will enable students to have an opportunity to experience many different sides of play production. The primary goal is to give students enjoyable and interesting opportunities to learn about and participate in the world of theatre arts. Students should achieve an increased confidence, improved reading comprehension, responsibility and teamwork. Drama club will hone public speaking skills, teach students how to be a good audience, and give them a creative outlet. Most importantly, it's fun!

First Lego League Club

Each team consists of up to ten children with an adult (parent) coach addressing the First Lego League (FLL) challenge. This challenge has two components: 1) the programming of an autonomous robot on a playing field performing a set of tasks; and 2) the research project to solve a new problem each year. FLL introduces younger students to real-world engineering challenges by building LEGO-based robots to complete tasks on a thematic playing surface. FLL teams, guided by their imaginations and adult coaches, discover exciting career possibilities and, through the process, learn to make positive contributions to society.

Geography Bee

The Geography Club is open to students who have an interest in geography. Besides competing in the school level of the National Geographic Bee, students also participate in the National Geography Challenge and compete against other school groups. During club meetings, students play computer and Board games, complete geography puzzles, hold competitions, and conduct research.

Golf

Brought to you by First Tee of Pittsburgh, Golf Club will give students the opportunity to learn the skills of golf or further develop existing skills.

- Introduces golf to children who may not otherwise get the opportunity.
- Teaches children a game they can play forever.
- Encourages physical fitness.
- Teaches to each student's ability level.
- Proven teaching method emphasizes repetition.

Kindergarten & First Graders Club

Club leaders will work with students to enhance classroom skills through activities. Weekly clubs will emphasize visual, auditory, and kinesthetic engagement in learning.

Jr. First Lego League Robotics Club

This is a great introduction to FLL Robotics. Focused on building an interest in science and engineering in children ages 6-9, Junior FIRST LEGO® League (Jr.FLL®) is a hands-on program designed to capture young children's inherent curiosity and direct it toward discovering the possibilities of improving the world around them. Just like FIRST LEGO® League (FLL®), this program features a real-world challenge, to be solved by research, critical thinking and imagination. Guided by adult coaches and the Jr.FLL Core Values,



students work with LEGO elements and moving parts to build ideas and concepts and present them for review.

MathCounts Club

The MathCounts Club program is designed to excite and challenge upper elementary students with fun and challenging math problems geared to promote math enthusiasm! The math activities will foster a positive social atmosphere, with the students working together as a club to earn recognition and rewards. Each week, the teams will work together to provide solutions to challenging math problems. Some of the problems may include: probability, circumference, improper fractions, arithmetic means, principal square roots, x and y intercepts, line segments, Pythagorean Triple, and much more!

Newspaper Club

The School's student-managed, student-staffed monthly newspaper will allow students opportunities at researching, writing, and editing stories on current events, sports, entertainment, and fashion. As they work together, students learn about group dynamics, organizational strategies, and team-building exercises.

Odyssey of the Mind

Students develop team-building skills by working in groups of as many as seven students per team. Students learn to examine problems and to identify the real challenge without limiting the possible solutions and their potential success. The creative-thinking process is nurtured and developed as a problem-solving tool.

Origami Club

Origami Club, introduces students to the world of Japanese paper folding. Basic folds can be used to create complex shapes that look like clothing, food, flowers, insects, and other animals, and modular abstract forms. All skill levels are welcome. The history behind traditional folds and the wide variety of available papers will be explored. Students will learn to use both animations and diagrams to create their models.

Photography Club

The Photography Club supports student interest in photography and photographers, and provides fundamentals to taking better and more interesting photos. Students will learn to develop more advanced skills, such as time and light manipulations. Students will share their ideas and visit museums that exhibit photography.

Ping Pong

Ping pong can be a vehicle for children to relate to the opponent, follow rules, and interact in a natural way with those playing at the center. Respecting others while establishing a sense of self is all part of the theory behind the game.

Science Club

Science Club enhances the science community at PA by becoming an extension of the curriculum. Students will prepare for and participate in quiz bowl style competitions testing the students' knowledge of the natural sciences.



Words with Friends/Scrabble Club

The Scrabble Club enhances students' abilities in spelling, word play, and or problem solving.

Sign Language

The purpose of the Sign Language Club is to foster the use of American Sign Language, specifically to do the following:

- To provide opportunities for members to come together to practice communicating in American Sign Language
- To develop an appreciation for American Sign Language in its members and the community
- To increase an awareness of deafness and deaf people among its members and the community
- To encourage the aesthetic use of American Sign Language through musical and theatrical productions in American Sign Language

Spanish Language and Culture Club

Students in the second and third grades will be learning Spanish greetings and songs, as well as exploring the art, music, and traditions of many Spanish-speaking cultures. Students in fourth through sixth grades will learn traditional dances, and experience food from different cultures. Students will have pen-pals in a bilingual school in Spain so that students can exchange letters with them.

Spelling Bee

The Spelling Bee is conducted every year to help students improve their spelling, increase vocabulary, and develop proper English usage. YSMCS will work with the Scripps Company for participation in the competition. Students will be given lists of practice words and will also meet with advisors for sessions.

Tennis

Brought to students by USTA, the Tennis Club provides cardiovascular activity, and the movements used on the court help develop enhanced balance, agility and coordination. Mental focus is also sharpened through tennis because decision-making and concentration are necessary every time a ball is hit.

Yearbook Club

Students will meet weekly to plan, organize and design the school yearbook. Activities will include taking photos, choosing artwork for the yearbook pages, using the computer to plan the layout of the yearbook, cross-checking student names from master lists to make sure all students are represented multiple times throughout the yearbook, and much more. Students will have much of the decision-making process for how the final product (this year's yearbook) will look before it goes to the publisher.

The formation of any club will depend on reasonable interest from students. Other clubs may be formed based upon demonstrated student interest.



B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district.

There have not been extra-curricular activities jointly planned with the school district yet. However, YSMCS will seek every opportunity to cooperate with McKeesport Area School District regarding extracurricular activities such as collaboration in use for district recreational facilities. YSMCS will organize math, science and chess competitions with the other schools in the school district.



II. NEEDS ASSESSMENT

II.1. STATEMENT OF NEED

A. *Why is there a need for this type of school?*

Currently, based on the district's PSSA performance, McKeesport Area School District is ranked 481 of 533 school districts in Pennsylvania. Centennial Elementary and Founders Hall Middle consistently perform in the lowest quintile comparative statewide performance. The student data indicate that McKeesport Area School District needs a new learning environment so that the students and families have an opportunity at a new school in the community with a commitment to authentic parent engagement and academic achievement. According to the AYP results of 2011 released by the Pennsylvania Department of Education, 39 of the 43 school districts in Allegheny County made AYP. McKeesport Area School District is one of the districts that failed to achieve AYP (Pennsylvania Department of Education, 2012). From this data, it strongly suggests that the McKeesport Area School District is struggling to meet the academic targets set by the state and federal governments. The results of the state reading and math tests given in grades 3 through 8 and grade 11, along with attendance, graduation and test participation rates, which are used to determine AYP, showed that no schools in the District achieved AYP. The state targets for PSSA performance called for 67 percent of students to test proficient or above in math and 72 percent in reading (although it is possible for groups of students to meet the standards through other methods based on improvement and growth). Parents and educators in this area were stunned when the state testing results showed no schools made AYP and that, further, performance at elementary, middle and high school levels dropped below 2010. The district had implemented significant curriculum and instructional changes for 2012 in hopes of improving achievement. However, the district failed to meet AYP again in 2012.

As indicated in the tables below, more than 40% of the students in the district are not proficient in Mathematics and nearly 50% are not proficient in Reading.

Table: 2012 PSSA Math District-Wide Percentile Results

District	Group	Number Scored Math	% Advanced Math	% Proficient Math	% Basic Math	% Below Basic Math
MCKEESPORT AREA SD	All Students	1760	25.9	30.7	20.9	22.5

**Table: 2012 PSSA reading District-Wide Percentile Results**

District	Group	Number Scored Reading	% Advanced Reading	% Proficient Reading	% Basic Reading	% Below Basic Reading
MCKEESPORT AREA SD	All Students	1760	19.6	32.4	21.4	26.5

Parents are a critical component to student performance, and while the district has created a comprehensive plan with research based solutions to address this troubling data that is inclusive of a “program” related to World Languages, the plan has not been consistently accessible on the district’s website or through any search engine. If the district has created a master plan to change its stagnant performance, it has failed to develop a timely and convenient vehicle to communicate this plan with parents, relegating them to the sidelines in their children’s education.

The Founding Members of the YSMCS believe that 1) parents play a key element in their child’s success and through this charter and the board’s commitment to the National Network of Partnership Schools parent engagement practices, will fulfill the widely held expectation that parent engagement results in improved student outcomes; and 2) that the ability to function in more than one language provides bilingual and multilingual individuals with a way of comparing and contrasting one view with another (Smyth, 2000) and thus, improved student outcomes.

Below are some of the benefits of being a bilingual or multilingual student:

- Students who study another language have a powerful key to successful communication and understanding and develop an insight into their own language and culture (Nugent, 2000).
- Students develop a lifelong ability to communicate with people of other nationalities.
- Students have improved overall school performance and have an easier time learning other disciplines, such as mathematics.
- Students who receive second language instruction when they are young are more creative and have superior problem-solving skills.
- Students who learn a foreign language at an early age have access to a greater number of career possibilities and develop a deeper understanding of their own and other cultures.
- Students must learn at least one second language early in life to obtain better native-like fluency, giving them a competitive edge in tomorrow’s work force
- Students who are bilingual have an advantage over monolingual children when they leave school, and score statistically higher on standardized tests.



Students in YSMCS from kindergarten to eighth grade will benefit from individualized learning, technology oriented curriculum, qualified teachers, and small classes. Teachers will guide students to be engaged self-learning, accessing all of the rich web-based tools that provides personalize instruction and accelerate learning. Teachers also can customize and differentiate curriculum.

B. Explain why the charter school model is an appropriate vehicle to address this need.

The existing public schools in McKeesport Area do not offer an opportunity for students to learn effectively and individually in the elementary and middle school years. The lack of any significant progress in academic performance in the district demonstrates that families are offered limited choices in models that have proven effective with students. As evidenced by the Best Evidence Encyclopedia, a national review of research- and evidence-based practices with demonstrated success in education, Direct Instruction, which is the primary framework for teaching at YSMCS, is uniquely poised to change outcomes in the district. Furthermore, the growing demand for foreign language education to meet the needs of a global community and economy necessitates the existence of special public schools to meet that demand. As stated by the Pennsylvania Charter School Law, Charter schools are the schools that are capable of implementing creative and innovative educational programs such as teaching world languages.

Upon careful review of the McKeesport Comprehensive Plan dated 7/1/2013-6/30/2016, it is noted that the district lacks any completed mapped or aligned curriculum in any grade, and cites that complete mapping will be completed by the conclusion of the project. The plan further identifies that less than 50% of the classrooms in the district are delivering SAS aligned content, and notes that the district will take at least six years before content is aligned in all standard areas. Clearly, as YSMCS will be utilizing the mapped and aligned curriculum attached that has been reviewed and approved by the IU, the school begins with the foundation for learning that will take the district four years before it approaches the same level of achievement.

Further, the Comprehensive Plan lacks identifying any unifying evidence-based instructional strategy that has demonstrated success in accelerating student achievement. Considering the poor performance that the district has encountered consistently, it would suggest that it would be seeking comprehensive, evidence-based strategies to accelerate improved performance. According to the Best Evidence Encyclopaedia, (http://www.bestevidence.org/csr/elem_csqrq/top.htm), Direct Instruction, which is proposed by YSMCS, is one of those strategies. Instead, the district provides a “list” of instructional strategies that are components of comprehensive school reform model. However, research from Mass Insight, (<http://www.massinsight.org/publications/turnaround/123/>) suggests it is these “light touch” strategies that frequently fail to delivery dramatically different academic outcomes.



In Greater Pittsburgh Area, more and more parents have expressed their concern about the cut-backs in elementary foreign language curriculum. For those families who understand the importance of second language acquisition, the only other option is private schools that teach foreign languages. Recently, a survey from the Center for Applied Linguistics (a non-profit organization that researches language issues) demonstrated that about 25% of the elementary schools in the U.S. taught foreign languages in 1997, but just 15 percent did in 2008, whereas the number remained virtually the same in private schools. Even though the elementary school age is the easiest time to learn a second language, as research shows, many school officials find it difficult to insert foreign language into the school day and keep it there in light of challenging budgets and performance expectations. Although more and more school districts are becoming aware of the need for adding foreign language programs, school officials find it challenging and time consuming to implement such programs. Ultimately, the increasing demand for a new style of education when coupled with the special student composition of the McKeesport Area School district makes YSMCS and its charter school model an attractive and promising option for enhancing the quality of education within the school district.



II.2. SCHOOL DEMOGRAPHICS

A. What are the school’s enrollment projections for the first five years? What is the school’s ultimate enrollment goal? What grades will be served? What is the age of kindergarten and age of beginner students? How many students are expected to be in each grade or grouping?

YSMCS will serve students between kindergarten through eighth grade. In the first year of its operation, YSMCS will admit students in kindergarten through fourth grade. In its first year of operation, YSMCS will support two kindergarten and two first grade classrooms, and one class each of second, third, and fourth grades. Each grade level will have a class size of 20 students. YSMCS will admit 40 students for kindergarten each year. Other grades will be admitted based on available openings. The student enrollment projection is shown in the table below. In the fifth year of the charter, YSMCS will have approximately 300 students. Kindergarten/ beginner students’ ages will be 5 and 6 respectively.

Table: Enrollment for next five years

Grade \ Year	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total
2013-2014	40	40	20	20	20	-	-	-	-	140
2014-2015	40	40	40	20	20	20	-	-	-	180
2015-2016	40	40	40	40	20	20	20	-	-	220
2016-2017	40	40	40	40	40	20	20	20	-	260
2017-2018	40	40	40	40	40	40	20	20	20	300

B. Describe the community or region where the school will be located.

YSMCS will be located in the McKeesport Area School District. The McKeesport area is home to diverse communities, including African-Americans and other races (62.3% of the population is white, 31.9% of the population is black, and 5.8% of the population of other races). The population of McKeesport is about 19,722, with 17.2 % of the population comprised of school aged children (ages 5-17). The median household income in 2010 was \$25,943, which places many of the families as economically disadvantaged, and 29.1% of families are below the poverty level. Only 9.6% of residents over the age of 25 have obtained a bachelor’s degree or higher in the city of McKeesport.



C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

McKeesport Area School District was ranked 481/553 of school districts in Pennsylvania. The decline in students' academic performance over the past year has left many parents struggling for a viable and affordable option. In addition, many of the schools in McKeesport Area School District area do not teach foreign language, putting them at greater disadvantage with peers from surrounding districts. McKeesport students need the opportunity and extra push for excellence that a charter school can provide.

The McKeesport Area School District was also specifically chosen for inclusion in this charter school effort because of the large number of parents who have expressed an interest in a language-centered school that will meet the specific needs of their children. (See attached petition from families in *Appendix B*). Moreover, the low achievement and success these children experience are frustrating and demoralizing. The families are not able to afford private schools, but are motivated to work on or support opening a school that will be responsive to all of the educational, social and emotional needs of their children. They are also committed to participating in the community programs that will be welcomed into the school. In addition, the families may also benefit from services offered after school hours or in the evening. These services will be provided through community programs, which will be welcomed into the school at no additional cost to the YSMCS. Interested families will also be referred to appropriate community agencies which provide such services.

D. Describe any unique demographic characteristics of the student population to be served, including primary languages spoken.

There is a need for a school that provides more individualized attention to the grade school students. In conversations with parents in the district, founders heard many families and students mention that teachers had little time for individualized instruction and dedicated substantial instructional hours to discipline issues rather than instruction in the classroom.

The McKeesport Area School District mostly serves an economically disadvantaged population, with a significant free lunch/paid ratio. YSMCS unique model with individual attention will give keen focus to the needs of individual students, especially those whom have struggled with academic achievement and wish to engage a curriculum that fosters an academic perspective and promotes appreciation and understanding of world regions, cultures, and global issues. YSMCS will not target any specific student population, but at the same time, it will be providing unique opportunities to those low and high achieving students.



II.3. DISTRICT RELATIONS / EVIDENCE OF SUPPORT

A. What efforts have you made to notify the district(s) from which your charter school would draw students?

YSMCS will primarily be expecting students from the McKeesport Area School District where the application has been submitted. YSMCS submitted a letter of intent to Superintendent Dr. Timothy M. Gabauer on October 22nd, 2012. . YSMCS had made multiple inquires to engage with District about the application.

YSMCS will contact additional districts if and when there is student interest from other districts during the enrollment period.

B. What efforts will be implemented to maintain a collaborative relationship with school districts?

YSMCS will maintain a strong collaborative relationship with the McKeesport Area School District by periodically organizing meetings with district officials including the Superintendent, the Director of Special Education Services, Director of Transportation, Director of Food Services and Facility Manager. In these meetings, YSMCS will inform the district officials regarding schools operation details. YSMCS will seek every opportunity to collaborate with the School District, which the Founding Members believe will lead to an increase in student service quality.

In addition, YSMCS will welcome all district employees, especially district teachers, to participate in curriculum training programs and professional development activities. As part of YSMCS extracurricular activities, YSMCS students will travel to countries whose languages are taught in the School. YSMCS will invite interested parents and students from other district schools on these trips.

C. Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders and others, through the use of letters of support, surveys, or other tangible means

The impetus for the establishment of YSMCS began when its sister school, Young Scholars of Western Pennsylvania Charter School began receiving several applications from families living in the McKeesport area. Parents were interested in the school model, but the commute was prohibitive to working families. These families and more inquired about opening another school in the area. We, the Founding Members of the YSMCS, have conducted a variety of community outreach activities to ensure that the critical members of the school’s community are willing to support the charter school’s proposed program. These



outreach activities involves attending community events such as White Oak Fall Fair, and public presentation at local community centers.

As a result of the outreach activities, the founding coalition of the YSMCS has received 450 petitions from community. Based on surveyed parents approximately 105 students have signed up for pre-enrollment to the YSMCS. YSMCS will seat 140 students in the first year and these significant pre-enrollment numbers demonstrate the strong community support for the school that will lead to full enrollment and the ability of the school to operate in a fiscally sound manner. Copies of these pre-enrollment forms are included in the *Appendix B*.

Due to significant achievement issues, McKeesport Area is home of an existing charter school, Propel McKeesport Charter School. There are about 2,000 students attending Propel schools in the Pittsburgh area and about another 2,000 students on the waiting lists. The community seeks another school geared toward a mission that is inclusive of exceptional academic performance so that more students can have the opportunity to for success in a charter school. Many parents who have applied to a Propel school expressed greater interest in the YSMCS foreign language model. These parents expressed their support for a multilingual approach that will give their children an advantage in college and career. Moreover, YSMCS will integrate its curriculum with technology that helps teacher and students to foster a personalized learning environment, another benefit that parents indicated was important to them in their selection of a school for their child.

To effectively carry out its mission, the YSMCS will have the assistance of an Advisory Board whose members include highly distinguished educators from local universities including Carnegie Mellon University, Duquesne University, University of Pittsburgh and California University of Pennsylvania. The purpose of the YSMCS Advisory Board will be to provide the administration and educators with the necessary guidance and future directions regarding broader issues that pertain to the school's success both in the short and long term.

The Advisory Board may also provide assistance when called upon with the implementation of school policies. The primary function of the Advisory Board will be to advise and assist the school with educational and research activities, guide in maintaining relationships with external constituencies, and support to develop the resources necessary to carry out its academic and non-academic goals and objectives. In addition, the Advisory Board will help identify educational needs, constitute objectives for educational programs, oversee the annual school budget, monitor conformance to budget, and formulate long-term plans.

We have contacted many community members and institutional leaders, and received pledges of support. Most of them have already accepted an appointment to the



Advisory Board of YSMCS. Such letters are also provided in the *Appendix C*. Among the notable supporters are:

Dr. Temple S. Lovelace, Assistant Professor, Department of Counseling, Physiology, Special Education, School of Education, Duquesne University.

Dr. Nihat Polat, Director of ESL M.S.Ed./Certification Program, Department of Instruction and Leadership in Education, Duquesne University

Rick Saccone, State Representative, Member of House of Representative, 39th Legislative District, Commonwealth of Pennsylvania





III. DESCRIPTION OF FOUNDING / MANAGEMENT TEAM

III.1. PROFILE OF FOUNDING COALITION

A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each

B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

The founders of the YSMCS share a common vision of the value of academic excellence and equity in the development and well-being of individuals and the community as a whole and feeling a sense of responsibility to the communities of the McKeesport area as a sense of civic duty. In this context, the founders are embarking on this project to open a charter school in the McKeesport area as our contribution to the community and children, parents, and teachers, in particular.

In addition to having experience in education and higher learning, a majority of members of the YSMCS founding coalition also served as founding members of Young Scholars of Western Pennsylvania Charter School in Baldwin Township. The members of YSMCS founding coalition have gained invaluable experience by already having established a charter school in Greater Pittsburgh Area. This experience will warrant the success of YSMCS in the McKeesport area as will the addition to the Board of local businessman Rich Perkoski, who is committed to YSMCS as an asset to the community.

The members of founding coalition have diverse and extensive expertise and experience in national and international education at both the secondary and post-secondary levels. This exceptional group includes faculty from Carnegie Mellon University, Duquesne University and University of Pittsburgh and professionals from global companies such as Westinghouse Nuclear and Paul C. Rizzo Associates, an engineering consulting firm in Pittsburgh. In addition being the Board of Directors for Young Scholars of Western Pennsylvania Charter School (YSWPCS) since 2010, the founding coalition have also contributed in varying capacities to other charter schools in the past and their experience will be of great value in implementing this well-planned school project. Because of their ties to local universities and local and international businesses, they will be establishing collaborations with local universities for college-prep guidance, utilizing graduate students who will provide tutoring-assistance at YSMCS, and providing local and nationwide support for school activities from businesses. These volunteer groups will help establish extra-curricular programs and foster a high-tech environment at YSMCS.



The developers have been actively seeking support from involved parents to aid in the McKeesport community and will continue these outreach efforts. The founding coalition has held discussions with McKeesport community leaders, elected officials and colleagues who have a great interest in education. It was evident that there is a high level of interest for a charter school in the district which would primarily focus on the teaching of languages and effectively use technology and innovative teaching methods to support the teaching of world languages, science and math.

The Founding Members have the experience, commitment, and resources necessary to achieve educational goals, which are stated in detail in this proposal. It is our promise to the people of McKeesport and its School District that our school will embody an example of an institution of academic excellence that will help its students, their parents and teachers, and the community at large. We are committed to overcoming any potential concerns or issues regarding this application, and eager to collaborate to improve the quality of education our children will receive.

C. Include any plans for further recruitment of founders or organizers of the school.

The current Founding Members will be members of the YSMCS School Board for the first term. At the same time, the founding members will propose/consider potential Board candidates from the community with relevant backgrounds and maintain and review a list of interested candidates in order to achieve a diverse Board.

D. Provide information on the manner in which community groups are involved in the charter school planning process.

The concept of YSMCS is the direct result of community individuals and groups identifying a serious need for a school that provides a world class education, total integration of technology as a tool to examine the world, personal attention to the needs of each student, and highly trained teachers capable of using cutting edge pedagogical practices in order to drive instruction. In order to ensure that the community plays an important role in the development and implementation of the school, the Board has established a Community Advisory Committee that is the official connection between the school and its broader community. Current Community Advisory Committee members are listed in Appendix I.

The founders of the school have spoken with hundreds of parents from the community, described the proposed school and asked for their support. During the discussions with parents, they were given a forum to discuss their children's education, make suggestions about the formation of the school and most importantly, encouraged us to open the proposed school. The feedback from parents has been instrumental in developing key components of the charter application.

The Founding Coalition of the YSMCS continues to develop partnerships with community groups not only in McKeesport area but also in Greater Pittsburgh area, including colleges and universities, recreation programs, libraries, career training centers,



churches and local businesses. The members will use their academic and business relations to establish partnerships, internships and other activities that might benefit the students of the proposed school.

Among the community members who have expressed their support to YSMCS are Rich Perkoski, a business man who has been living and doing business in the area for more than 30 years. Rich has strong ties with many communities in Pittsburgh and is helping to develop community partnerships in the area. Additionally, Dr. Melih Demirkan, an engineer who works within the nuclear industry and area resident will seek to collaborate with high-tech industries to improve the teaching and learning of science at the school.



II.2. GOVERNANCE

A. Describe the proposed management organization of the school:

The Founding Members of YSMCS have strong backgrounds in various facets of education and are fully committed to the mission of the school. The Founding Members has been governing the YSWP Charter School in Baldwin-Whitehall School District since 2010. The Founding Members has experienced all the stages of bringing a Charter School into reality and have been successfully running the YSWP Charter School. The Board of Directors believes so strongly in the governing structure and the mission of the school, it will take precautions to ensure that the first Board of Directors of the YSMCS and all Boards to follow will have a clear understanding of the mission and vision of the school. To that end, the Founders will ensure that the future Board Members understand the mission of the school by requiring the Board Members to actively participate in the School community.

The organizational structure of the School is shown below:



B. How will the Board of Directors be selected?

The number of Board of Directors of the YSMCS will be not less than five (5) nor more than nine (9). The Board will fix the exact number of members, within these limits, by Board resolution. The Board will elect the member of Board of Directors by the vote of a majority of the members then in office, whether or not the number of Board of Directors in office is sufficient to constitute a quorum, or by the sole remaining members. The Board may elect as a member any person who in its discretion it believes will serve the interests of the YSMCS faithfully and effectively.



C. What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Directors?

The Founding Members believe that the key to maintaining long-term continuity between their vision and the Board of Directors lies in Board development and orientation. Specifically, the Board will have a Board Development Committee whose function will be to manage the Board recruitment process and convey the school's mission and the individual expectations for Board members to all candidates so that newly recruited Board members enter with a firm understanding of the school's mission, the Founding Coalition's vision, and their role within the Board. A formal orientation program at the beginning of each new term will also serve as a forum for Founders to articulate their vision to the Board while allowing an opportunity for new and old Board Members to merge into an effective team.

After the first year, the Board will also develop a strategic plan to set forth goals and define the Board's course of action over a time period of several years. In addition to providing more organization for the Board, the strategic plan will allow for greater continuity as Board members leave and new Board members are added.

D. Describe the roles and responsibilities of the Board.

The generality of the roles and responsibilities of to the Board are described in the Bylaws (*Appendix D*). The Board has all the roles and responsibilities enumerated in the Bylaws and the following specific roles and responsibilities:

- To elect and remove Directors, subject to Article III, Paragraphs (C)(2) and (D) of the Bylaws;
- To select and remove Officers, agents and employees of the YSMCS, to prescribe powers and duties for them and to fix their compensation;
- To conduct, manage and control the affairs and activities of the YSMCS and to make rules and regulations;
- To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the YSMCS;
- To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the YSMCS may engage;
- To act as trustee under any trust incidental to the YSMCS 's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;



- To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
- To indemnify and maintain insurance on behalf of any of its Directors, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Pennsylvania Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

An affirmative vote of a majority of the members of the Board of Directors of the charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

- To enter into contracts with and making appropriations to an Intermediate Unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities

Board of Directors members will be selected in July for every two years. The CEO of the School will be a nonvoting, ex-officio member of the Board. A student representative to the Board, to be elected by the student body annually, may attend Board meetings in a nonvoting capacity to address issues directly related to students. A faculty representative to the Board, to be elected by the teaching staff, will attend Board meetings in a nonvoting capacity.

The founders of the Charter School understand that the Board of Directors must maintain ultimate authority to manage and control the charter school, including, but not limited to its educational philosophy, budgeting, curriculum, staffing, and operating procedures. Among the broader roles and responsibilities of Board of Directors are:

- Ensure the charter school's mission and purpose is maintained and updated
- Support the charter school administrator and review his or her performance
- Ensure effective organizational planning
- Determine and monitor the charter school's programs and services
- Enhance the charter school's public image
- Assess School's and Board's its own performance

E. What steps will be taken to facilitate a productive relationship between administrators and teachers?

As a public school, YSMCS will ultimately be responsible to the McKeesport School Board and the Department of Education of the Commonwealth of Pennsylvania. The Board of Directors will govern all operations of the school, delegating day-to-day management functions to the administrative staff and establishing a reporting relationship between the Board and the administrative staff. The Board will be responsible for



ensuring that the school is run in compliance with the charter application and all applicable laws and for ensuring the school's sustained financial viability. An affirmative vote of a majority of the members of the Charter School's Board of Directors will be required to take action on any item.

F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.

The YSMCS recognizes parental involvement as a crucial factor in the school's success. The educational programs and the School's small size will be appropriate for parental involvement and YSMCS will actively seek this in all areas. The parents will be contacted by the teachers and tutors to provide feedback on their children's education, increasing parental awareness and involvement with school activities. Parents will be visited periodically at their homes by school administrators and teachers.

Prior to admissions, there will be orientations and workshops for parents, which provide information about the school and its programs. During orientation, parents will be invited to become a member of various committees established to maintain and constantly improve the school. These committees will offer the parents an opportunity to provide ongoing feedback to the school community and Board of Directors. It is the Founding Member's profound belief that once parents recognize the benefits intrinsic to involvement in their children's education, parent volunteers will become a part of the regular school learning community culture. The Founding Members envision the school as a center for learning and a place for active parent, student, teacher, and community member involvement in order to facilitate a dynamic learning environment.

Parents will be directly involved in the decisions regarding the operation of the charter school via membership in various subcommittees that the Board of Directors will establish. Two subcommittees can be the Academic Policy and Personnel Subcommittee and the Finance, Facilities, and Equipment subcommittees. Both of these subcommittees will have an established scope and responsibilities before orientation for the school year begins. The Board has ultimate responsibility for the school and it is responsible for making final decisions on all matters. However, it is critical that the Board hears the non-binding recommendations of the subcommittees.

The School will also establish a Parents' Association to seek active involvement from parents. All parents are eligible to participate voluntarily. The parent members will contribute to developing their own bylaws and elect officers. The Parents' Association will work closely with the administration and provide recommendations and feedback concerning school matters prior to Board Meetings.



Parental Involvement in decision-making matters will be achieved by:

- At least one parent will serve on the Board of Directors, starting with the fourth term, as a voting member, ensuring a significant voice in the operations of the school according to the YSMCS by-laws and membership guidelines.
- A parent-council will be established during the first month of school. This council will provide continuous input to school administration, as reflected in school policy and meeting schedules.
- Teachers will be required to regularly contact parents in order to discuss each student's progress in academic and non-academic areas.
- Parents will be encouraged to actively and frequently participate in school activities, as reflected in outreach materials and individual records.

G. Submit copies of the school's by-laws, contracts and other documents required by pending charter school legislation or applicable law.

Bylaws are provided in *Appendix D*.

H. Submit Board members' names, address, phone numbers and resumes

Resumes of the Founding Members are presented in *Appendix E*.



The Founding Members:

M. Melih Demirkan, Ph.D., P.E.

Office: [REDACTED]

Phone: [REDACTED]

E-mail: [REDACTED]

Home address: [REDACTED]

Dr. Demirkan is currently working as a Project Director in an engineering consulting firm, headquartered in Pittsburgh, which specializes nuclear power plant site characterization and licensing. Dr. Demirkan has conducted research on sustainable construction materials at University of Maryland, Department Civil and Environmental engineering, where he also pursued a Ph.D. degree in geo-environmental engineering. He possesses over 12 years of teaching and research experience in the fields of geotechnical and environmental engineering.

Dr. Demirkan has been an the President of Board of Directors of Young Scholars of Western PA Charter School since 2010. Dr. Demirkan will act as a liaison for the school to establish lasting partnerships with local technology firms and other well-known companies.

Rich Perkoski,

Address: [REDACTED]

Phone: [REDACTED]

Rich is the founder of a highly respected infrastructure construction company and lifelong resident of McKeesport area. His business has grown from one-man company to multi-million dollar local employer with more than 100 employees. His success in business and strong ties with local community will enable YSMCS to fulfill its mission.

Isa Hafalir, Ph.D.

Address: [REDACTED]
[REDACTED]

Phone: [REDACTED]

E-mail: [REDACTED]

Dr. Hafalir holds an M.A. degree in Social Sciences from California Institute of Technology and Ph.D. in Economics from Pennsylvania State University. He has been working as an Assistant Professor of Economics at Tepper School of Business in Carnegie Mellon University since Fall, 2007, where he teaches both undergraduate and Ph.D. level courses. During his Ph.D., he was involved in founding a charter school in State College, PA, and tutored third, fourth and fifth graders in mathematics during his presence in State College. Dr. Hafalir was a contestant in International Mathematics Olympiads while in senior high school and was awarded with a Bronze Medal.



Dr. Hafalir's background, dedication, and hands-on experience in education, especially in math and science education and in national and international competitions, will be a great asset for the school's success. He has already extended his commitments to excel science education at YSMCS by developing our science curriculum and undertaking the responsibility of leading the Olympiad teams to participate in international science Olympiads.

Peng Yuan, Ph.D.

Address: [REDACTED]

Phone [REDACTED]

E-mail: [REDACTED]

Dr. Yuan has been working a Senior Research Engineer at Westinghouse Nuclear. Dr. Yuan has been developing heat transfer, boiling and two-phase flow, fluid dynamics, and thermal/mechanical design model using state-of-the-art computational fluid dynamics tools. As an example to Dr. Yuan's contributions as Board Member, Dr. Yuan has initiated collaboration between YSWPCS and Westinghouse where the students and engineers from Westinghouse jointly participate events such as educational trainings and science competitions.

Laura Mahalingappa, Ph.D.

Home address: [REDACTED]

Phone: [REDACTED]

E-mail: [REDACTED]

Dr. Mahalingappa is an assistant professor in the Department of Instruction and Leadership in Education at Duquesne University's School of Education. Before receiving her PhD in Linguistics from the University of Texas at Austin, she taught English as a second/foreign language in the U.S. and abroad for several years. In her years of teaching, Dr. Mahalingappa has gained valuable experience designing courses and working with English language learners (ELLs) and pre-service teachers from a variety of countries and educational backgrounds. While Dr. Mahalingappa is sensitive to differences in cultural norms of classroom organization, her philosophy is that education requires a highly interactive atmosphere in which the teacher-student relationship is central.

Dr. Mahalingappa has published empirical research on socio-cultural factors in both first and language acquisition, providing evidence for developmental aspects and broader political and ideological issues including language planning and educational practices at the national level. She also studied how gendered identities and socialization patterns relate to L2 attainment.

Dr. Mahalingappa's teaching background will contribute to the ESL curriculum design, teacher development, and other issues related to diversity and inclusion within the overall instructional planning and practices. In addition, her research expertise will be a great asset regarding keeping the instructional design, implementation and assessment innovative and current theory and research-driven.



Hasan Guclu, M.Ed.

Address: [REDACTED]

Phone: [REDACTED]

E-mail: [REDACTED]

Dr. Guclu is an assistant professor at the Department of Biostatistics and Public Health Dynamics Laboratory, Graduate School of Public Health, University of Pittsburgh. He received his B.S. and M.S. degrees in physics in 1998 and 2001, respectively, and the Ph.D. degree in physics from Rensselaer Polytechnic Institute, Troy, NY, in 2005. He was a postdoctoral fellow at the Complex Systems Group of Los Alamos National Laboratory, Los Alamos, NM, from 2005 to 2008. He worked as an assistant professor of computational mathematics at the School of Mathematical Sciences, Rochester Institute of Technology, Rochester, NY, between 2008 and 2010. He joined the Graduate School of Public Health in 2010. His research is on complex networks and their applications in infectious disease spread, legal networks for public health preparedness, global food trade and safety, and peer-to-peer/sensor networks. He is a member of IEEE, APS, AAAS, Sigma Xi and Sigma Pi Sigma.





IV. FINANCE AND FACILITY

IV.1. FINANCING

A. Develop a preliminary startup and operating budget.

YSMCS will serve a diverse population of students under a charter granted by the McKeesport Area School District Board of Education. The following projected budget lists the revenues by source and include state general-purpose aid, state and federal program revenues, grants, earned income, charitable contributions, and other sources of revenue. Expected expenditures such as expenditures on salaries, benefits, books, rents and utilities are listed by their use.

The basic source of the YSMCS's revenue calculates the Estimated State Aid (ESA) based on Average Daily Attendance (ADA). Based McKeesport Area School District's 2012-2013 budget, approximate maximum possible state aid per student is \$12,219.26 and the ADA is equal to 90%. Then the formula for ESA:

$$ESA = ADA \times \$12,219.26$$

Other sources of YSMCS revenue will be state general-purpose aid programs, state transportation aid program, federal funds for child nutrition, grants from the federal government's charter school grant program and grants and donations from local charitable foundations.

As part of the foreign language education, YSMCS will assist ESL children with this issue by providing a special bilingual education programs. There is no state funding in Pennsylvania for limited-English proficiency or bilingual education programs. YSMCS is planning to finance this specialized curriculum by finding funds in the federal and local levels. Most notably, Federal grants such as the Foreign Language Assistance Program (FLAP) will be sought from the Foreign Language Assistance Program and Foreign Language Incentive Program of the Department of Education.

YSMCS places a relatively heavy emphasis on investing in technology. The level of expenditures on technology is quite high relative to most public school budgets. The spending is reflected in the budget both on telephone and internet costs in order to ensure that all staff has access to both voice and Internet communications. YSMCS will also provide computer laboratories and classroom aids such as SMART interactive Boards.

As circumstances change and when actual figures become available, a subcommittee and the school's treasurer will prepare a report for the Board of Directors of YSMCS to help adjust the difference between the planned and the actual budget and drive implementation decision based on quantifiable financial data.

The attached startup and budget worksheets were designed to identify the costs associated with the operation of the charter school serving a population of students in Kindergarten through 8th grades. The school will open with 140 students from grades K-4 (two each of Kindergarten and First grade classrooms, one classroom for each Second through Fourth grade class), and add one subsequent grade each year. YSMCS has prepared preliminary budgets for initial startup expenses and five year school operating costs. The school's budget focuses the majority of its funds on staff, but does so in keeping with the school design principles. While the program provides a salary range of [REDACTED] per teacher,



teachers may make additional money, depending on where they place on the performance-based pay schedule. The Founding Members completed this budget based on available information about the McKeesport Area School District's funding. Certain assumptions were made in creating the budgets as outlined below.

Start up Budget:

Revenue: The budget for the YSMCS relies on government start-up grants and the support of private loans to cover the initial costs required preparing our educational program and facility for the opening of the school year in September, 2013.

Federal and State Grants: We anticipate a grant of approximately \$100,000 from the Planning and Implementation Grants through the Public Charter Schools Program and \$50,000 from private loans. The Board of Trustee members will make personal donations to fund the start-up of the school and will try to collect funds from potential donors. The School will consider financing options thru local bank loans up to \$75,000.

Expenses: The initial expenses are for itemized for partial salaries (early hiring of school staff), computers/science labs, equipment and furniture, books and instructional materials, and professional services as explained in lines [1-35.]

For the startup budget, a worst case scenario [Column 3] is generated by assuming lower revenues and minimum expenses. The School will consider financing options thru bank loans if federal grants are not available (up to \$75,000).

The details of the Start-up budget are presented in *Appendix F*.

Operational Budget:

Operational revenues: The School revenues are generated based on a combination of the total student enrollment per day and the McKeesport District's guidelines. The preliminary estimates of this combination equal \$10,997.42 per pupil with an estimated 0% annual increase. We aim to have high attendance among our students as this is critical to our success in achieving our mission. The school will still need to raise a portion of its operating budget from private sources in the early years in order to run a quality educational program. This is required because the school will enroll only 140 students in the first year and increase the total enrollment to 300 students at the end of five years by adding two classes (40 students) every following year. The school will be eligible for state level implementation grants as well. Both subsidized and special education revenues are included only to be expensed 100% later.

Operational Expenses: The base salaries and benefits for the school employees are shown in budget summary. The average teacher salary is budgeted to be between [REDACTED] and [REDACTED]. For health and dental insurance, the budget allocation increases from \$80,000 to \$112,000 in five years. The school operational spending increases from \$202,000 to \$503,000 in five years, excluding facility and professional services.

With the help of initial private donations/loans and federal funds, the revenues are higher than expenses for the first five years. Starting with the first year, the revenue generated by the school is more than all expenses combined and the school will be self-sufficient.

The cash flow is generated for the first year operations to estimate monthly cash flow. At the time the cash flow plan was generated, the details of the state funding model were not available. As a result, the ADA revenues were equally split over a twelve month period, showing the operational costs for the school year. This may not be as accurate as the model,



but provide a first degree estimate. It is assumed that the grants and some part of the donation will be available before the School starts in September.

To solve any cash balance problem, the School will make sure that there are fundraising and financing opportunities in the first year as needed. Moreover, the school will create a cash reserve (2.5% of the total revenues) for the economic uncertainties.

The details of the 5-year operational budget are presented in *Appendix F*.

B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.

YSMCS shall use the accrual basis accounting in accordance with generally accepted auditing standards (GAAP). All financial statements and reports to the IRS and other governmental entities shall be completed by the charter school or an accounting firm selected by the charter school.

The Operations Manager will be responsible for developing the Chart of Accounts for the School to properly record all accounting activities. The Operations Manager shall oversee the recording of all school fiscal transactions to the Chart of Accounts in accordance with GAAP. The School plans to use Quickbooks as its accounting software.

The Operations Manager shall prepare monthly balance sheets and cash flow and income statements. These statements will include a detailed reporting of asset, liability, operational incomes, revenues and expenses, and a comparison between year-to-date actual and year-to-date budget data. Financial statements shall be presented to and reviewed by the School Board monthly.

Reconciliation of each charter school account shall be done within forty-five (45) days of receipt of bank statements. The CEO shall oversee reconciliation performed for all bank accounts every month. The Operations Manager is responsible for performing monthly reconciliations for all bank statements and storing deposited/cancelled checks.

School checks shall be signed by the CEO. Checks in excess of \$5,000 (excluding payroll payments and lease) will require the second signature of a Board Member. Checks shall be issued only when within the approved budget and with the approval of the CEO. Voided checks shall be retained to insure proper maintenance of checking account records.

The School doesn't plan to maintain a petty cash fund. All reimbursements to employees will be with signed School checks. The employees need to provide proof of their expenses for School related businesses. If an expense will exceed \$500.00, the employee needs to get an approval beforehand.

The School's accounts receivable will include scheduled funding deposits from the school districts, federal or state grants, donation pledges or any other amounts due but not yet received. All accounts payable shall be recorded on an accrual basis in accordance with GAAP. YSMCS, whenever practical, will pay invoices within 30 days of their issue, unless alternative arrangements are made with vendors. Accounts payable will be maintained by the Operations Manager, who shall ensure timely payment and the development of payment plans. Payments of invoices will be processed on or about the end of each week. No



payment will be made without a properly approved invoice or other supporting documentation. All contracts and loans will be approved by the Board of Directors.

The charter school will maintain a payroll system approved by the Board. The School may choose to contract with a payroll service to provide payroll processing. Personnel will be paid biweekly by check. Personnel electing direct deposit will receive a check stub. Employee time sheets will be maintained daily. Time sheets, signed by the employee and approved by a supervisor, will be forwarded to the Operations Manager at the end of the pay period for payroll processing. The Operations Manager will review the time sheets for signatures and approvals, review time worked and verify for mathematical accuracy, summarize the payroll information and forward it to the payroll service for processing. The CEO will receive all completed payroll reports and paychecks from the payroll service. The CEO will review the payroll reports and document approval. The Operations Manager will distribute the paychecks. All payroll changes will be authorized by the CEO and forwarded to the payroll service by the Operations Manager. The Operations Manager will record each payroll to the accounting system, including any payroll accruals, in accordance with GAAP. The Operations Manager will be responsible for payment of all payroll-related liabilities

All services performed by independent contractors will be processed as accounts payable and at the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

The CEO will develop, in conjunction with the Operations Manager, YSMCS's annual operating budget, which will be approved by the School Board every year. All amendments to the budget must be approved by the Board. Detailed expenses, such as supplies, repairs and maintenance, travel, contracted services, utilities, rent, and other expenses will be budgeted according the above spending categories. Budget assumptions in the initial year of operations will be based on known expenditures of similar entities, modified for the charter school's needs. Future budgets will be based on the school's history.

The CEO will be also responsible for generating yearly cash flows based on expected accounts payable and receivable. The CEO and Operations Manager will closely monitor if there are any deviations in the budget and cash flow assumptions. These differences will be recorded and taken into account when preparing a budget for coming years. The CEO and Board will compare year-to-date revenues and expenditures to the budget and review significant variations on a monthly basis.

C. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

The School will organize fundraising events to raise initial start up costs and first year operational expenses. The school expects to raise up to \$50,000 for the startup costs, and the founding members have committed to donate enough funds to reach the goal of \$50,000 collectively. YSMCS will also organize fundraising events in collaboration with the local community and businesses. At the same time, corporate sponsorship opportunities will be investigated. The school will apply for grants available from independent, nonprofit organizations that have a history of supporting education. The Board will accept these donations only after the charter proposal approval has been granted and issued by McKeesport Area School District. The extensive and varied experiences of these founding



members will enable them to acquire financial and community support for the school and to establish a high-quality educational program.

D. Describe the implementation of required financial procedures:

The School will prepare independent audits of the financial statements, which will be conducted annually by a Pennsylvania State Certified Public Accountant contracted by the School. Annual financial audits will be conducted in accordance with Generally Accepted Auditing Principles (GAAP), per the US Controller General. The Operations Manager will provide required information and fill out financial forms as deemed necessary by the charter school or an accounting firm. These financial forms and reports shall be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits shall be reviewed by the CEO and submitted to the Board for review.

The School will use independent audits to assess the effectiveness of the School's financial system. Historical data will be collected and reviewed for budget and cash flow statements. Projected budgets for the new school year will use this database to minimize the errors within the system.

The accountability system developed in the financial system will prevent any mishandling of School funds. The Operations Manager and the CEO will be responsible for any intentional mistake or negligence in the budgets and will be held accountable by the Board.

YSMCS will fully comply with following financial procedures as follows:

➤ The treasurer of the charter will deposit the funds belonging to the charter school in a depository approved by the Board and shall at the end of each month make a report to the charter Board of the amount of funds received and disbursed by him/her during the month.

➤ All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school.

➤ All Investments shall be subject to the standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code.

➤ The school treasurer shall settle his/her accounts annually with the Board of Directors for each school year.

➤ An annual school audit shall be conducted according to the requirements of Article 24 of the School Code of 1949.

The YSMCS Board of Directors will follow requirements set forth for School Boards in this section. The Board of Directors of a charter school will invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

➤ United States Treasury bills

➤ Short-term obligations of the United States Government or its agencies or instrumentalities



➤ Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

➤ Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

➤ Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.



IV.2. FACILITY

A. Provide descriptions of and addresses for the physical facilities under consideration and the ownership thereof and any lease arrangements.

YSMCS will lease the school building at St. Nicholas Byzantine Catholic Church on 410 6th Street, McKeesport, PA 15132, from Diocese of Pittsburgh. The Diocese of Pittsburgh has signed an agreement of the purchase of the Building. Upon the grant of the charter, YSMCS will prepare the facility under the time conditions set forth in the McKeesport Area School District's conditions to grant the charter.

The facility is located in the City of McKeesport and has permitted use for educational facility. The building is currently vacant and used as an elementary school by Propel McKeesport Charter School, containing 16,000 square feet of space on two stories. The property was constructed in 1964 as a church school and then used as an elementary school until 1996 by the church. The school has 50 on-site parking spaces available across the street. With this site area, it is possible to increase number of parking space. The facility was used as elementary school since 2009 by Propel Charter Schools and the building conditions are very favorable for immediate use.

The facility will be renovated by YSMCS. The timeline given below will be followed during renovation of the facility in accordance with the school plans parameters, using a three-phase renovation plan. It is important to note that building was originally used as an elementary school, with a limited renovation, which will involve mostly painting, carpet updates, the facility is ready for YSMCS use.

Phase I:

Possession of building: April 2013

Acquiring of Necessary Renovation Permits: May 2013 –June 2013

Ordering furniture and carpeting- June 2013

Cleaning up and repaving outside parking lot -July 2013

Phase II:

Finishing of rooms, restrooms & labs – July 2013

Lighting System & Central Alarm System– August 2013

Painting and Carpeting – July 2013

Final Touches to the Interior – by August 2013

Phase III:

Opening of School – September 2013



B. Explain how this site(s) would be a suitable facility for the proposed school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

The proposed facility was designed and constructed as an elementary school, therefore it was designed to comply with applicable building codes and accessibility for individuals with disabilities at the time of construction. The renovations that will be done to the existing conditions will ensure that applicable building codes and accessibility for individuals with disabilities will be secured.

Heating is provided in classrooms, corridors and common areas by ceiling mounted, fan coil units, with hot water produced by one boiler. Cooling is provided in the corridors and common areas by three rooftop air conditioning units and several split systems. Miscellaneous heating at vestibules, stairs and mechanical spaces is by electric unit heaters.

YSMCS will obtain a valid Certificate of Occupancy from the City of McKeesport Department of Licenses and Inspections by July 2013 and will complete any needed facility repairs by August 2013 as seen above time line for the school.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

Provisions have been included in the budget to contract cleaning services. Provisions for facility maintenance will be incorporated into our facility financing plans.

D. Discuss any progress, partnership developments or other future steps towards acquisition of a facility/land.

YSMCS will have a partnership with Dream Schools in terms of future facility development. Dreams Schools is a nonprofit organization with extensive experience and resources which focuses on charter school facilities, including the facility of YSWPCS at Baldwin Township. A partnership with an organization with an extensive experience in charter school facility development such as Dreams Schools will ensure YSMCS' access to a school facility with minimum management and maintenance.

As for the future plans, Dreams Schools is planning to acquire approximately five acres to build a new facility for YSMCS's long term use.

YSMCS has also contacted with Diocese of Pittsburgh about St. Pius Elementary School located at 2911 Versailles Avenue, McKeesport, PA. As an alternate for second and third years, YSMCS will prepare plans for St. Pius Elementary School building with more than 25,000 square foot.



E. Describe facility financing plans.

The facility related expenses are included in the School budget. The budget assumes that the School will lease a facility with \$3.75/square foot. A renovation cost of \$15,000 will be allocated for the renovation. Additional costs of the renovation will be also financed through bank loans.

A yearly budget of \$25,000 is allocated for facility maintenance, security and equipment.



IV.3. LIABILITY AND INSURANCE

A. Describe your school's insurance coverage plans, including health, general liability (including school operation, extra-curricular activities and parent volunteer activities), property, and CEO and Officer's liability coverage (see Section 1727-A of the charter school legislation).

YSMCS's insurance coverage plans, including health, general liability (including school operation, extra-curricular activities and parent volunteer activities), property, and CEO and Officer liability coverage will be in compliance with Section 1724-A of the charter school legislation. YSMCS will offer a health benefits package comparable to the McKeesport Area School District's package as required in Section 1724-A of the charter school legislation.

All necessary insurance coverage for the YSMCS will be obtained through a broker or a through direct placement with a provider. Best rates will be obtained through competitive bidding or through joining a consortium of charter schools that have already obtained competitive bids. We will work with a local insurance agency for all our insurance needs, including general and professional liability, property, personal injury, and building insurance.

YSMCS also understands the need to protect the Board and employees who are conducting the work of the school. Therefore, once the Board of Directors is established, liability insurance with umbrella coverage, professional liability, CEO and Officer Liability insurance for errors and omission, fire, theft and vandalism on building and contents, and workers' compensation will be obtained through a broker.

YSMCS will provide medical insurance coverage for employees which compete with the equivalent benefits provided by local school districts. Medical coverage will be limited to a Preferred Provider Organization and/or HMO. Dental, vision and prescription plans will be provided that are similar to plans offered by local school districts. Other benefits, such as life insurance and disability will be offered as such benefits can be afforded.

YSMCS will obtain insurance coverage for errors and omissions (also known as professional liability insurance, minimum of \$1,000,000/1,000,000), property and general liability, automobile, and workers' compensation.

YSMCS has contacted with Boyles Insurance Agency for the School's insurance needs and has a preliminary agreement with the Agency.



IV.4. CHILD ACCOUNTING

A. Describe your school enrollment and attendance procedures.

YSMCS will follow state child accounting procedures (24 PS 13-1332). Student attendance will be continuously recorded in the school register during school hours on each day that the school is in session according to the required procedures. Attendance will be taken by the teachers in their classrooms at the start of each class. Each teacher will send a written record of all absences and tardiness to the central office, where it will be compiled within an attendance database.

The following guidelines apply to any absences other than an extended sick leave:

- After five absences during a school year, students and parents will be asked to attend a conference with the CEO and classroom teacher in order to discuss how attendance can be improved.
- After ten absences during a school year, students will be placed on academic probation. This means there will be a home visit by a representative from the school and a behavioral contract addressing the repeated absences, agreed to by the parents, student and staff, which will be documented and signed.
- After fifteen absences, students will receive one-to-one counseling and support from their counselors and teachers.
- After twenty absences, students will have to make-up the school year.

Please refer to *Appendix A*: Student Discipline Policy and Expulsion Criteria for a complete description of discipline rules and due processes.





V. IMPLEMENTATION AND ADMINISTRATION

V.1. RECRUITING AND MARKETING PLAN

A. Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants

Information about the YSMCS and the admissions process will be disseminated throughout the city via flyers, bulletins, media, mailings, internet website and workshops at schools and other public institutions. This process will also include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates. At open houses held in the spring (see “Outreach,” below), prospective students and their parents or guardians will hear a comprehensive presentation about the school. Discussions will include the school's academic program, the schedule for an extended school day and year, and expectations for student behavior and parental involvement. Also discussed will be any other community programs that exist to support the operations or mission of the school.

Interested parents and guardians who did not attend one of the school's spring open houses will be provided with a packet of written materials covering all the topics formally discussed at the open houses, and a meeting will be scheduled with appropriate school staff for interested parties to verbally review all the materials and answer any questions.

After the first year, prospective students and their parents or guardians will also be encouraged to spend a day visiting the school and sitting-in on classrooms.

It is important that the school ensure that students and parents/guardians understand the values of the school and its academic and social expectations before they are asked to make a decision to enroll their children. The school will take whatever additional steps are deemed necessary to make sure that parents/guardians are aware of this important information.

B. What type of outreach will be made to potential students and their families?

Outreach

The purpose of the open houses, which will be held in January-March, 2013, upon charter approval, is noted above. Invitations to “open houses” will be widely distributed to parents and students throughout the local school district. The YSMCS will vigorously get these announcements to the public through as many available routes as is practical, including (but not limited to):



- Community organizations of all kinds,
- Direct mailings,
- Public and private elementary schools,
- Afterschool programs,
- Youth and community centers,
- Businesses and civic organizations, and
- Flyers posted and distributed in various communities.

These methods will help ensure that the invitation to hear directly about the opportunities offered to children by the charter school gets widely circulated.

Printed information about the charter school and the application process and its time frame will be widely distributed in a similar manner, affording families who do not attend one of these “open houses” the opportunity to learn about the charter school and to apply for admission for their children.



V.2. ADMISSIONS POLICY

A. Describe the admission methods and eligibility criteria you will use to select students. Explain administrative procedures to ensure compliance with laws pertaining to Special Education.

Interested parents/guardians will be required to complete and submit an application form, which will be made available at the YSMCS and at open houses at accessible locations throughout the community. The application will be fairly simple, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., school currently attended).

The school will make staff available to any parent or guardian who needs help completing the application.

Completed applications will be required to be submitted to the school by April, 2013. The YSMCS may extend the application submission period if the need exists and may hold a supplemental summer enrollment period if desired or needed.

YSMCS will be open to all students and will not specifically target students at risk of academic failure, nor will it have an admission preference for such students. However, the YSMCS program will enormously benefit students at risk of academic failure in a number of important ways as stated below, such as individual attention, extensive tutoring, participation in competitions, and personal education plans.

When a student is identified as "at-risk" of not completing their education based on factors such as poor school performance, poor attendance, behavioral difficulties, or economic or environmental disadvantage, they will be referred to a school pupil enrichment committee, which will be appointed by the CEO. The pupil enrichment committee will recommend additions to the student's personal education plan, which will be specifically designed to provide appropriate interventions, such as, but not limited to, the following: tutoring, counseling, mentoring, apprenticeship programs, and family outreach. Family involvement is recognized as a crucial factor in school success. YSMCS will try to provide financial resources that will allow for creative, individualized approaches to meeting the needs of the at-risk population. A counselor will be available to students and their families to provide appropriate services. Referrals to outside resources will be made on an as-needed basis to address more complex and difficult issues. Each student as well as students with significant deficiencies will benefit from the school's extensive individualized instruction, as explained in innovative teaching methods and instructional strategies.

Special Education Admission

The YSMCS will comply with the federal Child Find requirements (34 CFR 300.111), which require schools to have in place a process for identifying, locating, and evaluating students with disabilities and will not discriminate in admissions regarding students with disabilities. YSMCS will conduct awareness activities to inform the public of



its special education services and programs and the manner in which to request services and programs. Written information will be published in the school handbook and school web site. Students enrolling for the first time in a public school in the School District will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or intensive education program, or referral to the student's home district. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student.

B. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

Timetable

If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. Such a lottery will be open to the public, and attended and/or audited by a representative of a disinterested outside organization. In the first year, an enrollment preference will be given to students residing in the McKeesport school region and to siblings of students enrolled in the charter school. In subsequent years, the enrollment preferences will be as follows: first preference will be given to students returning to the charter school; second preference will be given to siblings of students enrolled in the charter school; and third preference will be given to students residing in the McKeesport school region.

Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission also will serve to place students in preferential order on these waiting lists.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at the charter school before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of the attempts made to contact the parents/guardians of any student removed from the waiting list shall be maintained by the school. Waiting lists will be carried over from year to year. Each year, the school will send a new enrollment application directly to the parents/guardians of each child on the prior year's waiting list.



C. Explain how these policies further the mission of the school in a non-discriminatory fashion

Non-Discriminatory Fashion for Admission

Admission to YSMCS shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or on any other ground that would be unlawful.

All children who would be eligible for enrollment in public schools in Pennsylvania State in the available grades will be eligible to enroll in the charter school, subject to availability and the process set forth above.

YSMCS will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building, at which time it will utilize a blind lottery for admission, with the preferences noted in this application.



V.3. HUMAN RESOURCE INFORMATION

A. Describe the standards to be used in the hiring process of teachers, administrators, and other school staff

The CEO will establish a recruitment committee in order to design and administer a thorough, standardized, and well-publicized process to recruit qualified applicants. All applicants will provide a letter detailing their qualifications and educational philosophy, as well as a résumé and names of three references.

The recruitment committee as a whole will select from the pool of respondents a list of candidates who meet the job requirements. The recruitment committee may also recruit specific individuals who come to their attention and who possess experience or expertise considered especially valuable to the school. The CEO may establish an interview committee. The interview committee will call candidates and arrange for initial interviews. The interviews will assess different aspects of the applications qualifications including their knowledge on the subjects, interpersonal skills and teaching skills. The interview committee may ask a group of children to attend the teaching skill evaluation. The committee will provide their findings to the recruitment committee and nominate their choice for Board approval at a meeting.

The School may choose to implement some of the following in attracting and retaining prospective staff members;

- Establishing school-university partnerships.
- Hiring young, motivated and successful new teachers.
- Hiring new teachers under temporary, emergency, or provisional licenses.
- Offering salary schedule credit for higher education experience.
- Placing high-demand teachers above entry level on the salary scale.
- Offering support to beginning teachers.
- Hiring international teachers in the areas of Math, Science and Technology subjects.
- Involving teachers in decision making.
- Providing financial and non-financial rewards to successful teachers.
- Implementing scheduling changes that allow common planning time for same-grade or same-subject teachers.
- Implementing team or interdisciplinary teaching.
- Increasing compensation based on their performance evaluation results, knowledge and skills.



- Creating career ladders for teachers involving greater responsibility for increased compensation.
- Improve the climate for teaching and learning by building communities between new and veteran teachers.
- Extend the preparation period of novice teachers through their crucial first few years upon the job so that they continue to develop as proficient, knowledgeable, and successful teachers.

B. What is the targeted staff size and teacher/student ratio?

YSMCS is planning to hire 12 full-time and 3 part-time teachers for the targeted 140 students which would be around 10:1 student teacher ratio.

C. What professional development opportunities will be available to teachers and other staff?

At YSMCS, teachers not only generate local knowledge and but also replicate effective practices generated by outside experts such as university professors, effective schools. The administration of YSMCS will nurture teacher leadership, culture of collaboration, and teacher inquiry process in the school and allocate necessary resources such as time, for collaboration in the form of PLC meetings (planned reflection and inquiry sessions) to address issues and do long-term and evidence based planning for systemic improvement. Our teachers work in inquiry communities to theorize and construct their work and to connect it to larger social, cultural, and political issues. Knowledge is constructed collectively when local and broader communities analyze data about teaching, learners and learning, subject matter and curriculum, and schools and schooling. Everyone at YSMCS works collaboratively in inquiry communities and or networks where participants try to find solutions to their current issues. Outside experts may join these communities but everyone function as fellow learners.

The administration of YSMCS will establish a professional development plan designed not only to meet the requirements of Act 48 of 1999 signed into law on November 23, 1999, and revised May 2001 but also exceed them. This legislation requires that all certified educators complete six college credits, six credits of continuing professional education courses, or any combination of collegiate studies, continuing professional education courses or learning experiences equivalent to 180 hours every five years. These professional education requirements support achievement of the Pennsylvania Academic Standards, the Chapter 49 Teacher Certification Standards, and high standards for all educators and students. YSMCS will establish a professional development committee that is representative of their peers by July 1 and the committee will, during a series of meetings, determine the scope of training needed based on evidence to support teachers to deliver the proposed academic program, school culture, and meet Pennsylvania SAS.



This Professional Development Plan will be based upon research regarding effective schools. An effective school is a school that can, in measured student achievement terms, demonstrate the joint presence of quality and equity. This plan is designed to meet the education needs of the school entity and its professional employees, so that they may meet the specific needs of students as they implement the mission.

In addition, YSMCS develops an annual professional development plan in order to incrementally increase all students' achievement. The annual professional development plan will:

- be linked to current issues in the school and based on school goals and values. In order to meet these goals, the administration of YSMCS will develop a long-term plan.
- be required of all to participate in professional development that is working to meet these goals.
- be linked to individual classrooms, understanding that varied ways of approaching school goals are necessary and valued.
- include the adjustment of schedules to promote professional learning and development. Aside from learning activities, more time will be allocated for teachers in the school day to collaborate. Time will be given to work on curriculum as well as student issues.
- be implemented and supported with scheduled mentoring and coaching programs.
- involve teachers in the identification of school, classroom, and subject-area specific goals and needed areas of improvement, as well as in deciding what kinds of professional development opportunities should be offered to meet these goals.

Staff development at YSMCS in the first year will include a two week intensive, with Week 1 focusing on mission, policies, procedures, performance goals, and organization/structure of school delivery model. This development will focus on delivering a broad spectrum of information that will ensure all staff understand the foundation of the school, the expectations, how to use data, classroom management and positive behavior support, and the overarching model of the school. In Week 2, faculty will be engaged in pedagogy intensives around curriculum, language immersion, and the development and use of PA SAS aligned curriculum mapping and planning as noted earlier. Annually, the faculty will select a development focus based on evidence that will provide faculty and staff a purposeful direction of growth and enhance expertise, for example literacy, technology, etc., to increase the quality of teaching and learning. Each year, the annual theme will be explored during summer pre-service, in PLC time, and in workshops that staff presents to other staff. In subsequent years, only new staff and staff identified in need of remediation related to foundational issues of the school will attend Week 1 of pre-service. Week 2 will always focus on pedagogy.

In Year 1, key staff will attend training workshops on Direct Instruction to ensure fidelity to delivery and consultants may be contracted to provide support for DI and PBS. Selected staff members will develop expertise in areas of curriculum and then be given the opportunity for leadership by serving as training mentors and providing workshops and professional development to their peers.



The school will encourage the staff members to attend workshops and courses given outside of school and the authorized expenses will be reimbursed within the limits of the budget. Alternatively, teams of teachers may request to use the funds to invite presenters to give workshops or courses at the school. Teachers will also be encouraged to become instructional leaders on the state and national level by attending and participating in state and national subject matter conferences, e.g., state reading, science and/or math conferences and/or National Council of Teachers of English (NCTE), National Science Teachers Association (NCTA), National Council to Teachers of Mathematics (NCTM), Pennsylvania Council of Teachers of Mathematics (PCTM), Council for Exceptional Children (CEC), etc.

The YSMCS will employ its university and industry/business connections in organizing the training and development workshops that will enrich staff knowledge and transfer those into classroom. This will include the exposure to innovative, research-proven instructional and assessment strategies. Current professional magazines, books, and films regarding innovative educational methods will be made available to faculty and staff. Faculty and staff will also be given opportunities to study, travel, attend workshops and conferences, and to participate in exchange teaching and to take sabbatical leaves. The School will encourage all teachers working for the school to have Master Degrees in their teaching field. Tuition reimbursement will be awarded to select members of the faculty based on their academic achievements when funds are available.

In addition, YSMCS is committed to the personalized professional growth of every staff member. Each staff member will develop professional growth goals and this growth will be assessed by the Dean of Academics and the CEO. The branch groups will be formed by the teachers in each subject area, such as mathematics, science and reading. In every branch group, high levels of selection, participation, and involvement are expected.

There is a strong relationship between teachers' performance and the quality of the education. The educational professionals will constantly collaborate to help children to reach their full potential. The strategies mentioned above are implicit in our School's mission and educational goals and objectives

D. Human Resource policies, governing salaries, contracts, hiring and dismissal, sick and other leave, and benefits.

It is the policy of the YSMCS to seek and employ the best-qualified academic and administrative personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. The school policies ensure equal opportunity for the advancement of staff members and equal treatment in the areas of training, promotion, transfer, layoff, and termination.

The salary scale for the initial staff will be developed by the Board. The initial estimates for salaries are shown in the following table.

The School and its employees will sign a contract with the terms of employment for the teaching, administrative, and other positions negotiated within the parameters of



relevant Pennsylvania statutes. The faculty and staff will be required to enter into individual term employment agreements resembling those used in business, but explicitly stating that all requirements of the Charter Law are incorporated into the agreement. Teaching staff may be obligated to provide services or in service-days, during the school academic year, or during the entire year depending upon their role in the school. The agreement affirms that any materials created by staff members for use by the School, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

Position	Salary
CEO	██████████ s
Full-time teacher	██████████
Half-time teacher	██████████
Full-time aide	██████████
Part-time aide	██████████
Full-time secretary	██████████

Upon selecting candidates for hiring, the recruitment committee will present their recommendations to the Board for approval. The Board will offer the approved candidate an employment contract.

A majority vote of the Board shall be required to terminate the employment of any YSMCS faculty or staff member. Any dismissal is also subject to applicable Pennsylvania Charter School Law provisions. (Please see *Appendix G* for detailed discussions in Personnel Policy Manual.)

YSMCS strongly believes that the quality of the professional staff is an important factor in determining the quality of education offered in the school. It is the responsibility of the school administration to locate and recruit the best-qualified candidates to meet the school's educational needs. The School will search for certified personnel for all positions. However, in case of shortage of certified candidates or for any other reason, uncertified candidates with required qualifications will be considered.

Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the advancement of the school's educational goals. Among other factors, emphasis will be placed on the candidate's



academic record and his/her previous relevant experience. Staff must be willing and able to provide the educational support that a diverse student population requires in the school. YSMCS's teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team.

E. Identify the proposed faculty

Chief Executive Officer (CEO)

Qualifications: Advanced course-work, minimum three years outstanding experience in an education leadership position, superior written and oral communications skills, demonstrated leadership in educational and preferably community activities, exemplary human relations skills, and experience with at risk students.

The CEO supervises all school staff both teaching, administrative, and students. The CEO provides school leadership to ensure excellence in teaching and learning, community support, and efficiency in operation.

Some of his/her responsibilities are:

- Demonstrate successful leadership in education and administrative positions;
- Have strong academic goals and share vision of YSMCS's mission and educational philosophy;
- Show demonstrated success in parental involvement;
- Provides instructional leadership and excellent student achievement results through focus on the four basic element of curriculum, instruction, performance, and evaluation;
- Share responsibility for development and implementation of the school's strategic plan;
- Communicate Board Actions to staff, students, and parents;
- Develop policy recommendations for the Board's consideration and action;
- File required reports with local, state and federal education agencies, Board of directors;
- Maintain administrative records according to the Pennsylvania Public School Code;
- Implement school budget, analyze and control expenditures with an understanding of the relationship between the instructional program and the budget process, and rely on cost benefit analyses for budgetary decisions;



- Prepare schedules, assign staff, set job performance standards, and evaluate staff;
- Generate public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program;
- Develop a Code of Student Conduct which defines responsibilities of administrators, teachers, parents, and students and which creates a safe, secure school for learning;
- Represent the Charter School at local, state, and national events;
- Develop effective staff and professional development programs that match school goals and individual goals to improve performance and model continuous professional improvement;
- Use technology effectively for administrative, instructional, and communications functions;
- Schedule the use of time to protect academic subject blocks from disruptions to ensure effective and efficient use of time;
- Know Charter School law, including the implications on the educational program and on liability, keeps abreast of developments and consults with the Board members in times of uncertainty;
- Carry out marketing plans to attract students to the School;
- Participate in local and state Principals' associations;
- Provide ethical leadership within the intellectual, cultural, economic, political, and governmental context in which the school.
- Serve as a role model who acknowledges through actions and behaviors, the critical value of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose.

Dean of Academics

Qualifications: Working knowledge of charter operations; Exceptional organizational, communication and interpersonal skills; Capable of coordinating school's academic operations; Working knowledge about evaluation of curriculum and student progress; At least 3 years of teaching experience.

The Dean of Academics assists the CEO in instructional program administration and school level operations.

Responsibilities and Duties:



- Assist in planning and assessing the educational programs;
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate;
- Encourage the use of technology in the instructional process.
- Encourage a constructive, thoughtful climate for learning;
- Promote fairness of students and staff from all cultural backgrounds;
- Communicate with students and staff in an effective manner.
- Assist in organization of school improvement plan with staff, parents and community members;
- Help CEO to design, manage and implement information systems to manage and track progress on school goals and academic excellence indicators.
- Hold employee evaluation conferences based on records of performance evaluation;
- Assist CEO in interviewing, selecting new employees and their orientation;
- Oversee school's operations in CEO's absence;
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules;
- Oversee student attendance records and assist the Administrative Assistant on truancy issues;
- Document needs of schools academic in order to compile yearly Annual Report with school administrators and staff;
- Manage support services including transportation, custodial and cafeteria;
- Abide by all federal and state laws that apply to charter schools, and charter policy.
- Provide for supervision of students during non-instructional hours;
- Help students develop a positive behavior through a student discipline management system;
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline
- Hold parent/teacher/student conferences in regard to student and school issues.
- Enrich job skills through professional development; School and Community Responsibilities;



- Convey the school's mission to the public and encourage support in accomplishing the mission;
- Illustrate understanding of school and community needs and begin activities to meet those needs;
- Demonstrate use of productive and efficient skills to raise community and parent involvement.
- Share supervisory duties for school professional staff with CEO
- Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.
- 10 to 15 hours per week teaching.

Teachers

Qualifications: Academic excellence in their specific area of expertise, competence in all areas of classroom management, good verbal and written expression, and strong interpersonal skills, a life-long learner, some expertise in computer technology.

All teachers supervise volunteers, assign support staff, and students and report to the CEO and are expected to have a contribution in improving student behavior. Teachers strive to enable each student to make continuous progress at or above state and national standards in all areas.

Some of the responsibilities/skills of the School Teachers are listed below: (Some excerpts are taken from "Outline of Duties of the Teacher" by Scriven.)

- Have knowledge of subject matter;
 - An undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience
 - In the fields of special competence
 - In across-the-curriculum subjects
- Instructional Skills
- Communication skills
- Course construction and improvement skills;
 - Course planning
 - Selection and creation of materials
 - Use of available resources (local, media, specialists)



- Evaluation of course, teaching, materials, curriculum
- Management skills;
 - Management of process
 - Management of progress
 - Management of emergencies
- Assessment Skills
 - Knowledge about student assessment
 - Test construction/administration skills
 - Grading/ranking/scoring practices, processes, results
- Reporting student achievement;
 - Knowledge about reporting achievement
 - Reporting practices (to students, administrators, parents, others)
- Other General Skills
 - Professionalism , professional ethic, and attitude;
 - Service to the profession; knowledge about the profession, helping beginners and peers, work for professional organizations, and research on teaching;
 - Knowledge of duties;
 - Knowledge of the school and its context;
 - Strong work ethics;
 - Ability to work with multi-age groupings;
 - Experience in constructive education, child-directed learning, project-based learning and/or portfolio assessment;
 - Demonstrated ability to engage the interest of young children;
 - Flexibility and sense of humor;
 - Ability to work with children from diverse backgrounds, including those special needs;
 - Teaching experience in a public or private school, preferably in an urban settings;
 - Ability to work well with parents and contribute effectively as a team member



- Pennsylvania state teaching certificate;
- A supervisory certificate for special education for a special education coordinator
- Certification for all special-education teachers;
- Certification will be required for at least one teacher in ESL.

Teaching Assistants (Mentors)/Volunteers

Qualifications; Teacher's assistants (also referred to as Mentors) will preferably hold a College Degree and as a minimum, will have an Associate degree. The Mentors play an important role in the school. Each Mentor is responsible for examining the student's record of progress on a daily basis to detect any and all problems or lack of progress. Any student having a problem in a course of study, or just not working on the course may need some extra help. The Mentor will either help the student himself or if unable, will seek out another Mentor and see that help is scheduled, provided and monitor the result. The students will be meeting with their mentor either in a one on one session or in a group session to provide student motivation and counseling. Mentors may contact parents to provide an update on the student's progress and any problems that have been observed. Mentors must have ability to work with multi-age groupings and to help facilitate interaction with the school-wide community as well as the outside community.



V.4. CODE OF CONDUCT

To ensure that an environment is created where teaching and student learning can flourish, YSMCS has developed a series of rules that address proper student behavior, maintenance of order within the school and during school activities, and a statement of student rights and responsibilities.

School staff will ensure that parents and students are well informed about these policies, both before enrollment and at the time student's sign up for entry into the charter school. As a result of this information about school policies, students will not be surprised about what type of behavior is expected from them and parents will be reassured about the type of classroom environment that will be maintained in the charter school.

A. Discuss any rules or guidelines governing student behavior

Please see Student Disciplinary Code (**Appendix A**),

B. Describe your school's policies regarding student expulsion and suspension, including students with disabilities

Please see Student Disciplinary Code (**Appendix A**),

C. Describe your school's mandatory student attendance plan and its fit with the code of conduct.

YSMCS requires students arrive and stay at the school during designated regular school times. Teachers will keep track of student attendance with online Student Information System. Any student who has a low attendance rate will be referred to a school pupil enrichment committee, which will be appointed by the CEO. YSMCS will excuse an absence only for illness, family emergency, death of a family member, medical or dental appointments, school activities and educational travel with prior approval.

YSMCS will require parents to provide the student's teacher or CEO with a note explaining the absence. Please see **Appendix A** for student rights and responsibilities.

Existing student discipline policies from many public school districts were examined in developing this code, and components of those district policies are evident throughout the discipline code of YSMCS.



V.5. TRANSPORTATION

A. Describe your transportation program, including transportation for Special Education students and suggestions for improvement

The YSMCS will make arrangements with the McKeesport Area School District for the transportation of its students. Resident students will be transported under the same condition as students attending public schools located along or near established district bus routes.

The YSMCS will be in contact with McKeesport Area School District to identify the appropriate and available choices and fully explain those options to parents of special education students.

B. What arrangements will be made to transport students, if you plan to implement an extended-day or extended-year program that requires transportation beyond that which the district provides?

The YSMCS may ask parents to provide transportation for extended day. The YSMCS also may consider providing students transportation through a private educational provider, which meets all applicable safety and transportation standards with funds allocated by the State for student transportation if it is needed.

C. What plans are being made for the coordination of transportation of students who live outside the local district to be transported to the school? The school district of student residence must provide transportation to a charter school up to ten miles from its border.

YSMCS will contact with the school district of student residence, which must provide transportation to a charter school up to ten miles from its border. If needed, it is also expected that parents will provide individual transportation.

V.6. FOOD SERVICE

A. Describe the food service plan of the school

YSMCS will coordinate with McKeesport Area School District for food services. If needed, contractor food company will be contracted for the first year of operation. YSMCS intends to have its own food service facilities, including kitchen and cafeteria accommodations. Absent these facilities, however, the school will ensure that contractual arrangements provide food services to students directly in the classroom, or in other suitable common areas.



At YSMCS, lunch will be available for the full purchase price or less for all the students. The price of meals will not include any service charges. In addition, students will also be allowed to bring their own lunch and/or breakfast to school.

YSMCS will work with local food service businesses who provide food which comply with state and federal regulations with affordable price.

B. What are the plans for free or reduced lunch or breakfast? State regulations for student participation in such a program must be followed (24 PS 13-1337).

The School will also participate in the Federal Free and Reduced Priced breakfast, lunch, and other programs administered by the U.S. Department of Agriculture. YSMCS will adhere to all applicable requirements including, but not limited to meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and not for any prohibited purposes. Meanwhile, students who do not qualify for free meals will pay up to the limit on reduced price meals and others will pay the full price.

Expenses for subsidized meals will be met by subsidy revenues received from the Federal and State meal programs. Expenses for full price meals will be met by sales charges. Therefore, food service related revenues have been equalized to the related expenses in the budget.



V.7. TIMETABLE

November 2012 – December 2012

- Prepare for charter school hearing.
- Attend charter school hearing
- Submit any additional materials required

January 2013 – March 2013

- Complete the selection of candidates for the Board of directors (less the parental representative positions to be filled)
 - Constitute first Board of directors and conduct first meeting
 - Elect officers
 - Approve by-laws
 - File for certificate of incorporation
 - Apply for employer identification number (EIN)
 - File for nonprofit incorporation status 501(c)(3)
 - Establish checking account
 - Establish financial controls
 - Identify an auditor/preparer
 - Begin initial recruitment period
 - Conduct seminars/open houses
 - Complete enrollment of first application period
 - Prepare job descriptions and submit to county superintendent for approval
 - Advertise and disseminate recruiting materials for soliciting staff
 - Begin staff hiring interviews
 - Design and produce all forms necessary for processing and maintaining administrative documentation
 - Negotiate and sign conditional lease for facility
 - Establish resources for furnishings and equipment
 - Notify McKeesport Area School District Board of education identifying need for transportation services
 - Begin the process of obtaining all necessary insurances



- Develop fundraising strategies
- Perform local outreach efforts

April 2013 – June 2013

- Conclude second application/enrollment period for admission if needed (**April 15**)
 - Forward enrollment form to district(s)
 - Request student records from district(s)
 - Conclude first application period (may 15)
 - Conduct lottery if needed (march 18)
 - Establish filing system/database for student records
 - Recruit parents to fill represent Board positions
 - Develop informational materials for parents to encourage their participation
 - Mail out enrollment information packets to parents with all appropriate forms for transportation and registration
 - Submit completed forms to the district for determining routes and transportation methods
 - Submit identification of facility including a description of and address for the physical facility to the Pennsylvania Department Education (PDE)
 - Submit to PDE on a document prepared by the commissioner for the purpose of determining the actual amount of State, local and Federal aid, a report for the forthcoming school year of enrolled students, based on signed registration forms (**June 5**)
 - Submit this same documentation to the school district
 - Send out letters of intent to hire for teaching staff
 - Secure contracts with hired staff (**June 30**)
 - Submit certification of classroom teachers and professional staff to PDE
 - Make arrangements for special support services/staff
 - Identify educational resources
 - Develop professional development plans (pdps) for staff
 - Compose staff handbook
 - Submit to the PDE the Equity Statement of Assurances (July 1)



July 2013 – September 2013

- Begin staff orientation and training
- Complete all construction and renovations
- Order furnishings and equipment
- Set up classrooms and other spaces
- Receive final inspections
- Confirm receipt of notification to parents/guardians and the charter school from the district regarding routes and methods of transportation
- Submit copies of certificate of occupancy to appropriate agencies
- Submit copies of sanitary inspection report to appropriate agencies
- Submit copies of fire inspection certificates to appropriate agencies
- Curriculum documented in written form
- Form risk management team
- Form advisory grievance committee



V.8. SAFETY

A. Submit written documentation of intent to comply with all applicable safety requirements

YSMCS will comply with all applicable safety requirements including the following to demonstrate the safety and structural soundness of the school:

- Inspection by a local building inspector.
- Inspection by a local fire department.
- Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
- Compliance with all other federal, state, and local health and safety laws and regulations

V.9. SCHOOL HEALTH SERVICES

YSMCS will be prepared to comply with all state required health service for the students. A full time or part time nurse will be hired to handle all required health service. Along with the CEO school nurse will also be contact with school district and hospitals to bring necessary medical service for the students as it is needed. Each student will get hearing test, vision test, tuberculosis test at requested interval as it is stated §14-1402 by school nurse or medical technician. Measurement of height and weight of students will also be updated regularly and be part of health record. All children of school age, upon original entry into the school, in the third grade, and while in the seventh grade, will be given a dental examination by a dentist. YSMCS also keep comprehensive health record of each student in soft-copy and hardcopy format and update them regularly. These records will be given to physician at the time medical examination as it is required. Part of the job responsibility of school nurse also monitor the students and take proper action in case of any unusual behavior , change in physical appearance or any sing that my indicate a problem in student health. School nurse also work with students family to keep track of the any students that may require care treatment or any kind of medical service regularly such as asthma inhalers or prescribed medication during the school time. YSMCS will take all necessary steps to comply with all requirements in Pennsylvania Public School Code P.S. 24.1 §14-1401.





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APPENDIX A: PARENT AND STUDENT HANDBOOK (CODE OF CONDUCT)





PARENT/STUDENT HANDBOOK

**YOUNG SCHOLARS OF
MCKEESPORT
Charter School**



The 2013 – 2014 School Year

www.YSMCS.org





Dear Parents and Students,

Welcome to the 2013-2014 school year at Young Scholars of McKeesport Charter School (YSMCS). The administrative team is excited about this school year, and the staff at YSMCS is caring, competent, dedicated and willing to work with you to ensure that your child receives a superb education. We are working very hard to provide the best possible learning climate for students.

We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone concerned: students, parents, and staff. The mission of YSMCS is to create a partnership among the members of this triad. Each of us is responsible for doing our part to make our school a place where we can work, learn, and play together in harmony.

YSMCS is a reflection of us all. Our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know your school, its programs, activities, and schedule. Become an active participant in your school by getting involved in the classroom and participating in clubs and activities.

This handbook is an overview of our school's goals, services, and rules. It is an essential reference book describing what we expect and how we operate. Read it carefully, discuss it, and let it act as a guide for your effective involvement in all parts of the school. It has been written to provide you with the information that will make your year purposeful and rewarding in every respect. Keep this handbook handy as a reference throughout the school year.

On behalf of the entire YSMCS staff and community, best wishes for a great 2013-2014 school year!

Sincerely,

Board of directors

YSMCS Teaching Staff and Administration:

Elementary Teachers

Language Teachers

Specials Teachers

Special Education Teachers

Assistant Teachers

Administrative Team





Mission Statement

The mission of the YSMCS is to teach critical world languages by providing a learning environment supported by individualized education approaches and technology. YSMCS will also improve students' academic achievement and provide technology-supported learning environment that will prepare students for the 21st century. Our initiative includes native speakers of English who wish to engage in a curriculum which fosters a global perspective and promotes appreciation and understanding of world languages, regions, cultures, and global issues.

A core element of the YSMCS concept is to provide an instructional environment in which students encounter instructional exposure in their individual vernacular as well as critical importance of friendly technology usage.

In addition, students will come to appreciate other societal units through their languages and gain insight into the structure of language and its influences, ultimately acquiring significant skills for a future in an increasingly integrated world community. YSMCS, therefore, seeks to create a complete global citizen—a student who is conversant in at least two major world languages and understands the interdependence of the world's peoples. Through the language immersion program, students will acquire proficiency in the basic academic subjects while also acquiring knowledge of the other countries, their people, and their role in influencing world history and present issues of globalization.

These goals are fully in-line with the mission set by McKeesport Area School District Superintendent who proclaims, we will “actively engage all students in a rigorous curriculum that: teaches the application of academic skills and concepts; nurtures individual interests and talents; inspires intellectual curiosity; develops integrity and personal responsibility; encourages a global perspective; promotes technology; embraces diversity; and prepares students to become citizens capable of improving the world in which they live (Timothy Gabauer, Superintendent of McKeesport Area School District).”

VISION STATEMENT

YSMCS will give an experience to students in an individualized educational setting so that the students can have various opportunities in order to achieve the basic requirements that cause the big gap in reading and math scores. YSMCS students will learn two world languages in everyday classroom conversational situations and through subject content instruction. This makes language learning more authentic and meaningful to them and helps them develop listening comprehension, spontaneous verbal expression, and reading and writing skills. When students leave YSMCS, they will be able to read, write and speak with proficiency in the world languages and be self-learners. They will also be able to think critically about major world issues and citizens of all nations are involved in, not independent of, these significant issues.



STUDENTS' RIGHTS

- To feel safe in the school environment
- To take full advantage of the learning opportunities
- To work in an environment free from disruptions
- To express their opinions, ideas, thoughts, and concerns
- To have a healthy environment that is smoke, alcohol, and drug free
- To use school resources and facilities for self-betterment under appropriate supervision
- To expect courtesy, fairness, and respect from all members of the community
- To be informed of all expectations and responsibilities
- To take part in a variety of school activities
- To have the right to due process

STUDENTS' RESPONSIBILITIES

- To be caring and honest
- To do his or her best to learn and master all he or she can
- To respect school rules, regulations, and policies
- To be sure that personal expressions do not interfere with the rights of others
- To follow state law and school policies concerning substance abuse
- To respect and protect the personal and property rights of others and of the school
- To treat all members of the community with full respect, fairness, and courtesy
- To abide by all the expectations of the school and its community
- To follow the prescribed guidelines for participation in school activities
- To adhere to due process procedures



Introduction

To achieve our mission, every member of the YSMCS must respect the rights of all members of the community. This means creating an environment that is physically, emotionally and intellectually safe, orderly, and conducive to learning. The information in this handbook provides the guidelines for the behaviors and attitudes that will create a positive environment in which each student, parent, and teacher can contribute and learn. Because this is a “Student/Parent” Handbook, it is written to you. Each section begins with a general description of the topic, and then provides additional detailed information.

YSMCS SCHOOL CALENDAR

The academic school year generally parallels that of the McKeesport Area School District—September to June, with the exception of snow day makeup days. Classes will begin on Monday, August 30th 2013 (or be adjusted if McKeesport changes its schedule) and the last day of classes will occur during the second week of June, (last day for students: June 10th 2014). School holidays, inclement weather closings, in-service days, parent-teacher conferences, etc. generally match the school district schedule. A detailed calendar including scheduled YSMCS events will be available and updated on the YSMCS website, and a hard copy will be available as well.

HOURS OF SCHOOL OPERATION

The school day runs from 8:00 a.m. to 5:05 p.m. with supervised early arrival for students of working parents beginning at 7:45 a.m. Regular instruction hours for students run from **8:25 to 3:25**. The Extended Day Program will run from 3:40 to 5:05. A short “snack break” divides the two parts of the extended day. While the Extended Day Program is optional, parents are strongly encouraged to allow children the benefit of additional instruction, enrichment and remediation available then. School bus transportation is available in the morning and dismissal time. Children who are staying for extended day must be picked up promptly at 5:05 from the lobby.

ATTENDANCE POLICY

Every student should attend school regularly unless he/she is ill. This is critical to your child’s academic success and emotional well-being. By the same token, a sick child cannot learn, exposes others to contagious illnesses, and recovers faster and better with bed rest at home.

Categorizing Absences: What is Unlawful Absence from School?

According to state regulations, YSMCS is responsible for monitoring and maintaining records of the attendance of students. All absences should be treated as unlawful until the school district receives a written excuse explaining the reason(s) for an absence. Parents/guardians and students should submit the written



explanation within three calendar days of the absence and should be informed that if they fail to provide a written excuse within three days of the absence, the absence would be permanently counted as unlawful. The PDE recommends that schools immediately inform parents in writing upon each incident of unlawful absence. Pennsylvania law broadly defines absences as excused when a student is prevented from attendance for mental, physical, or other urgent reasons. Many school districts, including YSMCS, consider illness, family emergency, death of a family member, medical or dental appointments, authorized school activities, and educational travel with prior approval as the only lawful absences.

Absences Accrued Due to Chronic Tardiness

It is the policy of YSMCS that students who are tardy (arriving after 8:25 AM) three times without a valid excuse shall be counted as having one unlawful absence. Valid excuses are identical to those listed above. Parents must sign students in when they are tardy and fill out a tardy slip with a legitimate excuse to be given to their child's teacher. Please do not drop your child off after 8:25 AM without filling out the form.

Cumulative Lawful Absences

A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days should require an excuse from a physician. Under Section 11.24, students who miss ten consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence the excuse is legal or the school is pursuing compulsory attendance prosecution.

Charter School Responsibilities

Charter schools must report to the student's school district of residence when a student has accrued three or more days of unlawful absences. It is the responsibility of the school district to enforce the compulsory attendance laws in accordance with the Public School Code. However, charter schools should also follow PDE's Recommended Responses to Unlawful Absences for the first, second and third unlawful absences including the school/family meeting and implementation of a TEP. Charter schools should also refer the child to the county children and youth agency as stated in Section V above.

School District Response to Charter School Absences

Under compulsory attendance laws, the parents/guardians of a student who has accumulated three unlawful absences are to receive notice stating any subsequent unlawful absences will result in a citation being filed with the magisterial district judge. The school district of residence should send the notice to parents/guardians immediately upon notification of the third unlawful absence by a charter school. It is recommended that such notice be sent through certified mail. Future unlawful absences should be filed with the magisterial district judge. Charter schools and cyber charter schools must cooperate with school districts by providing necessary documentation for the truancy filings, and attending the hearings to provide testimony, if necessary.



CHANGES IN YOUR CHILD'S ROUTINE

If your child needs to leave school early, or if there is to be a change in transportation at dismissal time, please notify the teacher and office ahead of time. If we do not receive a note or phone call from a parent, your child will be dismissed according to his/her normal dismissal plan. For your child's safety, he/she will never be released to anyone who is not pre-approved by a custodial parent or guardian.

Children who use bus transportation provided by McKeesport Area School District will be sent home on the bus unless a parent, guardian, or designee arrives prior to the departure of the bus to pick him or her up at dismissal time.

If you plan to be out of town, please notify the school, and be sure that the person you have named to be called in case of emergency is available. The office must always have a number to call in case of emergency.

ARRIVAL AND DISMISSAL

Due to a high level of interest expressed on the part of many parents, YSMCS offers free before school care. If you choose to bring your child to school rather than use school district transportation, staff will be on hand to supervise beginning at 7:45 AM. If you are transporting your child, please observe all traffic signs and patterns. No cars may enter the bus lane at the front of the school during posted times that buses will be using it. Please park in the lot and walk your child into or out of the building.

FOR SECURITY, DOORS REMAIN LOCKED DURING SCHOOL HOURS. CHILDREN ARRIVING AFTER 8:25 MUST BE ESCORTED INTO THE SCHOOL THROUGH THE MAIN DOORS AT THE FRONT OF THE BUILDING.

If you need to pick up a child at any time other than regular dismissal at 3:25 or 5:30 PM, please stop at the front desk and sign out in our "Late Arrival/Early Dismissal" book. If you are bringing a child to school late, please stop at the front desk to sign in and fill out a tardy slip. The only valid excuses for tardiness are the same as those for absences.

YSMCS takes your child's safety and security very seriously. We appreciate your support of our efforts.

LUNCH

School lunches may be ordered and will be delivered to YSMCS each day, beginning Sept. 2nd. Lunch menus are posted on the school web page and will also be sent home with students and posted on the school website. Parents may pay YSMCS for lunches and track each child's account via our online system, or by cash or check made out to Young Scholars of McKeesport Charter School.

An online school lunch system works with barcode scan is now in place to track student lunch purchases and keep you informed of your child's account status.



STUDENT DRESS CODE

The purpose of the dress code is to protect the health and safety of children. Because physical activity is encouraged every day, appropriate clothes and shoes should be worn at all times. Learning is an active process at YSMCS; clothing may on occasion become soiled from outdoor play, art or science activities. Easily laundered clothing is advisable.

Most student attire is acceptable, within the following guidelines:

- Clothes should not be excessively tight or short.
- Pants should not be excessively long or baggy. All bottoms must be worn at the waist. If they are a size, which is larger than necessary, they must be worn with a belt at the waist.
- Shorts and skirts must be no shorter than three inches above the top of the knee when the student is standing up straight.
- Rubber soled shoes; either strapped sandals or closed toe should be worn at all times. Platform shoes and shoes with high heels are dangerous on the playground and should not be worn to school. No slippers or flip-flops.
- Hats are encouraged for protection from the sun, but are not to be worn indoors.
- No suggestive, disrespectful or violent words or pictures are allowed on clothes or hats.
- The torso is to be covered and no undergarments should be visible.
- Tops must have straps that are the width of 3 fingers- no spaghetti straps and not be exposed at the stomach. Students should be able to raise their arms without midriff exposure.

Frequently during the year, students will be invited to join in the fun by participating in “Clashing Colors” day, “Inside Out” day, “Crazy Socks” day, etc. for a \$1 donation, with proceeds donated to various causes. Dates will be announced in the newsletter.

The staff will determine if the attire is appropriate. We rely on parental discretion and good judgment to guide students in making appropriate clothing choices for school. This is not a decision that should be left solely to the child. Students found in violation of the dress policy will be sent to the office. The following procedures will be followed to help students comply with the dress policy:



Each student will be given the opportunity to change into acceptable dress.

- A phone call home to request that a parent/guardian bring the student acceptable dress items will be attempted.
- If a student repeatedly dresses in an unacceptable manner for school he or she will be assigned a disciplinary action and a parent will need to come to school for a conference.

DISCIPLINE POLICY

YSMCS values the dignity of all members of the school community at all times. We respect the rights of students to make choices and to experience the consequences of those choices. Students are taught decision-making, problem-solving and conflict resolution skills to develop their ability to make sound choices.

The core of our discipline policy is two-fold: to hold students accountable for their behavior and to help them understand that good behavior is a matter of making wise choices. To the extent that this policy is successful, children will develop into responsible citizens who understand what socially acceptable behavior is and act accordingly because they care for each other and respect the adults who care for them.

CHARACTER EDUCATION PROGRAM AT YSMCS

YSMCS offers a character education program for building good character, bringing out the best in our students, and ensuring that they acquire the basic life skills that will guide them to lifelong success. The objective of the Character Education Program at YSMCS is to encourage students to take responsibility for their actions, to familiarize them with good character traits, to place role models before them and to help develop good citizens with high moral values. During the year, we will put into practice a well-structured character education plan by means of the Character Education class, which will be one period per week for each grade. The curriculum for the Character Education Program at YSMCS is Positive Action. The mission of the Positive Action program (PA) is to transform individuals, schools, families, and communities by teaching and reinforcing positive actions for a lifetime of health, happiness, and success. To enrich the program, throughout the year we will have special activities and events such as guest speakers from the community and awards and certificates to recognize good behavior. We ask for your valuable and indispensable support and involvement in implementing a successful plan that will benefit our students, our school and our community.

Childhood is a period of time when individuals have imperfect impulse control. Our goal is to encourage children to think about their behavior and see it as a choice that carries consequences, rather than rewards or punishments. Every poor choice is followed by the option to change, and the consequence for not doing so may be clarified by an adult. That way, the child retains responsibility for the outcome: consequences are under the child's control and are self-imposed. Making amends is a way of permitting the child to maintain his or her self-esteem, because while a behavior is unacceptable and



the damage must be repaired, the child is not “bad”. If a student continually makes poor choices, teachers will work with parents to help the child make better ones.

Positive Behavior System (PBS)

Our Positive Behavior System is an interactive approach that includes opportunities to correct and improve student behavior through four key elements:

OUTCOMES: academic and behavior targets that are endorsed and emphasized by students, families and educators.

PRACTICES: interventions and strategies are evidence based.

DATA: Information that is used to identify status, need for change, and effects of interventions.

SYSTEMS: supports that are needed to enable the accurate and durable implementation of the practices of PBS.

The Positive Behavior System is intended to recognize students for their efforts to demonstrate appropriate behavior and those who exhibit exceptional thoughtfulness, kindness, or helpfulness. All staff members have Scholar Points and give them to students after they notice behavior that deserves such recognition. Scholar Points are not intended as a bribe to induce appropriate behavior, nor does all appropriate behavior automatically earn a scholar point. Behavior, not academic performance, is the basis for earning scholar points. Points can be traded in for a small item such as a colorful pencil or puzzle, or a special activity, such as having lunch with a teacher or administrator, attending an ice cream social, or playing UNO with a school staff at lunchtime. Options change periodically and there is an effort to balance social, material, and edible choices.

Students who disregard basic behavior expectations related to respect, responsibility, caring, safety, or appropriate problem solving receive a Minor Infraction Report, which is filled out by a staff member and the student, who describes the misbehavior on the back of the form in his or her own words. Parents should sign and return the form the next day. In this way, parents are kept informed and can participate in helping their child make better choices in the future.

If a student receives two minor infraction reports for similar behavior in one trimester, the third incident is a referral, which requires a meeting between a school administrator and parents. Together, they plan ways to prevent a chronic pattern of misbehavior that could adversely affect academic progress. At the end of each trimester, record keeping starts over and students begin the marking period with a clean slate.

Each year starts a new, so students should not keep scholar points at home over the summer months. At the end of the year, teachers hold an “auction” so students who have collected points can use them up.

The Positive Behavior System applies during regular school hours and the Extended Day program. (Please see the Extended Day program description for further information.) It is designed to provide the staff with data that allows them to address identifiable patterns of behavior as a team. Records are kept separate from each student’s permanent file and do not affect progress reports.



YSMCS Zero Tolerance for Violence Policy

YSMCS has as its goal to help every student *fulfill his or her intellectual, social, physical and emotional potential*. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can *learn* effectively and pleasantly. In keeping with the school's mission to promote acceptance and respect for each other, YSMCS has established a policy of zero tolerance for deliberate acts of aggression or violent behavior, which result in a student harming another student, him or herself, or school or personal property. This policy is applied consistently, across all grade levels. Violent behavior results in an immediate referral.

General Discipline Procedures

The rule of thumb is that in any situation that requires correction, children are made aware of consequences of their behavior and reminded to make a good choice. From that point, on, their behavior tells the teacher or adult what choice was made. There is no need for scolding or verbal criticism: the consequence follows the behavior and is applied in a firm, fair, friendly manner by an adult, with encouragement to make a good choice in the future.

- Classroom and building rules will be cooperatively established, reviewed, and enforced.
- Positive behavior will be recognized and encouraged.
- Causes for misbehavior will be analyzed to facilitate prevention of behavior problems.
- Alternative approaches for dealing with the child's behavior will be developed based on the analysis of causes as well as the effectiveness of previous approaches.
- Logical and natural consequences for behavior will be applied.
- Communication among staff, students, and parents will be ongoing.
- The effectiveness of behavior plans will be monitored, evaluated, and revised as necessary.

Children and teachers will discuss specific school procedures in detail during the first week of school, such as:

- Keep hands, feet and objects to yourself.
- Follow staff directions immediately.
- Walk, except on the playground.
- Stay on the school grounds.
- Use acceptable language.
- Ask permission before using or touching another student's personal belongings.
- Leave chewing gum at home.
- Work and play safely.



YSMCS DISCIPLINE CODE

The complete text of the YSMCS Discipline Code complies with state regulations and is available at the Reception Desk for your examination upon request. It is also available on the school website, www.YSMCS.org

DISCIPLINE PROCEDURES FOR SPECIAL EDUCATION STUDENTS

The complete text of the YSMCS Discipline Procedures for Special Education Students complies with state regulations and is available at the Reception Desk for your examination upon request. It is also available on the school website, <http://YSMCS.org>.

STUDENT RIGHTS AND RESPONSIBILITIES

A. Participation in School Activities

All students have the following rights:

- To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed, or disability.
- To address the school on the same terms as any citizen.

Similarly, all students are bound by the same rules for exclusion from school activities and public address.

B. Records

The school will not disclose any information from the student's permanent records except as authorized pursuant to The Family Education Rights and Privacy Act of 1974 (FERPA), or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the CEO.

C. Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Student Disciplinary Code and the school dress code, violations of which are punishable as stated in the Disciplinary Code.

Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, school authorities control the content of such publications.



No person shall distribute any printed or written materials on school property without the prior permission of the CEO. The CEO may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The CEO may also regulate the time, place, manner and duration of such distribution.

D. SEARCH AND SEIZURE

A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.

Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- Searches shall be conducted under the authorization of the CEO or his/her designee.
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

E. OFF-CAMPUS EVENTS

Students at school sponsored off-campus events shall be governed by all the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school sponsored off-campus events and may result in additional disciplinary measures in accordance with the Student Disciplinary Code.

F. DISCIPLINE

Prohibited conduct and acceptable school responses to such conduct are set forth in the Student Code of Conduct. In disciplinary matters, students shall have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the professional staff member imposing such sanctions.

A student may be suspended from instruction only after his or her rights to due process have been observed.



Complaint (Grievance) procedure:

Any complaints regarding forms of harassment, discrimination or violation of federal law pertaining to civil rights matters should be addressed through the following procedure:

Step 1: Meeting at the Building Level

Complainants may try to resolve problems promptly through informal dispute resolution with the person immediately involved. If such is not possible or the result is unsatisfactory, the complainant shall meet informally with the CEO. This administrator/supervisor will investigate and will reply to the complainant verbally or in writing, as the complainant prefers within five business days of the initial meeting.

Step 2: Written complaint

If the complaint is not satisfactorily resolved through Step 1, the complainant may file a written grievance with the CEO within ten business days of disposition at Step 1. The written complaint must include:

- A clear statement of the alleged violation
- The remedy sought by the complainant
- The complainant's signature and date

The CEO will conduct a full investigation of the grievance and will prepare a written report of the investigation that will include:

- A clear statement of the allegations of the grievant and remedy sought.
- A statement of the facts as contended by each party
- A statement of the facts as found by the CEO and evidence to support each fact
- A list of witnesses interviewed and documents reviewed during the investigation
- A narrative describing attempts to resolve the grievance if valid

If the CEO believes the grievance is valid, she/he will recommend appropriate action to the Board of directors (BoT).

The report will be filed with the BoT within fifteen (15) days of receipt of the written grievance. A copy of the report will be provided to the complainant.

The BoT will make necessary findings based upon the investigation and report of the CEO. If the grievance is valid, the BoT may accept the CEO's recommendations at their discretion. Any and all recommendations of the BoT shall immediately be implemented by the Charter School. A copy of the BoT's findings and/or recommendations will be provided to the complainant.

Step 3: Appeal

At any stage in this grievance procedure, the complainant has the right to file formal complaint.



HEALTH AND SAFETY

Emergencies

In the case of a serious accident or injury, parents, guardians or the emergency contact person will be notified immediately and authorized medical attention will be given. For a very minor injury, the child will be treated in accordance with first aid procedures. Generally, this simply means cleaning a scrape or scratch with warm water and soap, applying antiseptic spray such as Bactine, and covering it with a band aid. You will be informed immediately of any accident or injury, no matter how minor, affecting your child's head or neck. Injuries other than those requiring minimal first aid are recorded on an accident form.

Emergency Plans

Student safety is a top priority at YSMCS. The following emergency procedures are practiced at regular intervals so that students and staff are always prepared. Drills take place during regular and extended hours.

Emergency procedures: fire drills

A map is posted by the door in each classroom and the Multi Purpose Room, along with a student roster. The rule of thumb is, regardless of where students are in the building, they should leave by the nearest available exit. All classes move away from the building toward the playing field, where teachers double-check class lists and account for all students. The same procedures apply during Extended Day Program hours. The Extended Day Coordinator is responsible for teaching volunteers the procedures and checking the building.

Emergency procedures: evacuation drills

Should the building need to be evacuated due to unsafe conditions, students may have to walk to another location off of school grounds. That location will be announced over the PA system. All other procedures are identical to those for a fire drill. If students are not permitted to return to the building, teachers are prepared to contact parents or an emergency contact person.

The same procedures apply during Extended Day Program hours. The Extended Day Coordinator is responsible for teaching volunteers the procedures and checking the building.

Emergency procedures: lock down

Should the police department notify the school of the need for a lockdown or if an intruder enters the building, a coded message will be delivered over the PA system. Teachers immediately lock classroom doors from the inside and make sure students cannot be seen from the hallway. If necessary, students assume the same position as for a tornado drill. The same procedures apply during Extended Day Program hours. The



Extended Day Coordinator is responsible for teaching volunteers the procedures and checking the building.

Emergency procedures: tornado drills

An announcement will be made over the PA system that all students should move to the interior hallways and assume a protected face-down position, on knees and elbows, hands clasped behind their necks. Lights should be turned off and doors closed by a teacher, who should be the last to leave the room. Teachers take the student roster and do a head count once they are out of the classroom. The same procedures apply during Extended Day Program hours. The Extended Day Coordinator is responsible for teaching volunteers the procedures and checking the building.

Illness, Injury, and Medication Policies

ILLNESS OR INJURY DURING THE SCHOOL DAY

Students follow these steps if they become ill or are injured during the school day.

- Report to the Main Office.
- Parents or emergency contacts will be called if their child needs to go home. In the event of severe emergency, a staff member will call 911 if such action is warranted for the welfare of the child.

A new doctor's order for administering medication at school is required at the start of each school year, even if the same prescription was administered the previous year.

It is recommended that non-prescription medication, such as Tylenol, Advil, cough suppressants, Tums, etc. not be given at school unless deemed necessary by the student's physician. In this case, the parent must provide the medication and sign the "Request for Giving Medication at School" form. The medication must accompany specific written directions from a licensed medical practitioner. School personnel will not provide aspirin or any other over-the-counter medicine to students.

YSMCS has a visiting school nurse available to discuss or assist with medical problems or concerns.

MEDICATION POLICY

Medication should not be brought to school unless it is essential to the health of the student. If a student must take medicine at school, these procedures must be followed:

- The medication to be administered by designated school personnel must be sent directly from the pharmacy, or physician's office, *or* brought to school by the student's parent/guardian.
- The school must receive a Medication Administration Directions Form signed by the student's physician and parent/guardian.



- On the medication container must be clearly printed the following information:
 - Student's Name
 - Name of the medication
 - Dosage
 - Time the medication must be taken.
- Bring in only the amount of medication that is needed for a school day.
- In the case of prolonged need, send in the amount for a clearly specified period such as one week or one month. Extra medication will not be sent home with a student.
- All medication will be kept in a secure location in the main office.

Students are not allowed to carry any medication with them to school. Aspirin, Tylenol, and other patent drugs *are not* available from school.

Students may carry and administer their medication *if these two conditions are met:*

- It is warranted by a potentially life-threatening condition and advised by their physician and
- A Medication Self-Administration Form is on file in the office signed by the student's parent, physician, and the CEO or his designee.

Lockers

Starting from fourth grade each student will be assigned a locker for his/her individual use at YSMCS. This locker is for storing books, coats, and personal items necessary for school. The lockers should not be used to store valuable items you bring from home. YSMCS will not be liable for personal items you leave in your locker or bring to school with you. To keep your school items safe, we strongly advise you to keep your locker private. Do not trade lockers with another student. Do not let another student share your locker. It is student's responsibility to see that your locker is kept locked and in order at all times. Students should report any damage, vandalism or non/working condition of your locker to the office. If you do not report vandalism, damage or non-working condition of your locker, you will be held responsible for it. Please remember that your locker is school property and remains at all times under the control of the school; however, you have full responsibility for the security of your locker and what is in it. Periodic locker checks will be made by YSMCS staff to ensure that lockers are kept clean and orderly.

Lost and Found

There will be a lost and found box in the multipurpose room. If you find books, clothing or personal items on the school grounds, please bring these items to the office. If you lose something, check the lost and found. Every month unclaimed lost items will be sent to a charity and the school is no longer responsible for the missing items. The lost and found box can be checked before or after school only. The Staff assistant will be responsible for lost and found.



Labeling all removable clothing and items students bring to school will eliminate much of this problem and prevent your having to replace expensive belongings. Indelible markers meant for labeling clothing are available at local stores.

Phone calls

Teachers will not allow students to make phone calls during class time from anywhere. If a student comes down to the main office to use the phone for any other reason beyond sickness or emergency, s/he will be asked to return to class. If there is a phone call that needs to be made it can be done during lunch-time or after school.

Parents calling the school during normal school hours to speak with their child are restricted unless it is an emergency. Messages will be delivered by the last period. Messages taken after school hours will be given to the child whenever possible by paging the child to the main office to pick it up.

Lunch Periods

All students will remain at school during the lunch period. You may buy your lunch at school, or you may bring a packed lunch. If you have a special situation, you will need to meet with the CEO or his designee. During the lunch period, you will be expected to display good manners and courtesy. You must eat your lunch only in the lunch area. You will be expected to clear your place and dispose of all trash appropriately. Teachers on duty during the lunch period will hold you responsible for your behavior.

PAYMENT COLLECTION PROCEDURES

Parents pay for lunches in advance, preferably by the month. Our system determines the meal counts by category and prevents the overt identification of students receiving meal benefits.

Cafeteria/Lunch Conduct

- Dispose of plates and utensils in garbage bins.
- Keep tables, seats, and floors clean.
- Talk in a normal voice (classroom voice). Do not shout.
- Keep cafeteria lines orderly: no pushing, running, horse playing or cutting in lines.
- No loitering in the cafeteria and hallways during lunch. Be seated unless otherwise instructed.
- Keep hands, feet, personal belongings and food to yourself.
- No backpacks or books are allowed in the lunch area.



- Students who mutilate or deface school property will be fined an amount necessary to cover the cost of restoring the damaged property, as well as receive appropriate disciplinary action.
- Appropriate language is to be used at all times.
- Ordering food from outside without an approval from the administration is not allowed.

Public Areas: Hallways and Lavatories

Hallways and lavatories are areas used by all members of YSMCS. Because everyone uses these areas, there are rules of conduct that all students must follow.

- You may not loiter in the halls, lunchroom or lavatories.
- Eat only in the multipurpose room.
- Walk; don't run, in the halls, lunchroom, and lavatories.
- Use polite and appropriate language while in these areas.
- Loud or disruptive noise is not permitted.
- You must do your part to keep these areas clean and safe.
- Keep belongings in lockers, not on the floor outside them.
- Make sure you clean up after yourself and appropriately dispose of all trash.
- Report any leaks, spills, or other problems in the lavatory to a teacher or the office.
- Do not roughhouse, push, or wrestle.

During class time, students are not to be in the halls or lavatories without a pass from their teacher or the main office.

School Activities

YSMCS will offer a range of activities that will enrich student learning during the school day and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

FIELD TRIPS

Field Trips offer exciting ways to learn. YSMCS students will have the opportunity to go on field trips at various times throughout the school year. For all field trips, you will be expected to follow these rules:

- You must bring to school the Field Trip Permission Slip signed by your parents or guardian by the specified date. No phone calls will be accepted as permission.
- You must abide by YSMCS codes of student conduct while on the field trip.



Health and Wellness

The Pennsylvania Department of Education required all schools to have a Wellness Plan in place by September 1, 2006. This is an initiative to implement recognized nutrition, physical education, and physical activity goals in all K-12 schools. YSMCS has a physical education program in place, and teachers build physical activity into their schedules throughout the day. Clubs promoting physical activity are part of the Extended Day program. Every student participates in a 20-minute recess at lunchtime, held outdoors unless the weather is inclement or the temperature drops below 28 degrees. All children are expected to participate—if your child is not well enough to go out for recess, s/he is not well enough to be in school. Please dress your child for the weather.

You can support the efforts of YSMCS to promote student health and wellness by sending healthy, balanced meals and snacks. Sugary snacks and treats will not be distributed to students, and children who bring them will be expected to save them for lunchtime. Soda, unless it is sugar free, is not allowed.

A list of sample healthy food choices is included below. If you have questions, please contact your child's teacher. Thank you for your support as we join the fight against the obesity epidemic in this country!

Crunchy	Chewy	Creamy	Juicy
<ul style="list-style-type: none">• Pretzels• Popcorn• Mini Flavored Rice Cakes• Animal Crackers• Trail Mix• Granola Bars• Baked Chips• Graham Crackers• Cereal• Air Crisps• Apples• Baby Carrots• Celery Sticks	<ul style="list-style-type: none">• Raisins• Dried Fruit• Bagels• Breakfast Bars• Rice Krispie Treats• Graham Treats• Chewy Granola Bars	<ul style="list-style-type: none">• Pudding Packs• Cheese Cubes• Milk• Yogurt• Peanut Butter• Banana	<ul style="list-style-type: none">• Juice Packs• Jello Packs• Applesauce• Canned Fruit• Cherry Tomatoes• Tangerine• Orange• Grapes



HEALTHY SNACK FOODS

Rule of thumb: if sugar is listed as the first or second ingredient on the package, make a different choice.

- Prepare fresh vegetables or purchase them prepared in the supermarket produce section, including sugar snap peas, carrots, celery, broccoli florets, cherry tomatoes, etc.
- Make vegetables more appealing by serving with dip, such as store-bought dressings (like low-fat ranch) or homemade dressing made with yogurt or reduced-calorie mayonnaise.
- Whole-grain crackers and chips include graham crackers, rice cakes and baked tortilla chips.
- Try bean dips, such as hummus and black bean dip, and salsas for dipping chips and crackers.
- Fresh fruit of all kinds is good. Grapes, apples, bananas, oranges and pears are usually available most of the year. Berries and melon chunks appear in summer.
- Expensive but delicious, "Just Tomatoes" brand of dried fruits and vegetables crunch like chips but have no fat.
- Get dried fruit of any kind (avoid banana chips, which are fried, and anything with a "yogurt" covering).
- Nuts and seeds include peanuts, pumpkin seeds, and sunflower seeds — most come unsalted. Serve them alone, mixed with dried fruit or combined with whole-grain cereals and grains.
- Portable and kid-friendly cheeses include string cheese and Laughing Cow minis, including the low-fat version.
- Whole-grain breakfast cereals and other whole-grain mixes (such as low-fat granola) can be served without milk, taken to school in a Ziploc baggie.
 - 100 percent fruit or vegetable juice
 - Canned and packaged fruit products in juice
 - Low-fat or nonfat milk or yogurt
 - Cheese or peanut butter with crackers
 - Pretzels

Snacks that don't meet the criteria include: Candy, including fruit rollups; chips, including nacho chips, corn chips and cheese curls; and cake, cookies or cupcakes. Students are told to save those snacks not meeting the criteria for lunchtime.

For birthday celebrations, children like applesauce or carrot/raisin muffins with a little sifted powdered sugar for a topping, instead of frosting. Frozen yogurt bars make a great change of pace too.



Bus Rules for Students

Waiting for the Bus

- Be on time for the bus but do not arrive at the stop earlier than 10 minutes before the time at which the bus usually arrives.
- Observe all safety precautions while waiting for the bus:
- Do not play in the roads
- If possible, avoid crossing streets
- Whenever you must cross a street, do so only if you are sure that no moving vehicles are approaching from either direction
- Do not push, pull, or chase any other students
- Avoid trespassing on private property and being noisy
- As your bus approaches, line up at least six feet off the highway, and do not approach the bus until it has stopped and the driver has opened the door. Again, avoid pushing others in the line.

Loading the Bus

- Get on your bus quickly and be seated at once (unless seats are not available).
- Listen carefully and obey any directions issued by the driver.

Unloading the Bus

- Do not leave your seat until the bus has come to a complete stop and the driver has opened the door.
- Again, obey any directions issued by the driver.
- Leave the bus quickly but in a courteous manner without pushing other students.
- If you must cross a street as leave the school bus, be sure to walk in front of the bus (**never in back**) at a distance of at least 12 feet away from the bus. If you are too close to the front of the bus, the driver will not be able to see you, and a serious accident could occur.
- Again, be sure to observe all safety precautions as you travel from your bus stop to your home.
- Violation of the McKeesport Area School District Transportation Office bus rules may result in loss of bus privileges.

Network/Computer Policy

Computers are used to support learning and to enhance instruction. Computer networks allow people to interact with many computers. The Internet allows people to interact with hundreds of thousands of networks. It is a general policy that all computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to



the policy and the guidelines below will result in the revocation of the user's access privilege. Unacceptable uses of the computer include:

- Violating the conditions of the Education Code dealing with student's rights to privacy.
- Using profanity, obscenity, or other language that may be offensive to another user.
- Re posting (forwarding) personal communication without the author's prior consent.
- Copying commercial software in violation of copyright law.
- Using the network for financial gain, for commercial activity, or for any illegal activity.
- Damaging any part of hardware or software of computer network system.

The person in whose name an account is issued is responsible at all times for its proper use.

Users must not give a password to another user. Users should change passwords frequently.

As the Internet provides connections to other computer systems located all over the world, users (and parents of users, if the user is under 18 years old) must understand that the school does not control the content of the information available on these other systems. Some of the information available is controversial and, sometimes, offensive. The school does not condone the use of such materials.

RESPONSIBLE USERS MAY UNDER SUPERVISION:

Use the Internet to research assigned classroom projects.

RESPONSIBLE USERS MAY NOT:

- Use the Internet for any illegal purpose.
- Use impolite or abusive language.
- Violate the rules of common sense and etiquette.
- Change any computer files that do not belong to the user.
- Send or get copyrighted materials without permission.
- Users must not give their password to anyone.
- Use the Internet to send electronic mail (email) to other users.

System operators will have access to all user accounts, including email. If any person does not follow the rules above, use of the network will be cancelled. There will be no second chances.

If the user is not sure how to do something on the computer, he/she is supposed to ask a teacher or the computer specialist in the school.



STUDENT SERVICES

Special Education

YSMCS provides special education services, including learning support for students with disabilities and speech and language, and contracts with A.I.U.#3 for occupational therapy. When a struggling student does not respond to typical classroom interventions, adaptations, and accommodations, a parent or teacher may request an evaluation to determine if a learning disability exists. If so, the child may qualify for additional services under the federal Individuals with Disabilities Education Act. An Individualized Education Plan is developed by a team including teachers, specialists, parents or guardians, and others as appropriate. The plan details additional instruction and other services, either in or outside the regular classroom, specifically tailored to the child's needs.

Instructional strategies might include the use of manipulatives, emphasis on visual over auditory learning, repetition, mnemonics, assistive technology, and so on. Frequent assessment guides instruction to determine the effectiveness of chosen strategies, which are adjusted as necessary to the student's needs. Thanks to small class size and individualized instruction congruent with the requirements of a student's Individualized Education Plan can be maintained when the special education teacher is not present.

Speech & Language and Occupational Therapy are also available for students who are identified as needing services.

A full description and explanation of parent/student rights and resources with respect to Special Education services is available at the front desk of the school and on the school website, <http://YSMCS.org/academics/OurProgramandCurriculum>

English as a Second Language

Students who learn English as a second language or who come to school with limited proficiency in English are evaluated for inclusion in the ESL program, which provides small group instruction in English grammar, vocabulary, writing, and other skills that support academic success. Instruction is coordinated with each student's regular curriculum, but also emphasizes essential communication skills that support social interaction.

Health Screening

Students receive routine health screening annually, in keeping with PA Dept. of Education guidelines. All students are measured for height, weight, and body mass index, and specified grades also receive vision and hearing evaluations.



EXTENDED DAY PROGRAM

The Extended Day program of YSMCS is a privilege to its students. It serves students by providing quality educational, vocational, recreational and social programs. Specifically, extended hours support children in their learning of world languages, achieving their full potential in core subjects and enriching their lives with various activities according to their interests and talents. There is no fee, and it is open to all students. In order to achieve the vision of global citizens who are proficient in two world languages, science and math and use of technology, we strongly encourage your child's participation during extended hours.

Main emphasis of YSMCS Extended Day (ED) Program is to provide your child with educational, fun and safe after school activities throughout the school week.

This program is open to children in all grades that attend Young Scholars of McKeesport Charter School. The ED Program will be offered from 3:40- 4:20 (first session) and 4:20- 5:05 (second session) Monday- Friday, excluding all school vacations, holidays, or snow days. The ED program will not be held on early release days due to snow. Students will receive a snack before the start of the program. A snack list will be available online at ysmcs.org.

There are two sessions offered each day. If your child is only enrolled in a club that is in the first session pick up will be at 4:20. If your child is enrolled in a club that is in the second session pick up will be at 5:05 prompt and they will need to enroll in a first session club. Transportation will not be provided for the program. We encourage students to only join in clubs of interest to them.

Art

Learn art through cutting, pasting and drawing; explore sculpting and constructing with fibers. Explore art techniques, culture and history of art; learn artistic challenges in drawing, fiber arts and sculpting; develop graphic design techniques.

Band

Students participate in a weekly lesson during after school band. String students meet once a week and band students meet twice a week. The program provides woodwind, brass and violin lessons, and in addition rehearses 4 weekly combined bands. The combination of weekly lessons and a weekly-band team experience promotes self-confidence, teamwork, personal academic growth and develops future musicians for the middle and high schools.

Book Club

Book Club participants come together each week to choose and discuss books. A variety of theme-based books are presented to club members in each division of the Book Club, who then choose one of them. The timeline for reading and topics to be discussed are also presented during the session. The club facilitator guides and encourages student interaction.



Community Service Club

Members of this club will learn the benefits of volunteering to both himself and the community. Periodic service projects will take place.

Dance Club

A fun and high-energy after-school program that teaches students hip hop dance. Apart from learning fun dances students gain vital skills in participating in Dance Club: creative thinking, memorization skills, performance opportunity, body awareness and coordination, exercise.... and not to mention the experience and great friends!

Drama Club

Drama club is designed to create an active interest in the theatre arts. This club will enable students to have an opportunity to experience many different sides of play production. The primary goal is to give students enjoyable and interesting opportunities to learn about and participate in the world of theatre arts. Students should achieve an increased confidence, improved reading comprehension, responsibility and teamwork. Drama club will hone public speaking skills, teach students how to be a good audience, and give them a creative outlet. Most importantly, it's fun!

First Lego League Club

The teams have up to ten children with an adult (parent) coach and participate in the First Lego League (FLL) challenge. This challenge has two components: 1) the programming of an autonomous robot on a playing field performing a set of tasks; and 2) the research project to solve a new problem each year. Introduces younger students to real-world engineering challenges by building LEGO-based robots to complete tasks on a thematic playing surface. FLL teams, guided by their imaginations and adult coaches, discover exciting career possibilities and, through the process, learn to make positive contributions to society.

Geography Bee

The Geography Club is open to students who have an interest in geography. Besides competing in the school level of the National Geographic Bee, students also participate in the National Geography Challenge and compete against other school groups. During club meetings, students play computer and Board games, complete geography puzzles, hold competitions, and conduct research.

Golf

Brought to you by First Tee of Pittsburgh, Golf Club will give students the opportunity to learn the skills of golf or further develop existing skills.

- Introduces golf to children who may not otherwise get the opportunity.
- Teaches children a game they can play forever.
- Encourages physical fitness.
- Teaches to each student's ability level.



- Proven teaching method emphasizes repetition.

Kindergarten & 1st Graders Club

Club leaders will work with students to enhance classroom skills through activities. Weekly clubs will emphasize visual, auditory, and kinesthetic engagement in learning.

Jr. First Lego League Robotics Club

This is a great introduction to FLL Robotics. Focused on building an interest in science and engineering in children ages 6-9, Junior FIRST® LEGO® League (Jr.FLL®) is a hands-on program designed to capture young children's inherent curiosity and direct it toward discovering the possibilities of improving the world around them. Just like FIRST® LEGO® League (FLL®), this program features a real-world challenge, to be solved by research, critical thinking and imagination. Guided by adult coaches and the Jr.FLL Core Values, students work with LEGO elements and moving parts to build ideas and concepts and present them for review.

Mathcounts Club

The MathCounts Club program is designed to excite and challenge upper elementary students with fun and challenging math problems geared to promote math enthusiasm! The math activities will foster a positive social atmosphere, with the students working together as a club to earn recognition and rewards. Each week, the teams will work together to provide solutions to challenging math problems. Some of the problems may include: probability, circumference, improper fractions, arithmetic means, principal square roots, x and y intercepts, line segments, Pythagorean Triple, and much more!

Newspaper Club

Student-managed, student-staffed monthly newspaper. As they work together, students learn about group dynamics, organizational strategies, and team-building exercises while researching, writing, and editing stories on current events, sports, entertainment, and fashion.

Odyssey of the Mind

Students develop team-building skills by working in groups of as many as seven students per team. Students learn to examine problems and to identify the real challenge without limiting the possible solutions and their potential success. The creative-thinking process is nurtured and developed as a problem-solving tool. Students of all types will find something that will appeal to them. The fun of participation leads to an elevated interest in regular classroom curricula. Teachers have a program to further provide students with a well-rounded education.

Origami Club

Origami Club, introduces students to the world of Japanese paper folding. Basic folds can be used to create complex shapes including Geometric shapes, Clothing, Food, Flowers, Insects, and other animals, and modular abstract forms. All skill levels are welcome. The history behind traditional folds and the wide variety of available papers will be explored. Students will learn to use both animations and diagrams to create their models.



Photography

The photo club is about students getting together to learn about photography, photographers learn to take better and more interesting photos. They will learn to develop more advanced skills. Students share their ideas and visit museums that exhibit photography.

Ping Pong

Ping pong can be more than just a game. It can be a vehicle for children to relate to the opponent, follow rules, and interact in a natural way with those playing at the center. Respecting others while establishing a sense of self is all part of the theory behind the game.

Science Bowl

Science Club enhances the science community at PA by becoming an extension of the curriculum. We prepare for and participate in quiz bowl style competitions testing the students' knowledge of the natural sciences.

Scrabble Club

Join the Scrabble Club to find out how fun, competitive and challenging the game of Scrabble can be! These scholars should have with exceptional behavior and who have shown ability in spelling, word play, and or problem solving.

Sign Language

The purpose of the Sign Language Club is to foster the use of American Sign Language, specifically to do the following:

- To provide opportunities for members to come together to practice communicating in American Sign Language
- To develop an appreciation for American Sign Language in its members and the IUP community
- To increase an awareness of deafness and deaf people among its members and the IUP community
- To encourage the aesthetic use of American Sign Language through musical and theatrical productions in American Sign Language

Spanish Language and Culture Club

2-3 will be learning Spanish greetings and songs. We will also be exploring the art, music, and traditions of many Spanish-speaking cultures. We plan to have realia, traditional dances, and food from different cultures.4-6 In the Spanish Club we will learn not just Spanish language but also some really interesting things about Spain: food/cuisine, sports, music, and we could even have some pen-pals in a bilingual school in Spain so that students can exchange letters with them.



Spelling Bee

The Spelling Bee is conducted every year to help students improve their spelling, increase vocabulary, and develop proper English usage. We work with the Scripps Company. Students will be given lists of practice words and will also meet with advisors for sessions.

Tennis

Brought to you by USTA, Tennis is one of the best ways for kids to become healthy and physically fit. Tennis is a great cardiovascular activity, and the movements used on the court help develop enhanced balance, agility and coordination. Mental focus is also sharpened through tennis because decision-making and concentration are necessary every time a ball is hit.

Yearbook Club

Students will meet every weekly to plan, organize and design the school yearbook. Activities will include taking photos, choosing artwork for the yearbook pages, using the computer to plan the layout of the yearbook, cross-checking student names from master lists to make sure all students are represented multiple times throughout the yearbook, and much more. Students will have much of the decision-making process for how the final product (this year's yearbook) will look before it goes to the publisher.

The formation of any club will depend on reasonable interest from students. Other clubs may be formed based upon demonstrated student interest.

SNACKS

Students will be provided with a light snack, or they may bring one for extended hours snack time. Snack examples include crackers, string cheese, popcorn, fruit, and juice. Since some students have severe food allergies, please remind your child that sharing food is not allowed.

In keeping with the requirements of the YSMCS Wellness Policy, please avoid sending soda or sugary snacks.

Extended day lessons and activities will be provided by staff members, volunteers and tutors (Duquesne University graduate and undergraduate students in the field of education). Some clubs will prepare children for local, regional, national, and international competitions. Students may participate in certain clubs for a set period of time and others will run for the entire year.



REGISTRATION FOR CLUBS AND ACTIVITIES

Students will be provided with a current Extended Day schedule, club descriptions, and sign up sheet. Once enrolled, parents will be notified of the club their child will be in and will be given a Behavior Contract, which the parent and student must sign. All paperwork will need to be completed for your child to continue in the Extended Day Program. Clubs will begin on Monday, September 16, 2013.

YSMCS does not discriminate on the basis of race, color, religion, sex or national origin. Each child enrolled is able to participate in activities on a first come, first served basis. Enrollment is limited due to the amount of classroom space and staff limitations. Clubs will run the length of a trimester. Students must register during the first and second week of the trimester. Students are not allowed to switch clubs after the second week of club. If a child is released or terminated from more than one club in a trimester he/she will not be permitted to return to the Extended Day Program the remainder of the trimester. The safety and security of all children enrolled in the ED program is our #1 concern.

Participation in the Extended Day Program is highly recommended, though not compulsory. However, once a child has enrolled in a club, regular attendance is mandatory to maintain enrollment. Missing more than 3 sessions will result in the child being removed from the club so that other students may have an opportunity to participate. Parents who choose not to have their children participate pick them up promptly at 3:25.

It is important to remember that the Extended Day Program is not free childcare, and YSMCS does not offer after-school childcare per se. Students who demonstrate by their behavior that they really do not wish to participate in clubs disrupt the program for other students, teachers and volunteers, and will be unenrolled. The Extended Day Coordinator is responsible for making this decision and will consult with parents or guardians should the need arise.

VOLUNTEERS

YSMCS has an active and extensive volunteer program for extended hours activities (3:40-5:05 daily), and depends upon the interest and participation of parents and other adults to provide enrichment and club activities for students. The Extended Hours Coordinator and staff will provide training and guidance for volunteers as needed. Volunteers need to sign in at the front desk and get a Volunteer tag each day. While regular volunteering is most appreciated, occasional participation is also helpful. Please consider participating in this vital part of the YSMCS program.

VISITORS

Visitors are welcome to observe classroom activities. When planning a visit, a courtesy call to the teacher is most appreciated. Please understand that each teacher is responsible for the students in his/her class and cannot spend instructional time talking or conferencing with parents. You may arrange an appointment to talk with your child's teacher by calling the school office or sending a note with your child. If you bring something for your child during the day, please leave it at the front desk. If you are here to visit or work in a classroom, please stop by the front desk to sign in and obtain a Visitor or Volunteer tag.



HOMEWORK GUIDELINES

Homework reinforces what has been learned in class, prepares students for upcoming lessons, extends and generalizes concepts, teaches responsibility, and helps students develop essential study habits. Assignments are adjusted as necessary to meet the needs of individual learners and learning styles. Homework is one vehicle for home-school communication, and parents can assist in making it a positive experience for their children.

Some assignments must be completed at home, such as reviewing for a test or quiz, preparing a long-term report or doing an assignment that involves parent, family or community participation. Others may be completed during study hall and/or extended hours, so that the evening hours are free for family time. Students have the option of choosing Homework Club, where they can work on assignments before leaving school and receive help if needed. However, it is up to parents and students to reach an agreement on where homework should be done. Homework Club provides a period of time to work in a quiet, distraction-free environment. Finishing homework during extended hours is not mandatory, and parents should check to make sure it has been completed each day.

A simple way of calculating how long homework should take is to allow approximately 10 minutes multiplied by your child's grade level beyond kindergarten. Thus, for everyday assignments a first grader may have approximately 10 minutes of homework, a third grader may have 30 minutes, and a sixth grader may have up to 60 minutes. If, after that allotted time of consistent effort your child has not completed his or her assignments, please ask the child to stop and make a note to that effect directly on the homework assignment or in the assignment notebook. It is the child's responsibility, with parental guidance, to complete long-term assignments over a given time span, not at the last minute.

A daily minimum of 15-30 minutes of at-home recreational reading (or being read to) is strongly advised for all students.

CURRICULUM OVERVIEW

The goal of curriculum and instruction is to promote higher-level thinking in students, meeting them at their ability level and helping them to reach their full potential, along with teaching content area knowledge and skills. This can be accomplished in various ways including:

- Incorporating multiple intelligences: logical, intrapersonal, musical, kinesthetic, spatial, linguistic, naturalist, interpersonal
- Promoting multi-sensory and participatory learning as much as possible
- Teaching students how to find information for themselves from various resource materials
- Integrating subjects when appropriate
- Providing an emotionally and physically safe, positive learning environment
- Working in a cooperative manner



Language Arts

In order for elementary students to be successful in an inquiry, project-based curriculum, it is necessary for them to develop their reading, writing, listening, and speaking skills. Therefore, the study of English/Language Arts will be a daily part of the Language Arts program at YSMCS. First period of each day we will have 20 minutes silent reading in all grades. The books will be determined based on student's comprehension level by using Star Reading which is product of Renaissance Learning.

Teachers will plan and implement the learning tasks and activities in a way that allows the students to bring their own ideas, thoughts and experiences into the process. Students will be encouraged to use their prior knowledge and backgrounds to construct their own understanding of the readings and writings.

Reading instruction is provided through a research-based and balanced program of guided small-group instruction and followed by modeled, shared, and independent reading tasks and activities. Additionally, the curriculum will be aligned with Common Core and PA State Standards, Anchors, and Eligible Content in Reading, Writing, Speaking and Listening. The emphasis is on helping the students become capable and confident readers by using fundamentals of both the Phonics and Whole Language Theory through a holistic mastery of comprehension skills and essential word identification strategies.

For reading, writing and mathematics, we are going to use Renaissance Learning which products meet state standards and Common Core State Standards focuses on K-12 learning. Renaissance enables our teachers and guides our students practice on essential reading, math, and writing skills. Renaissance technology provides immediate, accurate formative and diagnostic feedback to all stakeholders—students, parents, teachers, and administrators. With Renaissance, computers do what computers do best—collect, store, and report information—giving students more time to learn and enabling teachers to target instruction without increasing their paperwork. Renaissance enables teachers, principals, and students to set and monitor progress toward challenging but achievable goals.

Using the Reciprocal Teaching method, students work in small groups to Predict, Clarify, Summarize and Question—four strategies proven to ensure and deepen understanding of text. In support of this, students will participate in literature circles (Daniels, 2002) where small groups of students read the same book with each student assuming responsibility for one of several roles—identifying vocabulary, writing chapter summaries, illustrating passages, connecting the text to other texts or to the world, and leading discussions.

Students will learn to apply effective strategies and to construct meaning by previewing texts, predicting outcomes, and comparing and contrasting themes. Students will read different types of materials for a variety of purposes. Discussions will center on identifying and interpreting an author's point of view. All students will work towards learning to read, recognize, and respond to a variety of genres in literature and writing as a record of human experience.



After careful consideration, the decision was made to implement a theme-and-literature-based reading program for three reasons:

- Our projected population of students will be diverse: students will have a variety of language backgrounds and some are ELLs. In addition, the school will draw students from both urban and rural areas. A theme-and-literature-based program provides maximum flexibility so that every student has access to reading material that matches their interests and background knowledge.
- Our projected population of students will represent a broad range of reading abilities in each classroom. This approach provides a wide variety of materials for students who need remediation or enrichment.
- Theme-and-literature-based programs serve a dual purpose during the process of building collections of reading and resource materials in classrooms and the school library.

Multicultural topics and authors are introduced through themes, literature and a variety of other texts.

By the beginning of 5th grade, students at Proficient reading levels are prepared to analyze text, compare and evaluate it from several points of view, and synthesize common themes, principles, ideas, or concepts across texts and genres. This approach is based on Bloom's (1956) taxonomy of learning domains. YSMCS students in 5th through 8th grades will read a variety of age and grade appropriate material by authors from all over the world, including appropriate selections for students requiring remedial support. Approaching text from this multicultural point of view will further develop the students' ability to read critically and to relate their understanding of literature to the study of history, economics, civics, and government. This will also improve students' learning of Social Studies.

Writing will remain in a central position in the overall curriculum. Students will write in a personal dialogue journal, record results of investigations, take notes, and keep learning logs thorough our technology supported system, which will give the students and the teachers the opportunity to keep their journals electronically. Students will learn to write business letters as they seek information for their projects and investigations from outside sources. Persuasive writing techniques will be developed as students prepare to defend points of view in simulations. In keeping with the school's focus on science and math, students will be taught techniques of technical writing. Editing, revising and evaluating writing for style, organization and correct conventions will be an integral part of the writing process.

Furthermore, students will use a variety of computer programs and media to publish their own work. A writing resource room will be staffed during certain study hours and will be available for students who need additional help. The investigative nature of the science and math programs will naturally call for the development of research skills. Students will learn how to select, modify and define topics, and carry out the research process. This will include formulating questions, contacting people for interviews, searching the Internet for information, collecting and organizing data, and communicate findings in an appropriate form. Teachers will teach students how



to develop and use graphic organizers as a means of organizing and outlining data. One-on-one work with teachers who are available before and after school will provide assistance to students who need extra help.

Writing instruction is integrated into all content areas using the Collins/Chadwell program and the Great Source/Write Source materials, which provide a structured approach to writing and correlate well with PA State Standards, Anchors, and Eligible Content in Reading, Writing, Speaking and Listening. The emphasis is on purposeful writing in a variety of genres for an authentic audience, rather than hypothetical and sentenced-based exercises and drills. As citizens and future employees, students graduating from 8th grade must be prepared to communicate clearly in writing and speaking, and possess well-developed problem-solving abilities. As a productive skill, writing is an important medium for developing these skills. The goal of instruction is to ensure that students enter a high school with strengths in these areas. In keeping with the school's mission and drawing upon their experience with literature from other languages and countries, students will explore similarities and differences among written languages with respect to grammar, style, organization, word usage, idiom, and figures of speech. Students will also write in the selected world languages to improve communication skills in these languages.

Speaking and listening skills are incorporated throughout the curriculum at all grade levels. Public speaking will be a priority to build students' confidence in their communication skills. Students will be provided with multiple opportunities to sharpen their listening and speaking skills. Students will attend lectures and presentations given by community members. In class sessions, students will be invited to select topics of personal interest for discussion. Once a topic is chosen, a class leader will call on one student at a time and solicit comments. Other students will listen without comment until everyone who desires to contribute has spoken. Pertinent questions will be encouraged and students will be helped to distinguish between relevant and irrelevant opinions. Most importantly, students will learn the value of communicating clearly and listening attentively by experiencing their teachers as mentors who model strong listening and speaking skills.

Mathematics

The founding members of the YSMCS believe that in order to accomplish the School's educational goals, it is a necessity to implement research-based curriculum. In the field of educational research, especially research in mathematics education, there is an extensive call for learning mathematics with a deep understanding and emphasis on both conceptual as well as procedural understanding and constructing knowledge based on previous experiences. In order to reach such goals, it is suggested that meaningful, realistic contexts for students should be integrated into curricula. . Every day we will have 30 minutes math activities in all grades. We will provide these activities by using the STAR Math Enterprise

The STAR Math Enterprise assessments include new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as a Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR



Math will help our teachers to improve instruction. Our teachers can easily check in minutes to reveal which students need help to reach benchmark, and to help group students by proficiency levels.

Furthermore, we will use Study Island for all grades math, because Study Island helps students in K-8 grade master state-specific, grade-level academic standards in a fun and engaging manner. Study Island provides standards-based instructional, practice, assessment, and productivity tools that improve the performance of our teachers and students via web-based platforms. Using with this web-based platforms, our teachers are enabled educators to track student performance in real-time to address individual learning gaps, while allowing administrators to monitor student progress and measure our teacher effectiveness.

Three major characteristics of the YSMCS math curriculum are as follows: (i) The main focus for all of the courses is problem-solving. (ii) Basic skills in mathematics are defined to encompass more than computational facility. (iii) Mathematics programs take full advantage of the power of calculators and computers.

Students will be able to understand the mathematical significance of the operations they perform. By focusing on the “why” behind the algorithmic procedures, we can prepare students for the further study of mathematics, as well as providing them with quantitative literacy for daily life. The math curriculum is integrated throughout the general curriculum as much as possible. It offers a range of courses to meet different developmental and ability levels. Students work at their own paces and take algebra at a time that is appropriate for them. There is a great range of advanced courses for those who have talent at math, and they will be encouraged to study for international and national Olympiads.

We will work to ensure that the maximum number of students follow and succeed in the more rigorous math track. We are also prepared to reassess our plan for two tracks, if the mathematics faculty determines that all students can handle the more accelerated sequence. Under any scenario, all students will be prepared to pass the required Pennsylvania System of School Assessment (PSSA) examination.

It is important for students to understand that mathematics is the study of patterns and relationships, to become familiar with some of those patterns and relationships, and to learn how to use them in daily life. Students will examine the limitations of some mathematical models in describing and predicting events in the real world.

Teachers will utilize a variety of teaching methods in order to bring their students to a mastery level in all mathematical topics. These teaching methods will include utilizing direct instruction lessons, independent student learning lessons, cooperative-group lessons, and remediated lesson sessions. Teachers will be encouraged to use the above-described strategies, as well as other techniques with which they have been successful in the past. All teachers will be expected to keep all students on an appropriate timeline in order for them to complete the curriculum within the designed time frame. A common set of assessments will be used throughout the school year to ensure that teachers are indeed enabling students to meet required benchmarks.



Traditional and alternative assessment tools are provided throughout the program. The grade-by-grade knowledge, skills and curriculum describe in depth the topics to be taught at each level. By the time students enter the ninth grade, they will have solid foundations in basic skills and algebra, and they will be prepared to engage in a rigorous high-school program. At this stage, the school will somewhat loosen our adherence to a back-to-basics approach, as by then students' thought processes will become more critical as they begin to more actively construct knowledge. The curriculum must reflect their evolving needs. The math curriculum that addresses the abovementioned conceptual and philosophical framework is *Everyday Mathematics*, which has been successfully implemented by many school districts across the nation.

Everyday Mathematics offers such a curriculum for grades K-6 and is aligned with PA State Standards, Anchors and Eligible Content. The curriculum includes a vast variety of mathematical topics including number operations, data and probability, geometry and spatial sense, measures and measurement, numeration and order and patterns, functions and sequences. The basis of the *Everyday Mathematic* curriculum is that students can achieve more than what a traditional curriculum requires them to achieve and they can attain these achievements through the use of a curriculum with a wide-range of topics. This curriculum, consistent with the mission of the YSMCS, aims at students' learning in a wide variety of contexts so that students are mathematically literate enough to deal with all aspects of life.

The implementation of the *Everyday Mathematics* curriculum is also justified by its use of giving considerable value to student's current knowledge and fostering that knowledge through problem solving. The curriculum emphasizes the identification of problem solving as a process in which current knowledge is structured with a goal in mind and is then applied to new and unfamiliar situations. Additionally, this approach to problem solving puts students at the center of learning in such a way that students are the constructors and owners of their own learning. This has the added advantage of accepting mathematics as a human activity rather than a deductive set of principles taken from outside the learner's own responsibility.

In middle school, the math curriculum will provide deeper and broader understanding in the study of patterns and relationships that are fundamental to all mathematics, providing clear pathways toward familiarity of those patterns and relationships, and identifying their applications in daily life. Students will gain considerable experience in making tables, graphs, and geometric sketches, along with symbols and word problems, to describe a wide variety of patterns and relationships. Students will examine the limitations of some mathematical models in describing and predicting events in the real world. They will be encouraged to state their own criteria for what constitutes a satisfactory result to discuss their judgments in terms of their purpose.

As for the math curriculum for the 6th through 8th graders, YSMCS will implement *Connected Math*. Because this curriculum scaffolds on the content of the YSMCS primary mathematics program, students will encounter continuity in both delivery and expectations, building upon previously mastered output trends. A number of research-based practices were incorporated into *Connected Math*.



These strategies are as follows:

- Identifying similarities and differences.
- Summarizing and note taking.
- Reinforcing effort and providing recognition.
- Homework and practice.
- Nonlinguistic representations.
- Cooperative learning.
- Setting objectives and providing feedback.
- Generating and testing hypotheses.
 - Cues, questions, and advance organizers.
 - A focus on big ideas.
- Conspicuous strategies.
- Scaffolding.
- Strategic integration.
- Primed background knowledge.
- Judicious review.

Science

The science program is designed to use a constructive view of learning skills, sequences, and science knowledge. We believe in building from the student's own reality when introducing content. The meaning of science comes from relating new experiences to what one already knows, rather than from simply adding new knowledge. The sequence of instruction necessarily begins with students' misconceptions or alternate understandings. Thus, we engage students in activities that help construct or reconstruct meaning. The major purpose of the science curriculum is to teach children to become self-reliant, independent problem-solvers. It is designed to create a high level of interest in learning. Science classes pursue the following strategies:

- Encouraging students to make their ideas explicit; presenting them with events that challenge their ideas;
- Encouraging the process of hypothesizing and the generation of alternative models;
- Giving students the opportunity to explore these alternatives in informal and friendly ways, particularly through group discussion; and
- Providing opportunities for students to use their new ideas in a wide range of situations in order to appreciate their utility.



YSMCS's science curriculum places a central focus on an experimental, hands-on approach to students' current understanding of science, while increasing their abstract knowledge of science. In this way, students will encounter an everyday, useful scientific background even for those students who do not intend on pursuing a science-based career. However, the science curriculum of YSMCS also includes advanced courses in each grade for talented students and for those whose interest in science is so great that they wish to engage in significant extra commitment to activities such as the Science Olympiad. It is the intent of the founders that all students see that the inquisitive nature of science serves as a broader foundation for success in college and career, and that a majority will seek to pursue additional commitment to science-related activities.

YSMCS will provide a science lab equipped with the materials meeting the needs of elementary and middle school. Students in 3rd grade and up will have at least one period of Science Lab weekly.

Science is a dynamic, ever-changing discipline; thus students will be encouraged to use computers and the Internet to plan and organize projects, to hypothesize, analyze data, and draw conclusions from tests they build. The science curriculum integrates the latest scientific and technological improvements, which are incorporated into the curriculum as soon as they appear. YSMCS aims for students to follow and be aware of the latest scientific improvements all over the world, via science and technology clubs.

In grades K-8, YSMCS expects to use the Full Option Science System (FOSS) curriculum. FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of Science. Not only do the Founding Members of the YSMCS believe it is of the utmost importance to choose research-based curriculums for the students of the YSMCS, but we also believe it is as equally valuable to find curriculum which has been successfully utilized in a public school setting much like the proposed YSMCS. The FOSS curriculum has been successfully implemented in the Pittsburgh Public Schools, a local, urban public school system, which has as diverse a student population as will the student population proposed by the Founding Members of the YSMCS. The FOSS curriculum is also aligned to PA State Standards and Common Core, Anchors, and Eligible Content in Science.

The aim of the FOSS Program is that all teachers can teach science, and all students can learn science.

FOSS uses the following scientific practices.

- Asking questions
- Collecting, analyzing, and interpreting data
- Constructing explanations and critiquing arguments
- Modeling
- Making predictions (hypotheses)
- Communicating and interpreting science
- Applying and using scientific knowledge



Social Studies

The social studies curriculum is designed to meet PA State Standards and is implemented by means of the Wiggins and McTighe Understanding by Design model. Working as a team from the written curriculum, teachers establish essential understandings, what is important to know and be able to do, and what should be familiar to students. Assessment tools are constructed to measure student achievement of these goals, and instruction is then planned to teach the concepts, skills, and knowledge that students will be expected to master.

YSMCS is dedicated to multicultural education and many aspects of social studies lend themselves to a cross-cultural approach. For example, civics may include a comparative study of governments around the world. Economics might focus on the similarities and differences among various types of monetary systems or methods of exchanging of goods and services in different cultures. Implementing a broader perspective of social studies as a way of understanding and appreciating world cultures is an essential part of the school's mission.

Art, Music, Physical Education

All students will receive art and music lessons and participate in physical education classes every week. You will receive a schedule of classes so that your child will wear or bring sneakers on gym days and wear clothing that will not be ruined by an occasional paint or magic marker stain. Instrumental music lessons are available for fourth, fifth, and sixth grade students.

Mathematics and Reading Enrichment Program

YSMCS provides Mathematics and Reading Enrichment program to all students in order to excel in their own pace in Mathematics and Reading. First period of each day is assigned as an enrichment period where students read their assigned books for 20 minutes and work on their assigned daily math quizzes for 30 minutes. YSMCS has adopted Renaissance Learning's Mathematics and Reading programs to evaluate students' progress and apply differentiated enrichment and interventions according to the students' individual needs and interests. Reading and Mathematics programs have two parts as assessment and practice/enrichment. Aforementioned assessments are Star Math and Star Reading will be administered school wide four times during the year and can be repeated as often as Student Enrichment Committee suggests for monitoring. With its computer adaptive technology, students typically complete the test less than 15 minutes, and teachers and administrators receive the results immediately.

STAR Reading—used for screening and progress-monitoring assessment—is a reliable, valid, and efficient computer-adaptive assessment of general reading achievement and comprehension for grades 1–12. STAR Reading provides nationally norm-referenced reading scores and criterion-referenced scores.

STAR Math—used for screening, progress-monitoring, and diagnostic assessment—is a reliable, valid, and efficient computer-adaptive assessment of general math achievement for grades 1–12. STAR Math provides nationally norm-referenced math scores and criterion-referenced evaluations of skill levels.



Practice is essential to learning. Research has shown that practice builds the very neurological connections we need for deep understanding. Practice even alters the neurons in the brain so that we can perform skills automatically, without having to think about them. Moreover, when students practice—and practice effectively—teachers benefit from numerous opportunities to immediately check learning and address individual weaknesses. When instruction is followed by practice and practice is based on individual needs, learning accelerates. Therefore, YSMCS will conduct two software programs, Accelerated Reader and Accelerated Math; to provide individualized daily practice on Reading and Mathematics to students according to the results of Star Math and Star Reading assessments and teacher’s observations.

Accelerated Reading is a computer program that helps teachers manage and monitor children’s independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.

Accelerated Math is a software program designed to enable a different kind of practice. Specifically, it does the following things:

- Generates personalized assignments based on teacher input and student performance
- Scores student work automatically, thus giving teachers more time to plan and instruct
- Provides immediate results to both teachers and students
- Empowers students to take control of their learning



PARENT-TEACHER COMMUNICATION

Parents are advised to contact the classroom teacher directly should a concern or issue arise, in the belief that most problems are best solved by those directly involved. A simple phone call is enough to clarify or resolve most matters. If a concern is not addressed to everyone's satisfaction, the Dean of Academics or CEO will provide further assistance. The staff welcomes your input and feels strongly that education is a team effort.

HOME VISITS

YSMCS has a home visit program. In order to foster a strong and cooperative home/school relationship, teachers will make home visits to as many families as time allows. This is an opportunity for your child to forge a stronger bond with his or her teacher, and for you to visit with the teacher outside of school, in a more social and relaxed atmosphere. Please be assured that the teaching staff plans to visit every family at least once during these crucial elementary school years.

FORMS AND PERMISSION SLIPS

A number of important forms are sent home at the beginning of the school year. These are required to assure the health and safety of your child, and to make your preferences known to the school with respect to optional opportunities and activities. Please return all required forms immediately and keep the others on file for use as needed.

The YSMCS Staff, Board, and Administration look forward to a wonderful fourth year of operation in our expanded building. With your participation and support, we expect each student to develop academically, socially, and emotionally. Our motto, composed by one of our first year students, says it all:

LET'S GROW TOGETHER, GLOBALLY

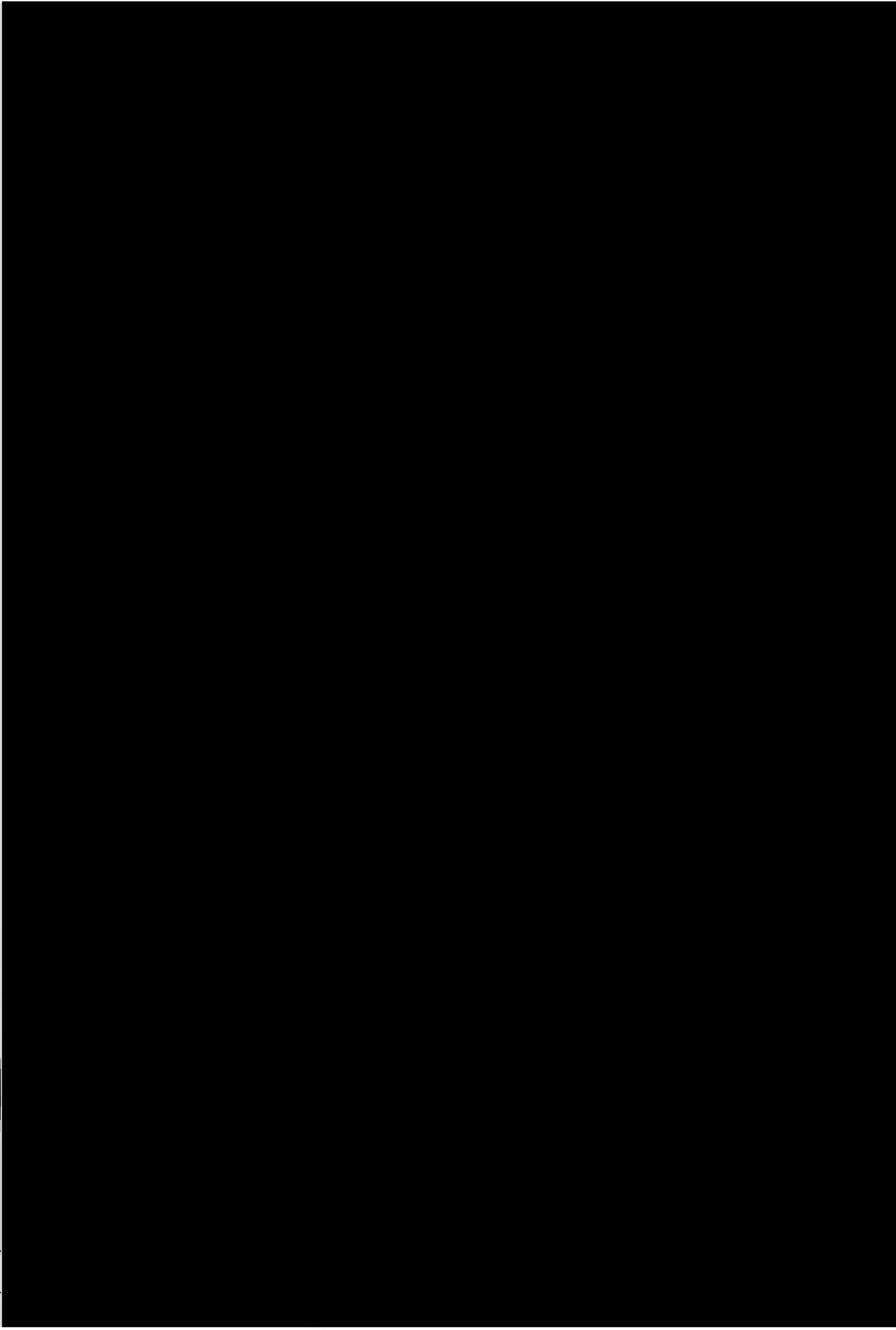




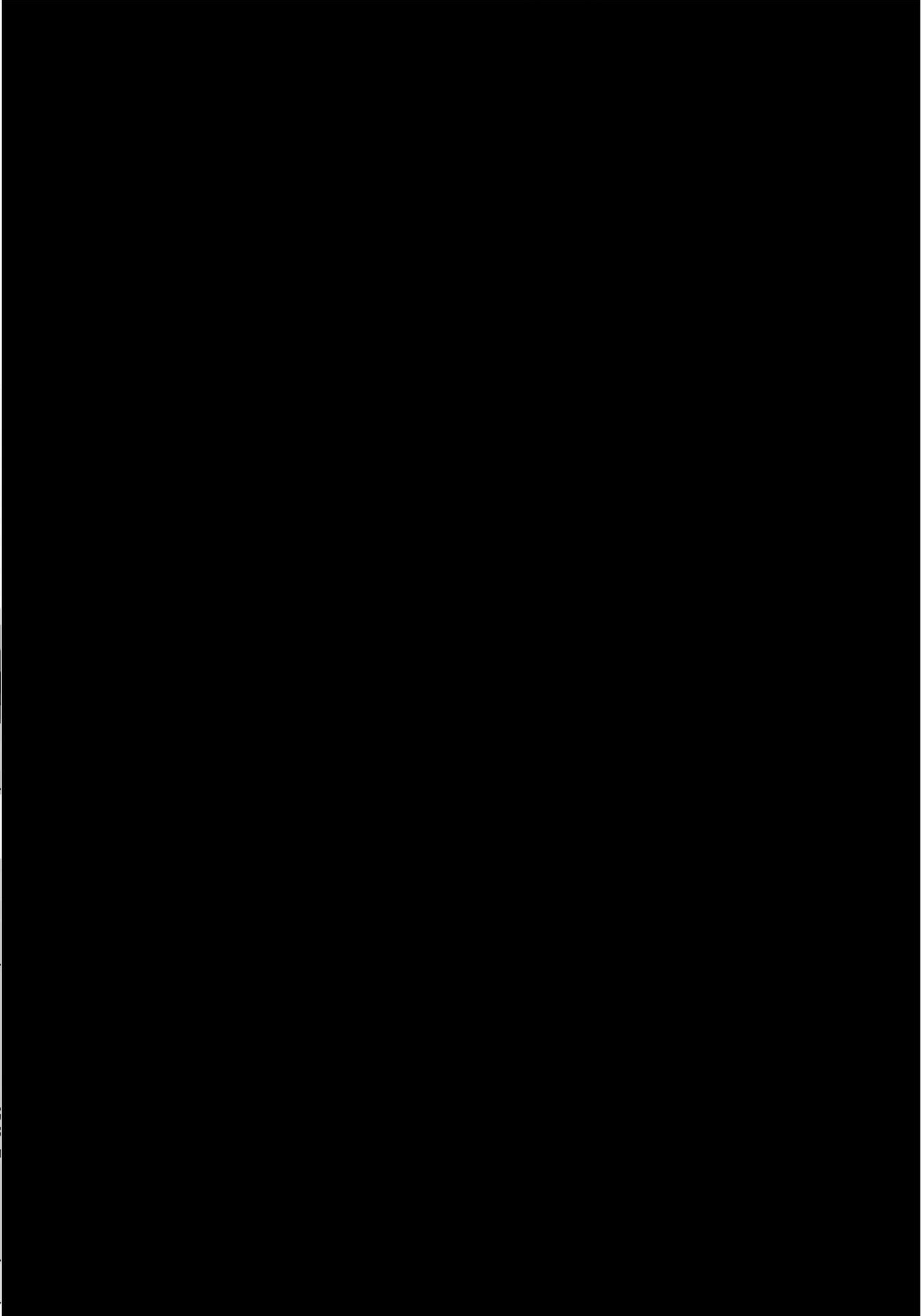
APPENDIX B: PARENT PETITION AND PRE-ENROLLMENT FORMS



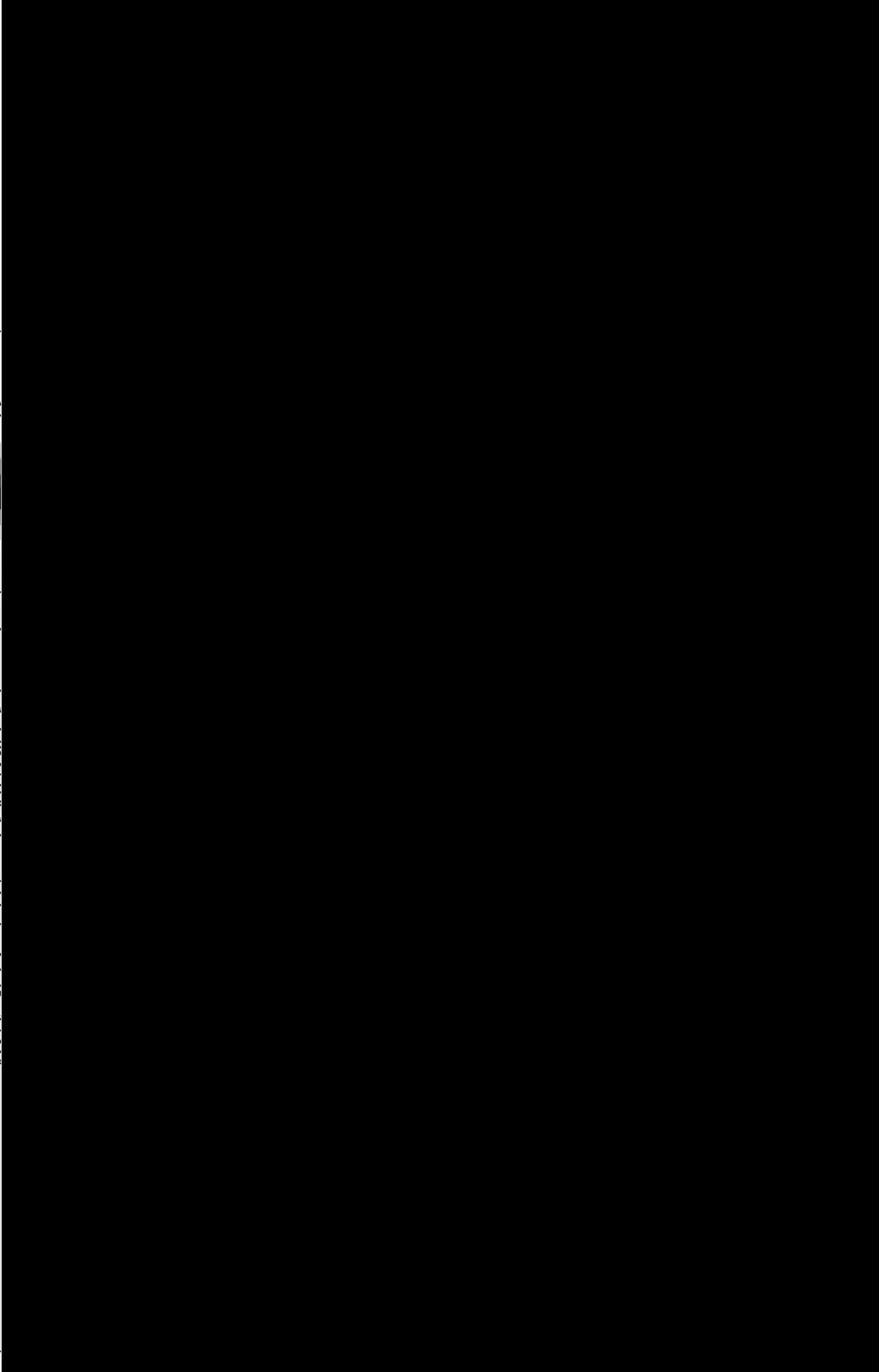
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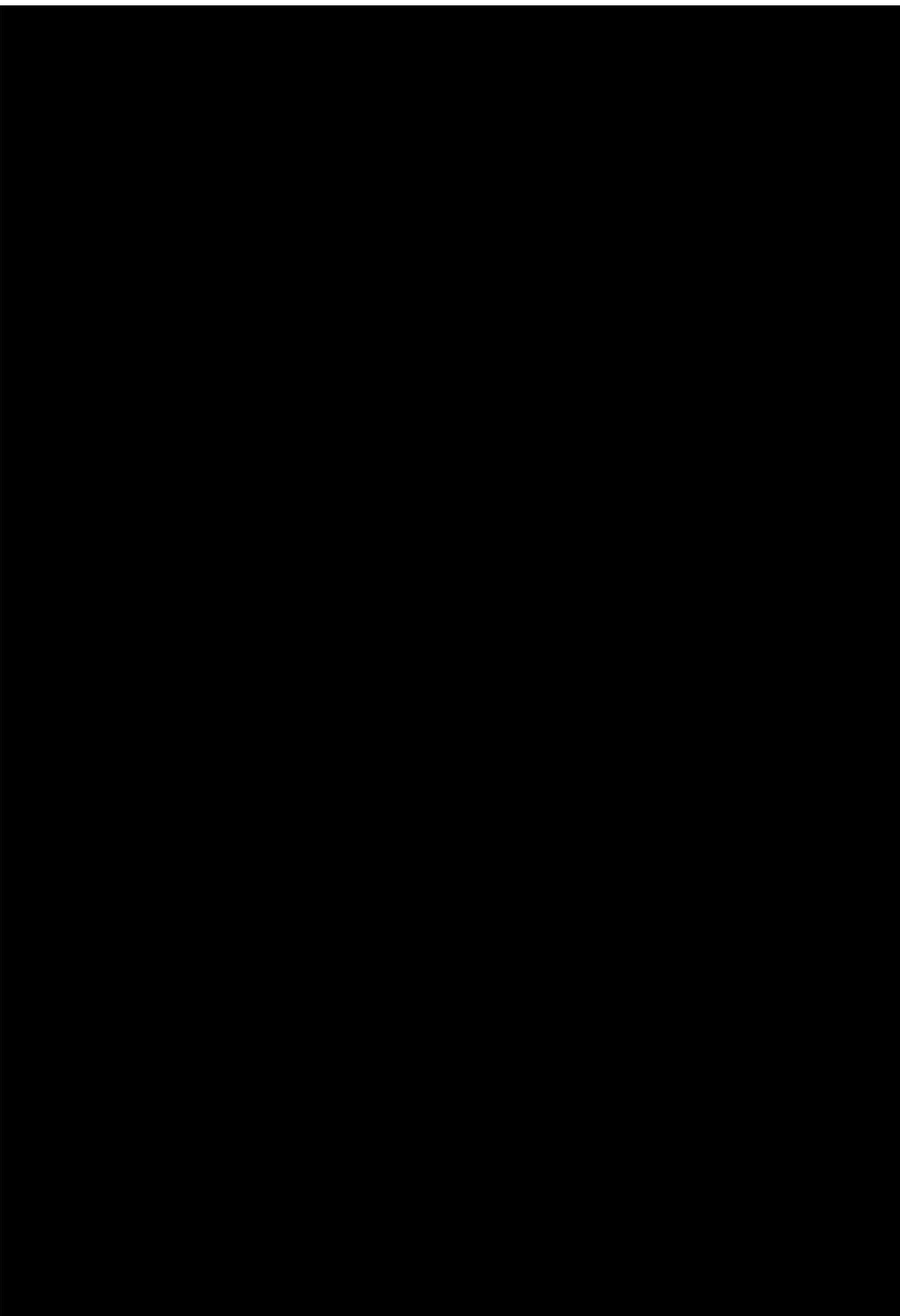


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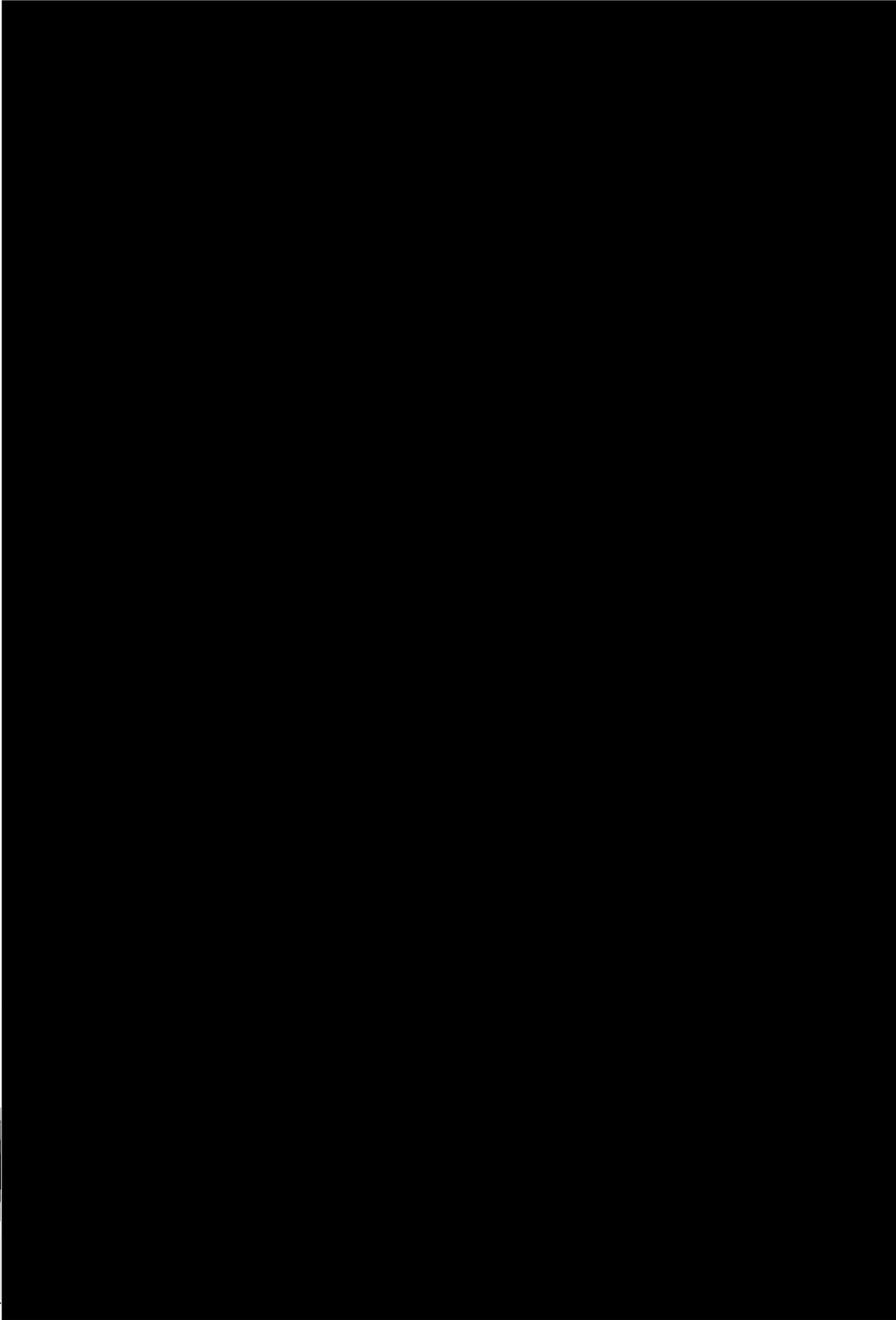


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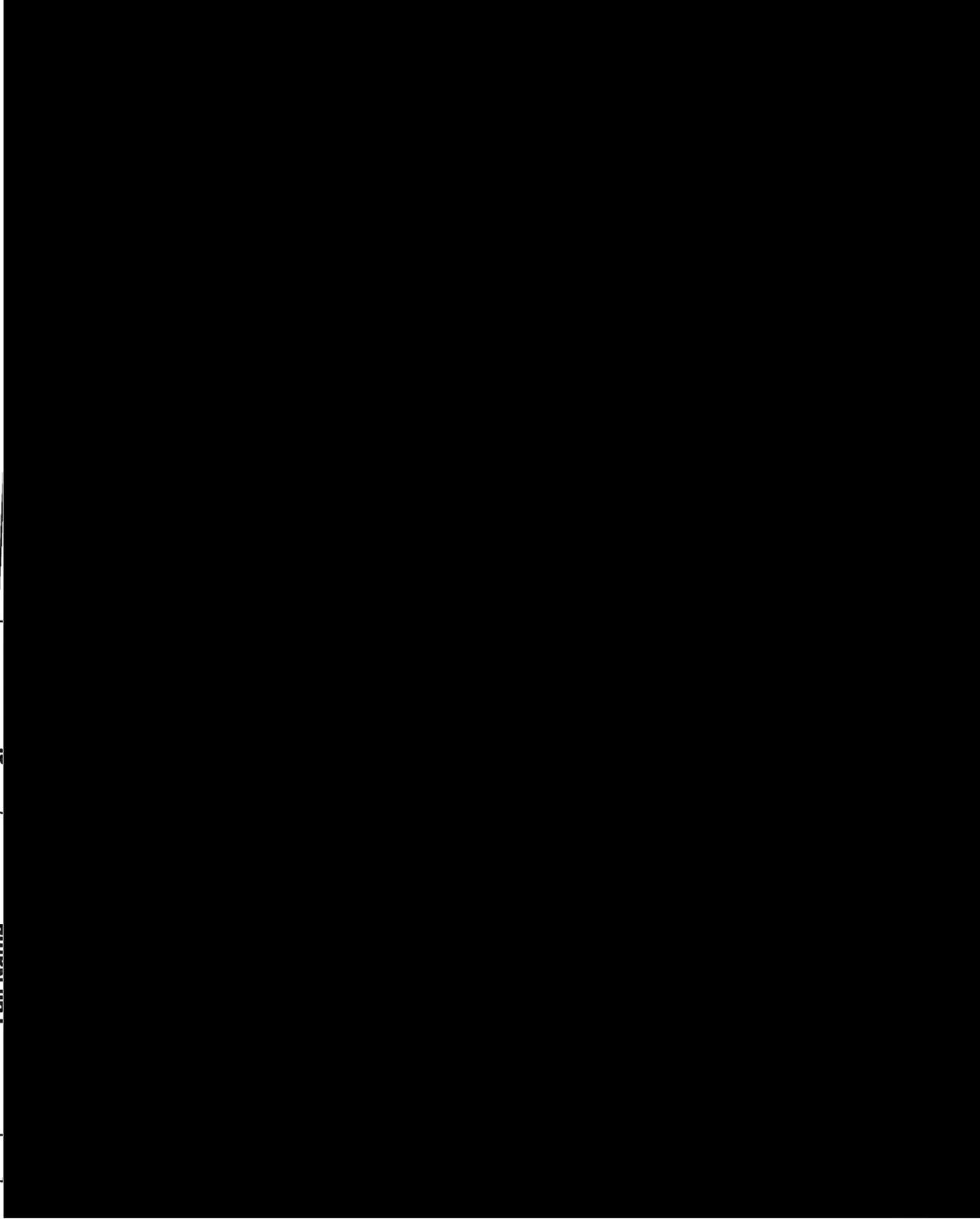
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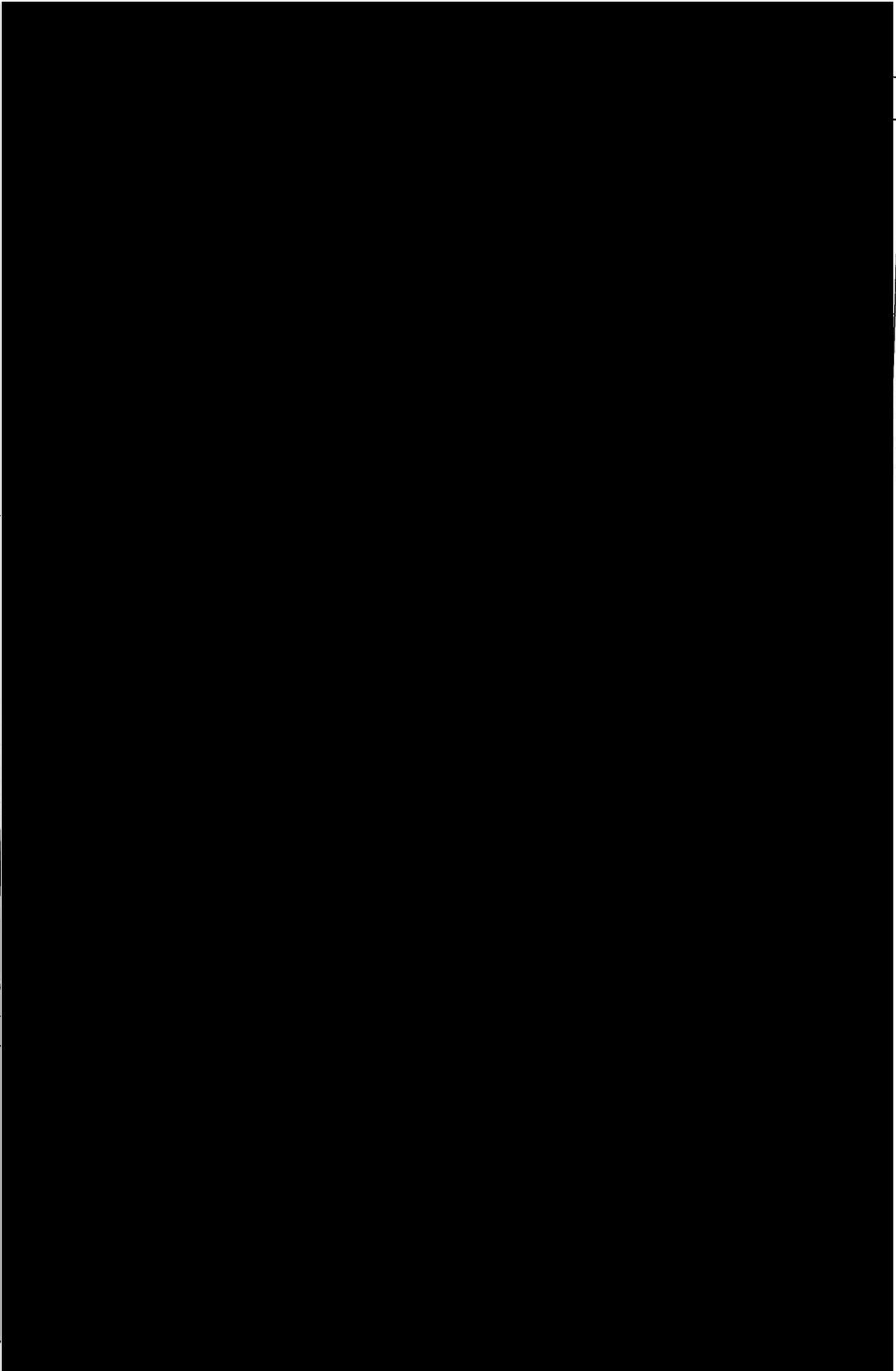


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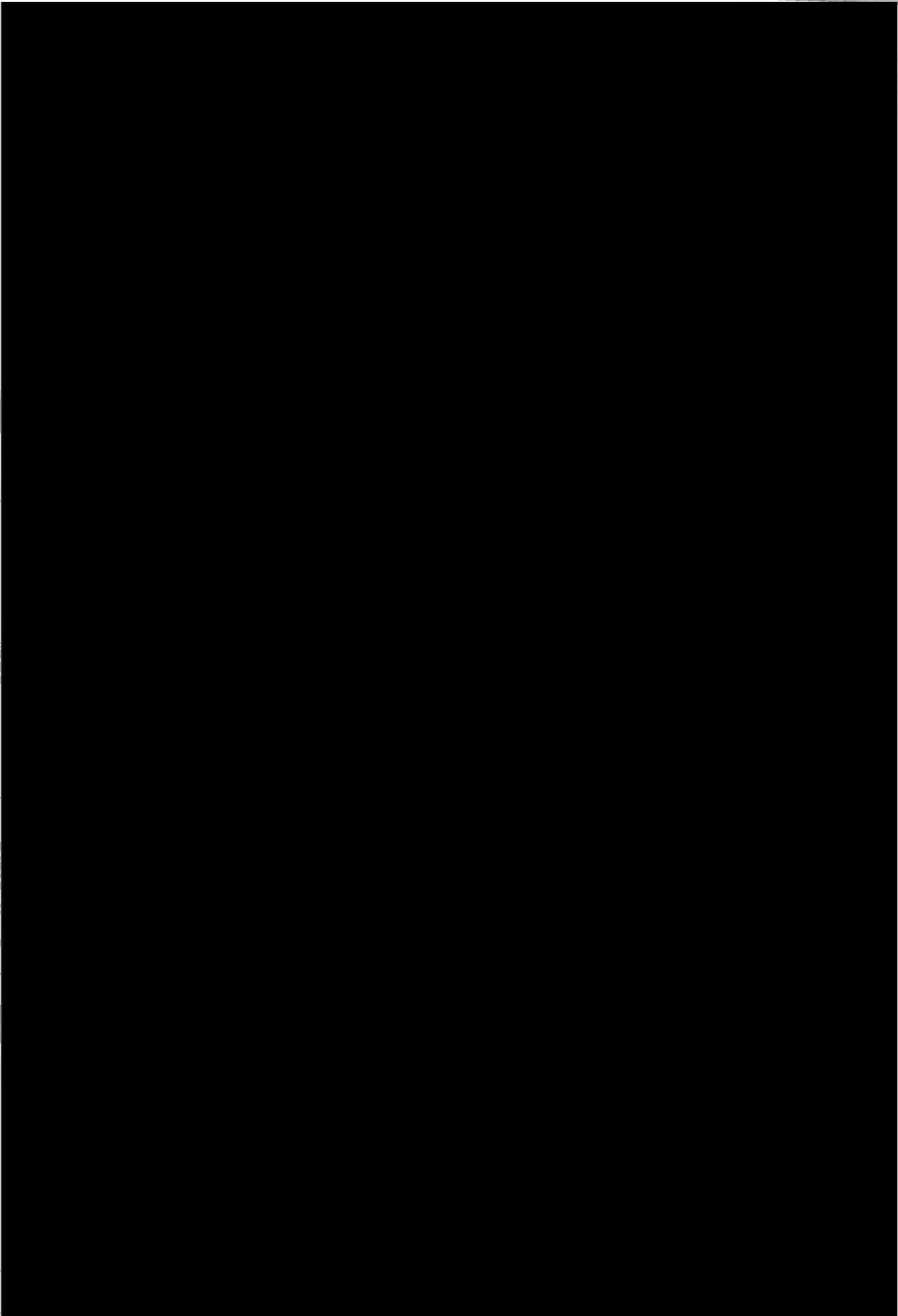


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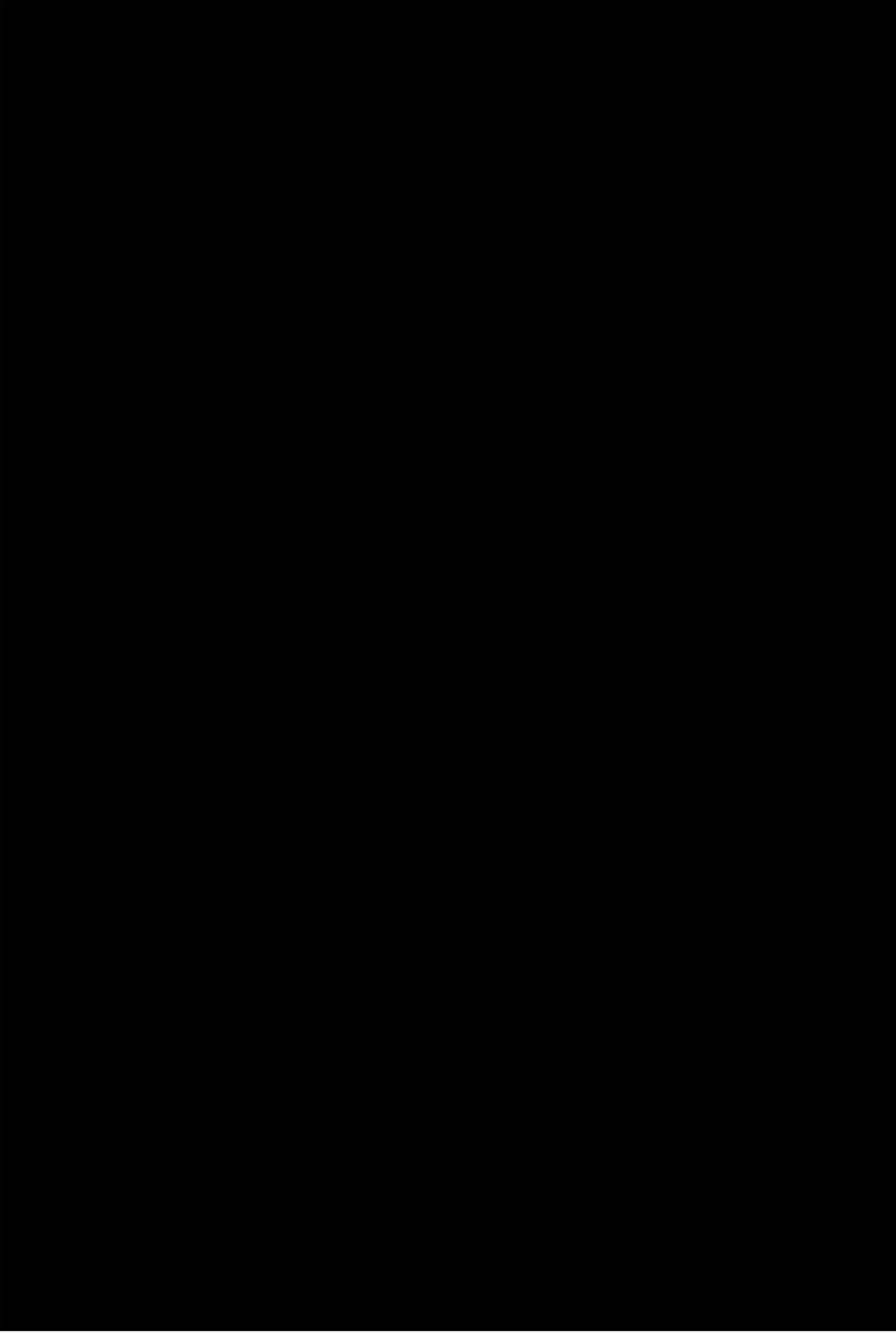
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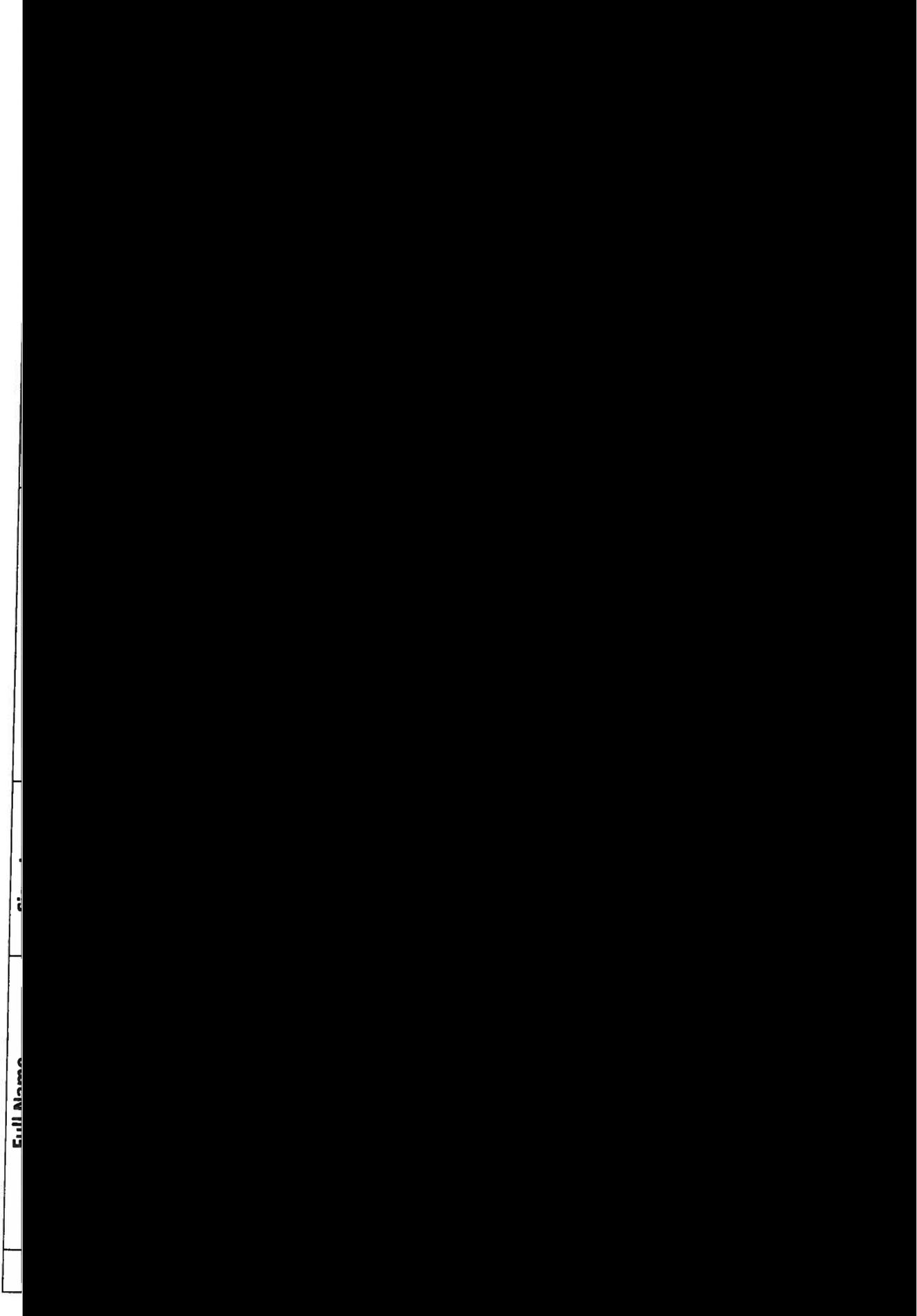


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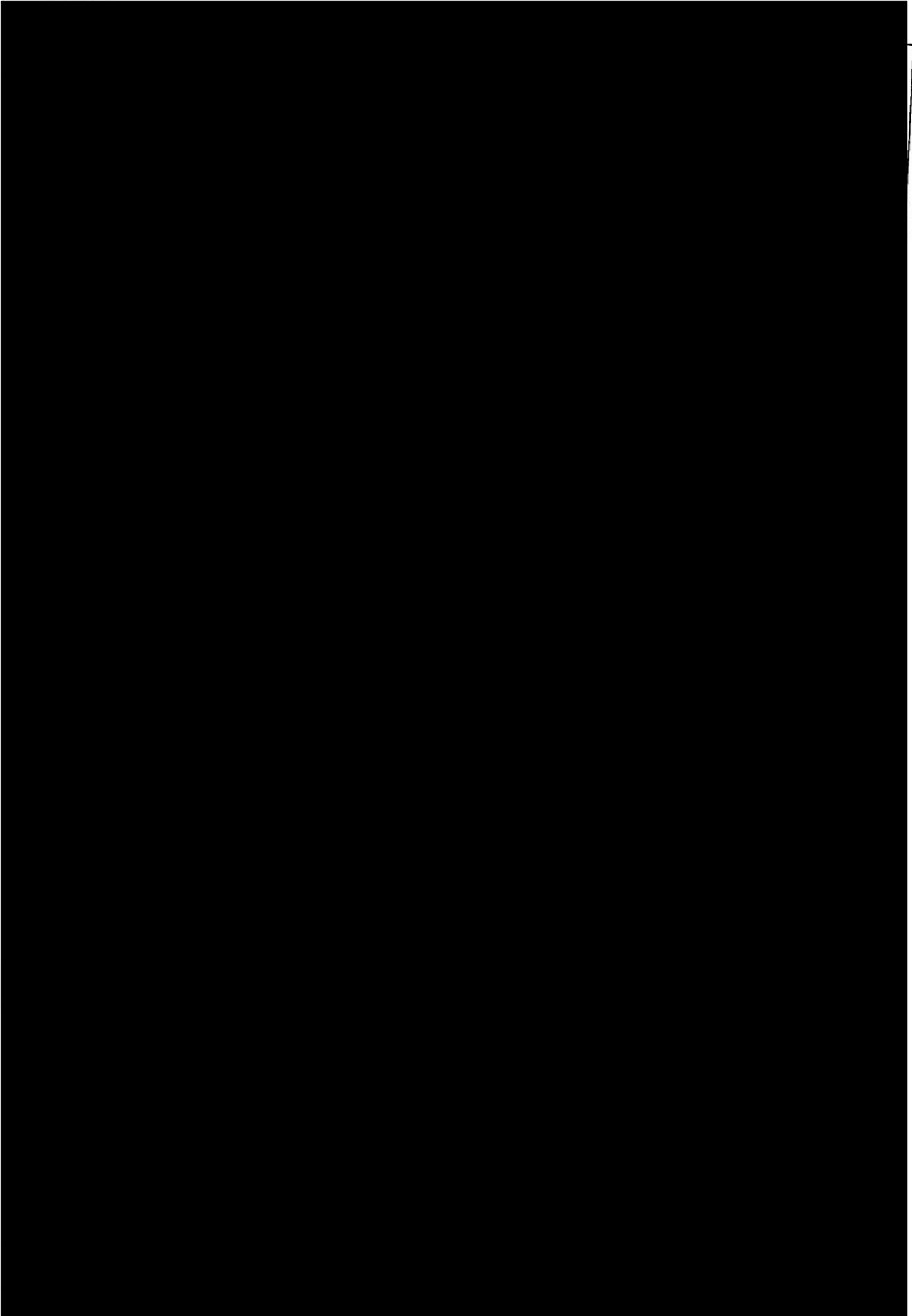
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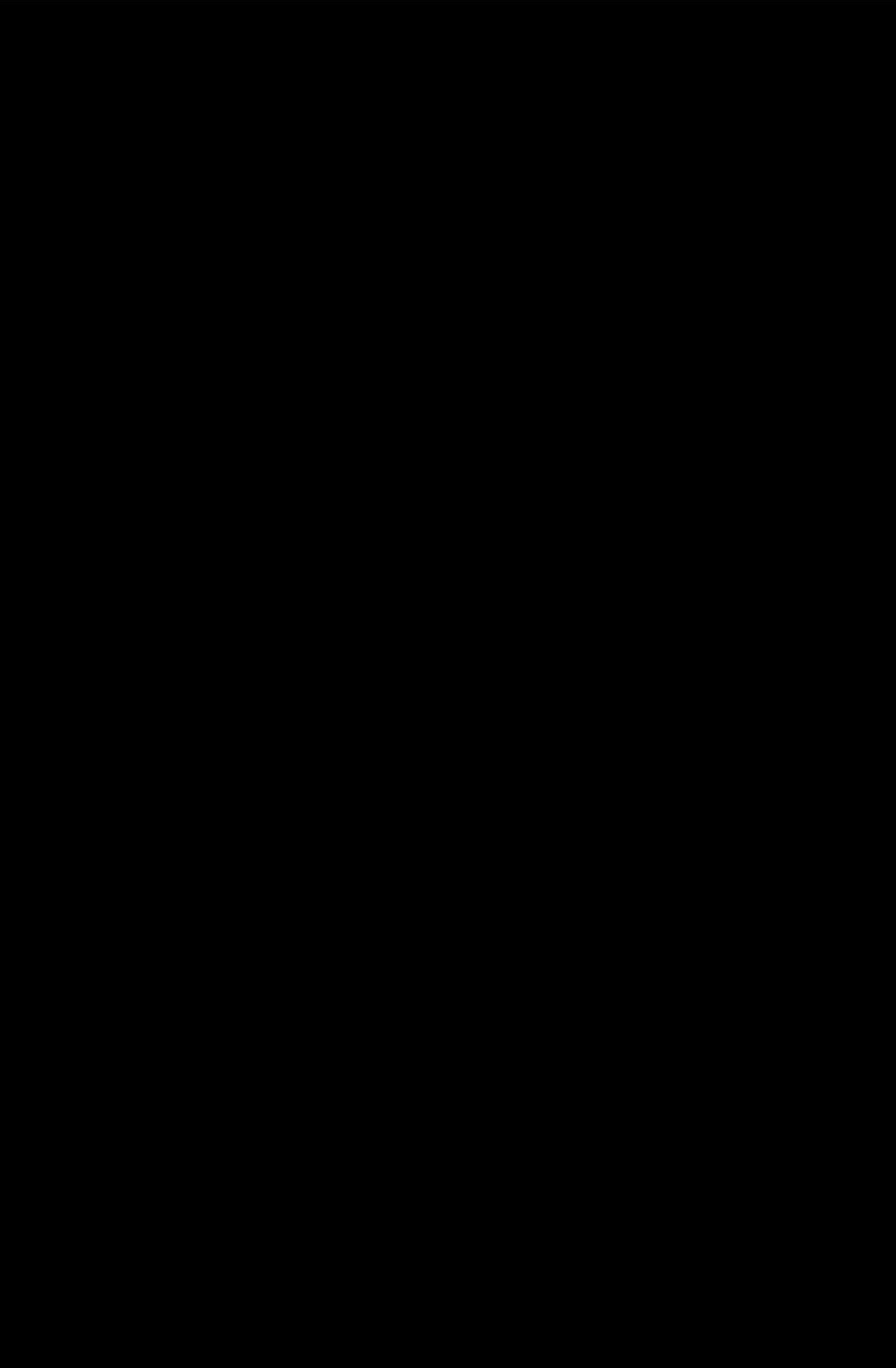
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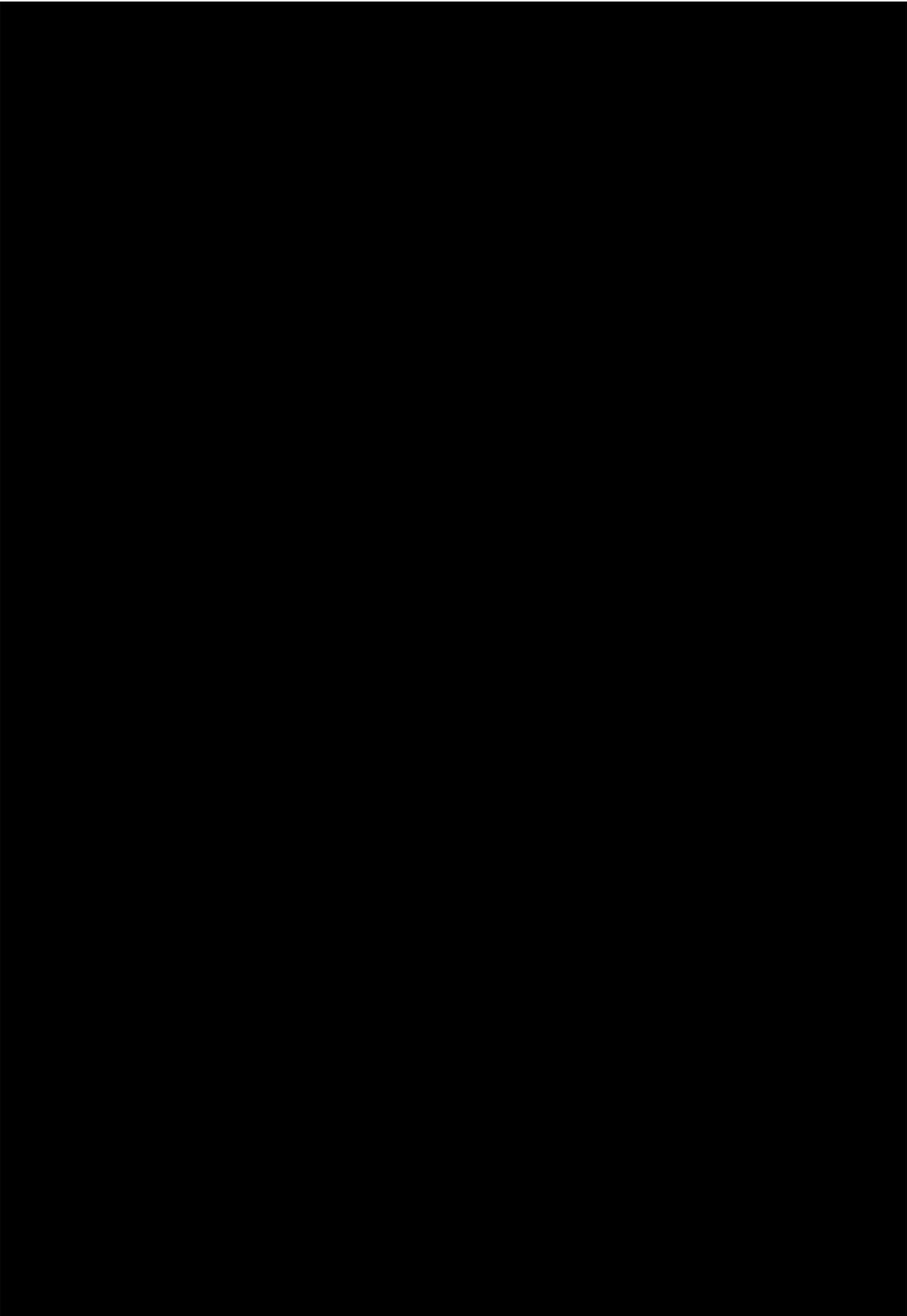


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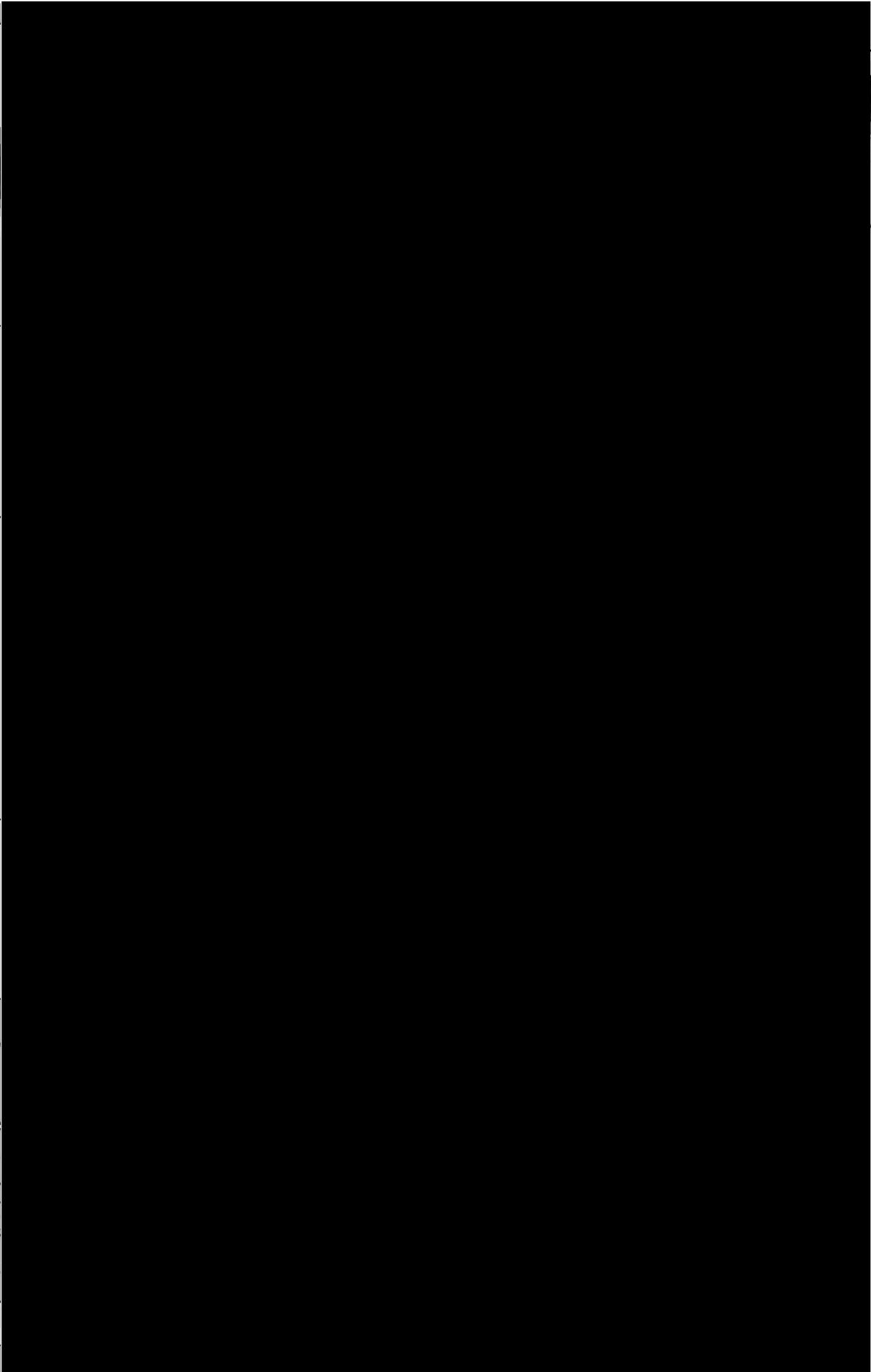
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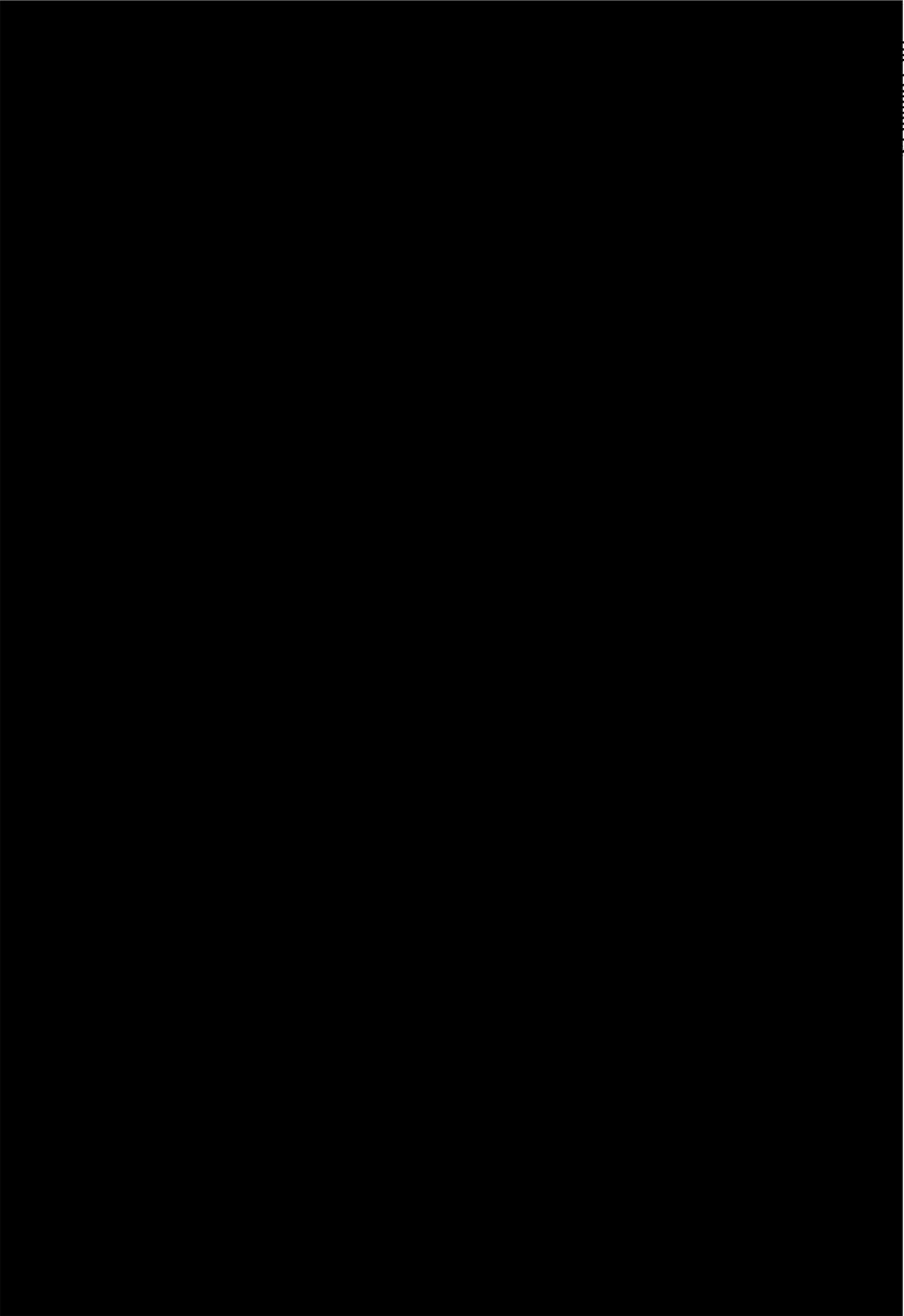
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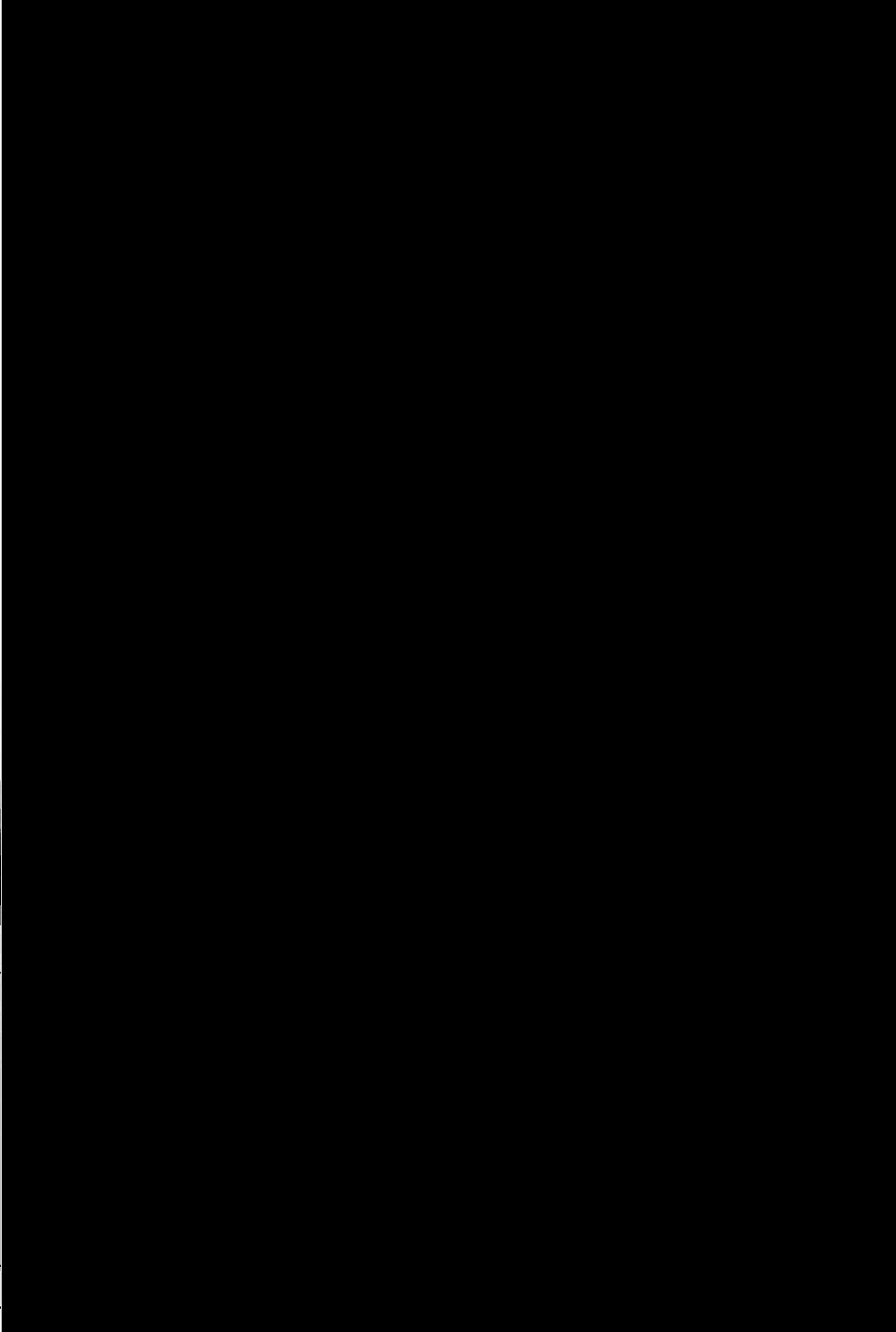
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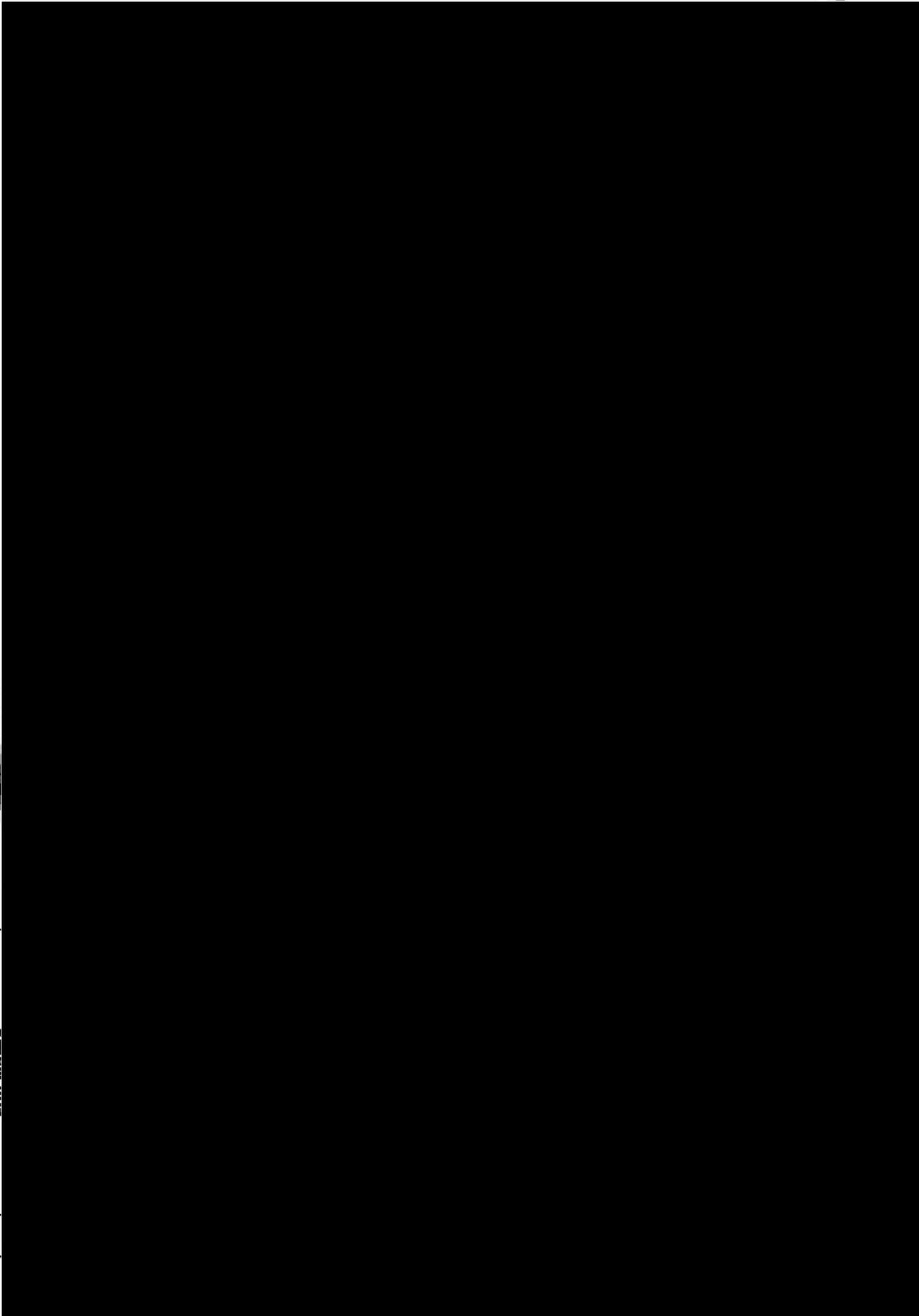


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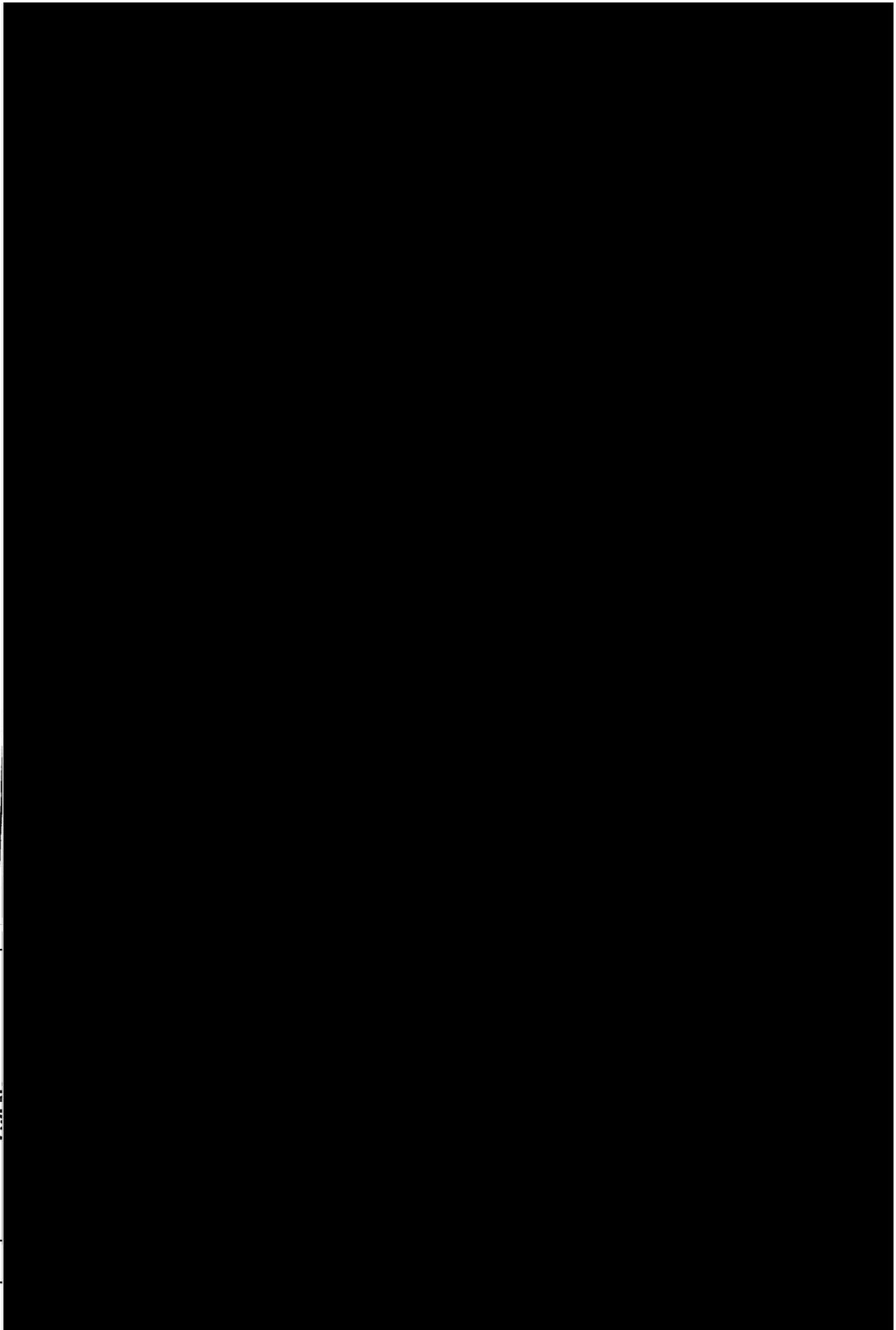
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Petition in Support of the Opening of the YOUNG SCHOLARS OF MCKEESPORT Charter School in September 2013. The undersigned below indicate through their signatures their support for the approval of the YOUNG SCHOLARS OF MCKEESPORT Charter School to be located in the McKeesport Area School District. We urge the Board of Education of McKeesport Area School District to approve the application submitted by the Founders.

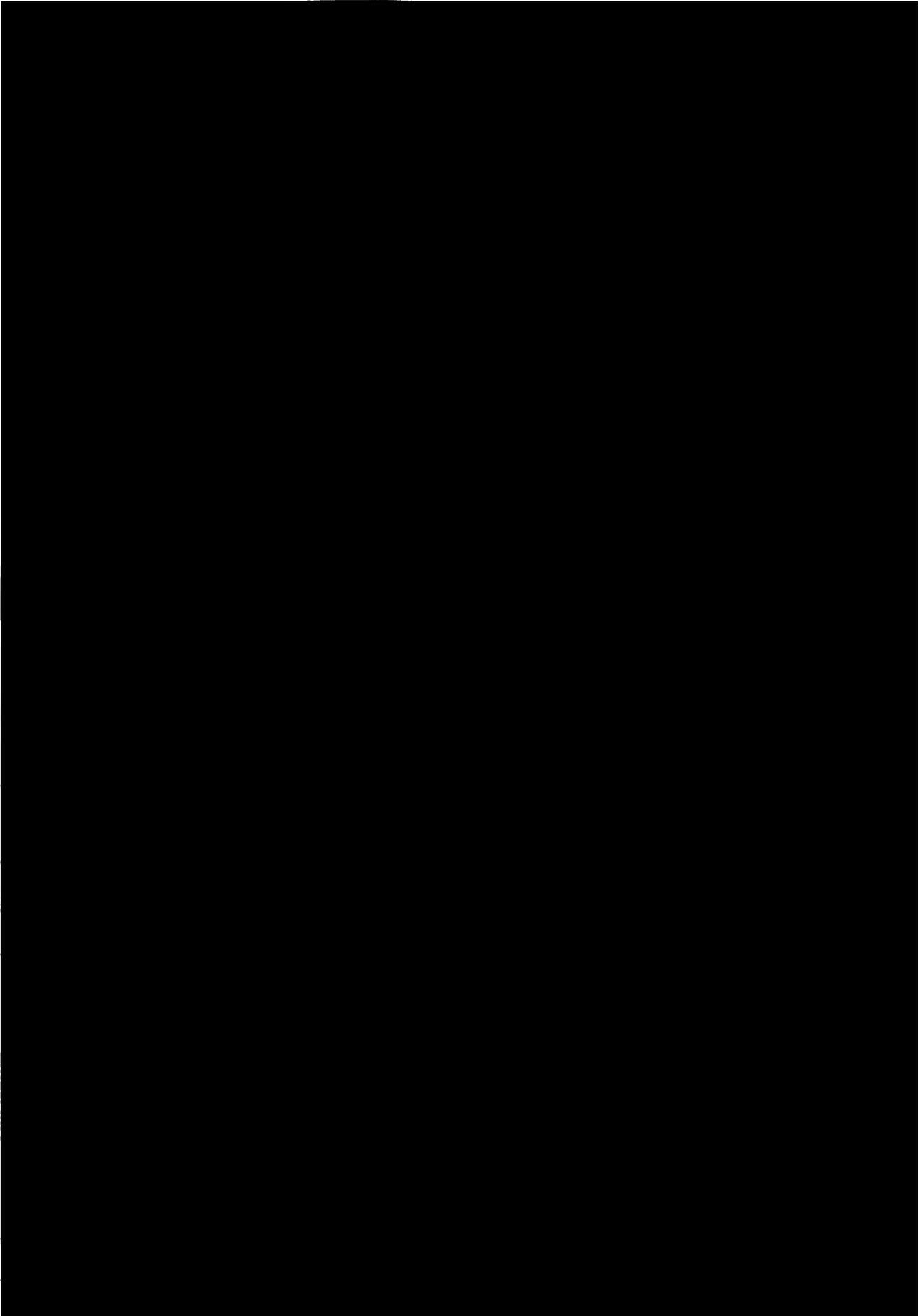


Petition in Support of the Opening of the YOUNG SCHOLARS OF MCKEESPORT Charter School in September 2013. The undersigned below indicate through their signatures their support for the approval of the YOUNG SCHOLARS OF MCKEESPORT Charter School to be located in the McKeesport Area School District. We urge the Board of Education of McKeesport Area School District to approve the application submitted by the Founders.

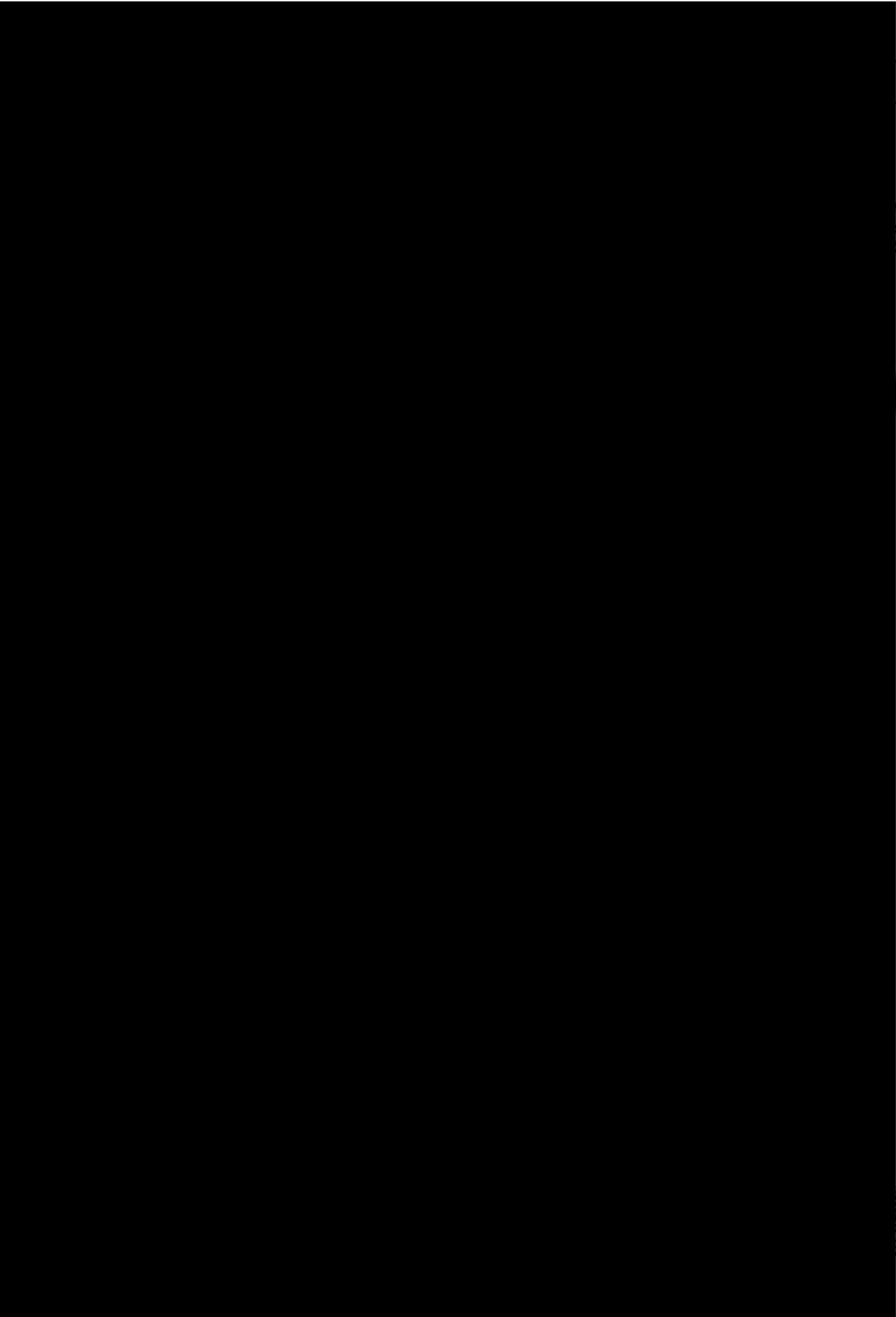
Full Name	Signature	
[Redacted]		

✓
Petition in Support of the Opening of the YOUNG SCHOLARS OF MCKEESPORT Charter School in September 2013. The undersigned below indicate through their signatures their support for the approval of the YOUNG SCHOLARS OF MCKEESPORT Charter School to be located in the McKeesport Area School District. We urge the Board of Education of McKeesport Area School District to approve the application submitted by the Founders.

Full Name



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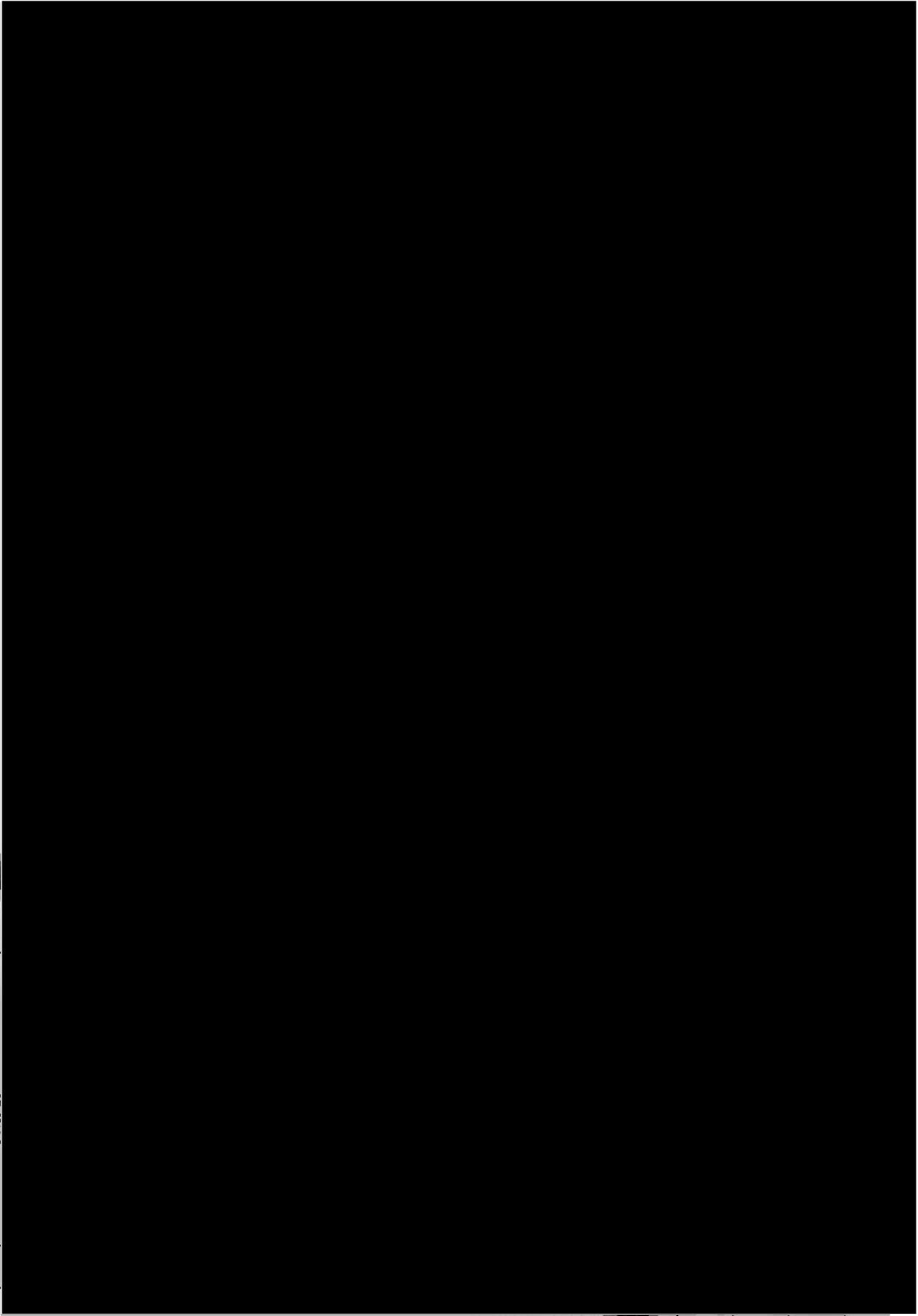


HW
COM

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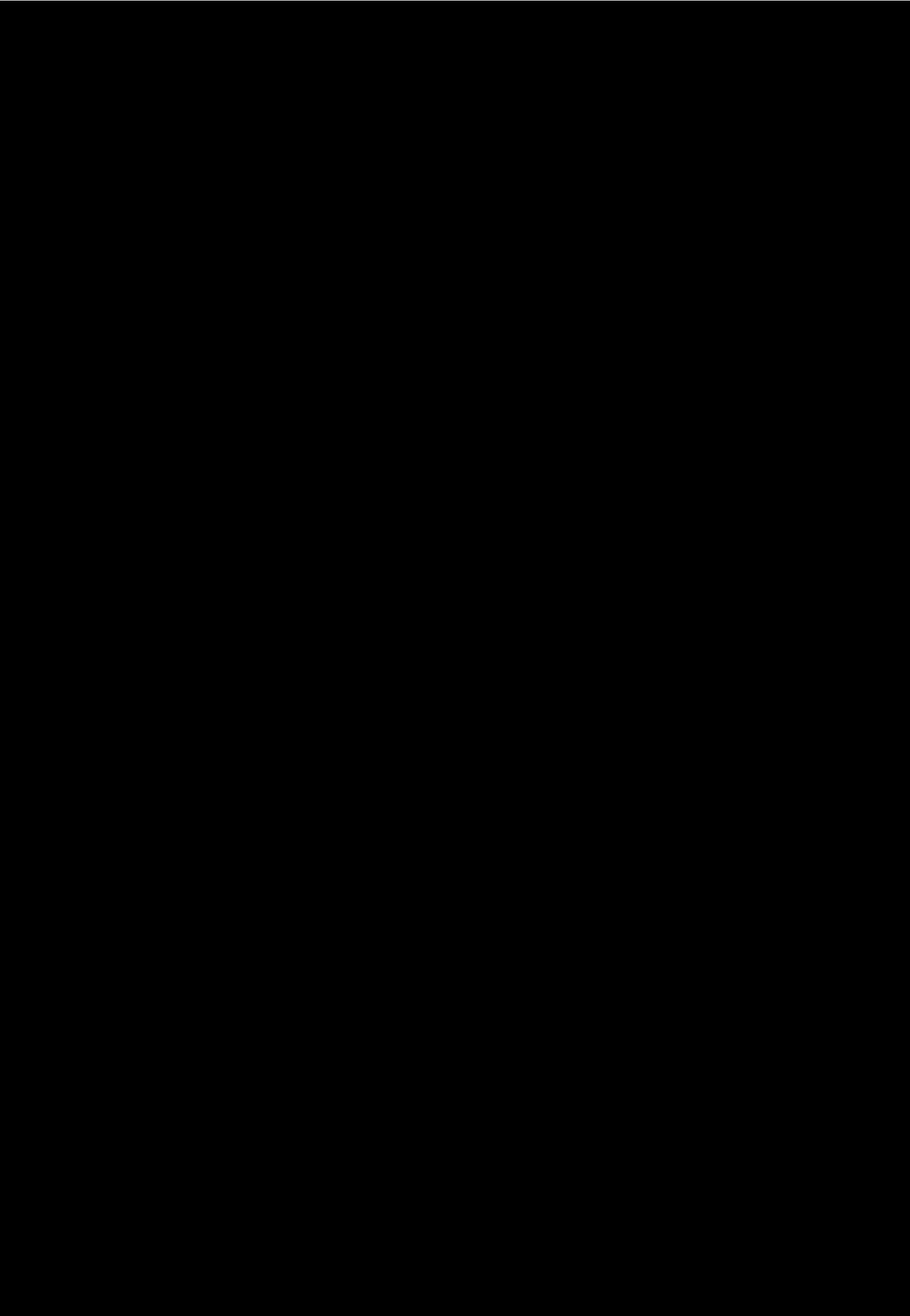
✓

Petition in Support of the Opening of the YOUNG SCHOLARS OF MCKEESPORT Charter School in September 2013. The undersigned below indicate through their signatures their support for the approval of the YOUNG SCHOLARS OF MCKEESPORT Charter School to be located in the McKeesport Area School District. We urge the Board of Education of McKeesport Area School District to approve the application submitted by the Founders.



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✓
a

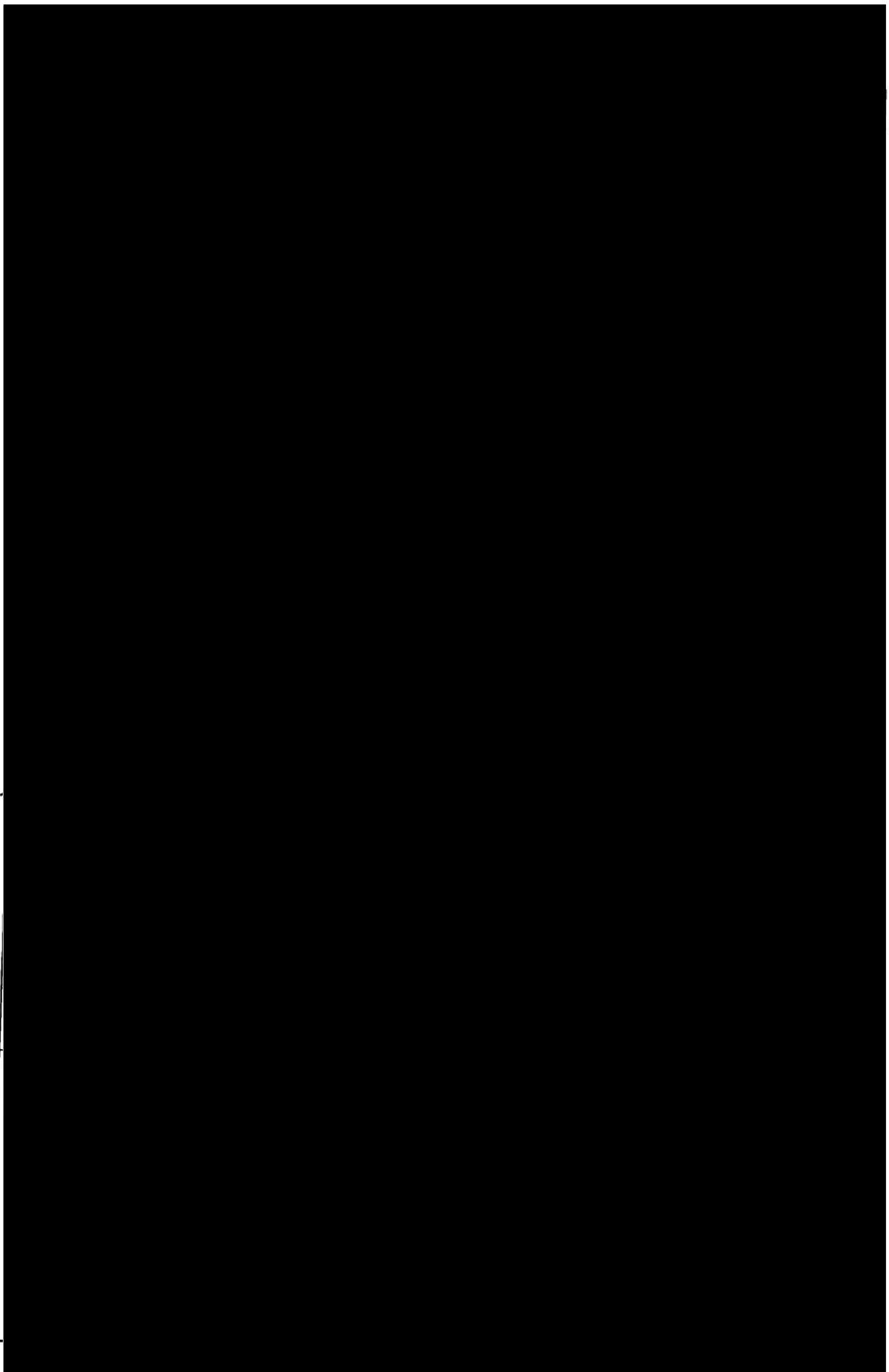


✓

Petition in Support of the Opening of the YOUNG SCHOLARS OF MCKEESPORT Charter School in September 2013. The undersigned below indicate through their signatures their support for the approval of the YOUNG SCHOLARS OF MCKEESPORT Charter School to be located in the McKeesport Area School District. We urge the Board of Education of McKeesport Area School District to approve the application submitted by the Founders.

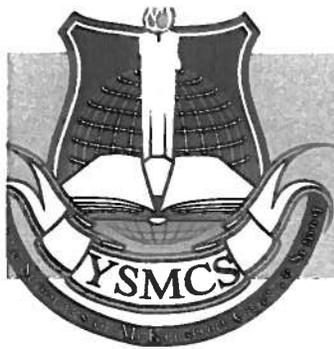
Full Name	Signature
[Redacted]	[Redacted]

Petition in Support of the Opening of the YOUNG SCHOLARS OF MCKEESPORT Charter School in September 2013. The undersigned below indicate through their signatures their support for the approval of the YOUNG SCHOLARS OF MCKEESPORT Charter School to be located in the McKeesport Area School District. We urge the Board of Education of McKeesport Area School District to approve the application submitted by the Founders.



✓

sm



Young Scholars of McKeesport Charter School

EE: www.ysmcs.org
UR: www.ysmcs.org
AS: McKeesport, PA
TE:

PRE-ENROLLMENT FORM

I,  _____,
parent/guardian)

hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1. 

2. _____
First and last name of child Child's date of birth Current grade

3. _____
First and last name of child Child's date of birth Current grade

4. _____
First and last name of child Child's date of birth Current grade

Telephone Number _____

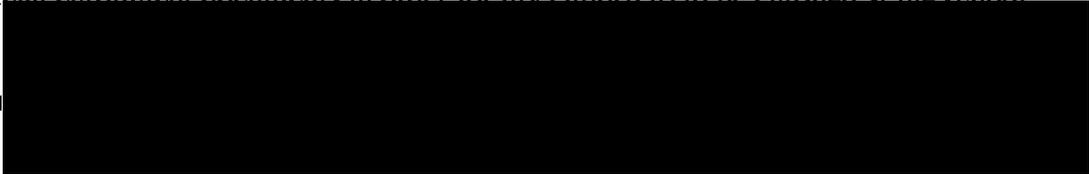
Street Address _____

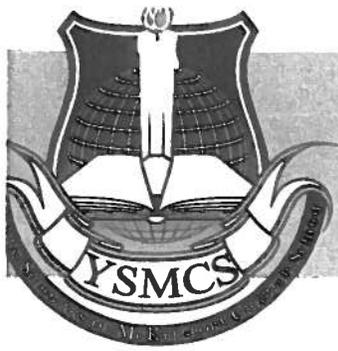
City and Zip Code _____

Public School _____

E Mail Address _____

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Young Scholars of McKeesport Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature _____




Young Scholars of McKeesport Charter School

PA
US
A
T

I  RM
(print name of parent/guardian)

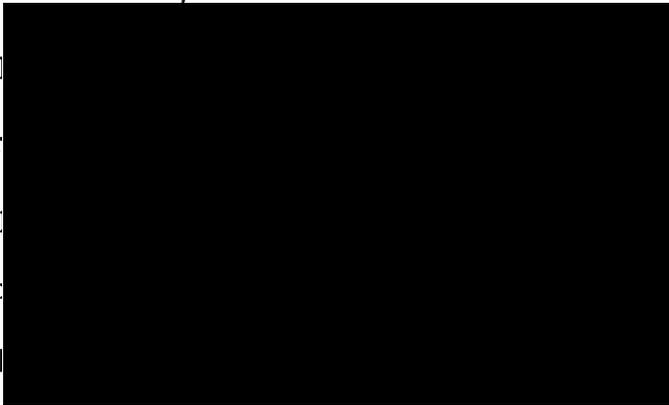
hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1.  Current grade

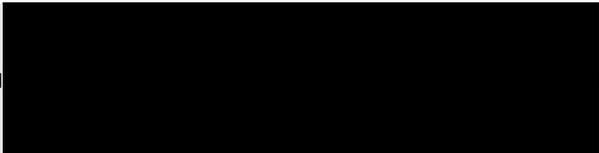
2. _____ Child's date of birth _____ Current grade _____
First and last name of child

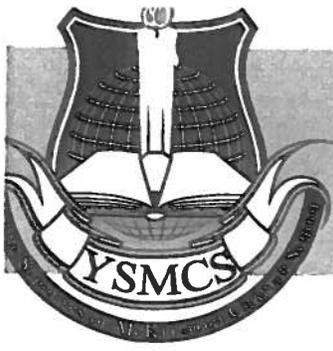
3. _____ Child's date of birth _____ Current grade _____
First and last name of child

4. _____ Child's date of birth _____ Current grade _____
First and last name of child

Telephone 
Street Address _____
City and Zip _____
Public School _____
E Mail Address _____

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Signature:  / /



Young Scholars of McKeesport Charter School

E: info@ysmcs.org
U: www.ysmcs.org
A: McKeesport, PA
T:

PRE-ENROLLMENT FORM

[Redacted] _____
(parent/guardian)

I hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1
2
3
4
[Redacted]

Telephone Number

Street Address:

City and Zip Code

Public School I

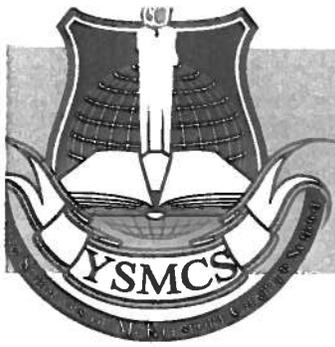
E Mail Address

[Redacted]

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Signature

[Redacted]



Young Scholars of McKeesport Charter School

ES...
US...
AS...
TR...

PRE-ENROLLMENT FORM

I, _____,

hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1.

2.

3.

First and last name of child

Child's date of birth

Current grade

4.

First and last name of child

Child's date of birth

Current grade

Telephone Number

Street Address

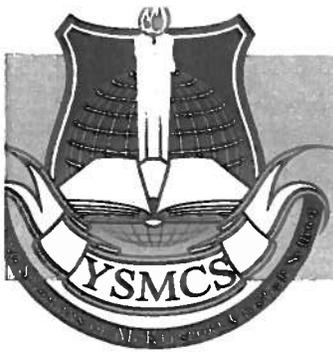
City and Zip Code

Public School

E Mail Address

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Signature



Young Scholars of McKeesport Charter School

E: info@ysmcs.org
U: www.ysmcs.org
A: McKeesport, PA
T:

PRE-ENROLLMENT FORM

I, _____
(Print name of parent/guardian)

hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1. _____

2. _____

3. _____

First and last name of child

Child's date of birth

Current grade

4. _____

First and last name of child

Child's date of birth

Current grade

Telephone Number _____

Street Address _____

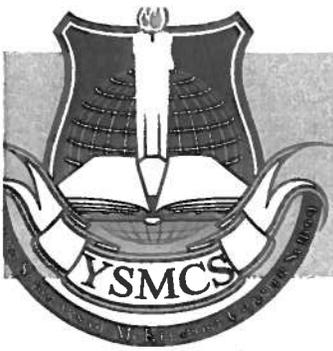
City and Zip Code _____

Public School _____

E Mail Address _____

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Signature _____



Young Scholars of McKeesport Charter School

Email: info@ysmcs.org
URL: www.ysmcs.org
Address: McKeesport, PA
Tel: _____

PRE-ENROLLMENT FORM

(parent/guardian)

I hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1. _____

2. _____
First and last name of child Child's date of birth Current grade

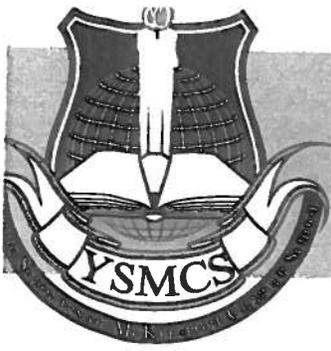
3. _____
First and last name of child Child's date of birth Current grade

4. _____
First and last name of child Child's date of birth Current grade

Telephone Number: _____
Street Address: _____
City and Zip Code: _____
Public School Name: _____
E Mail Address: _____

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Signature: _____



Young Scholars of McKeesport Charter School

E:
U:
A:
T:

FORM

(_____
dian)

I hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1. _____
2. _____
3. _____

4. _____
First and last name of child Child's date of birth Current grade

Telephone Number _____

Street Address: _____

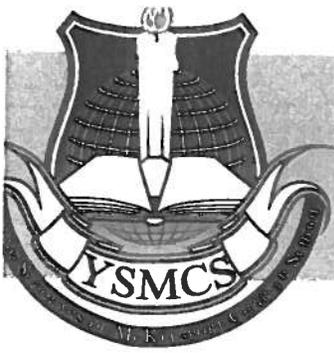
City and Zip Code _____

Public School District _____

E Mail Address _____

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Signature _____



Young Scholars of McKeesport Charter School

ES
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PRE-ENROLLMENT FORM



Name of parent/guardian

I hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.



1.

Current grade

2.

First and last name of child

Child's date of birth

Current grade

3.

First and last name of child

Child's date of birth

Current grade

4.

First and last name of child

Child's date of birth

Current grade

Telephone Number _____

Street Address _____

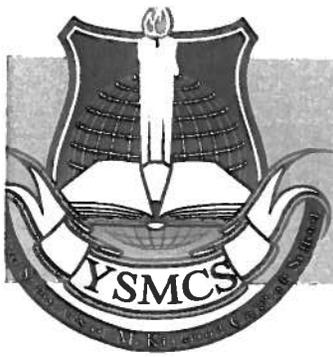
City and Zip _____

Public School _____

E Mail Address _____

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Signature _____



Young Scholars of McKeesport Charter School

Ex: [Redacted]
U: [Redacted]
A: [Redacted]
T: [Redacted]

PRE-ENROLLMENT FORM

[Redacted] _____
Parent/guardian)

I hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

[Redacted]

3. _____
First and last name of child Child's date of birth Current grade

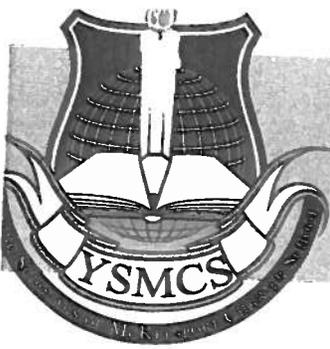
4. _____
First and last name of child Child's date of birth Current grade

T
S
C
P
E
[Redacted]

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Signature

[Redacted Signature]



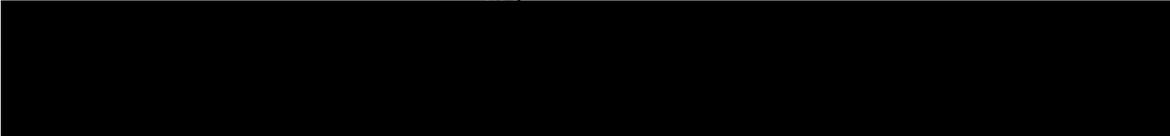
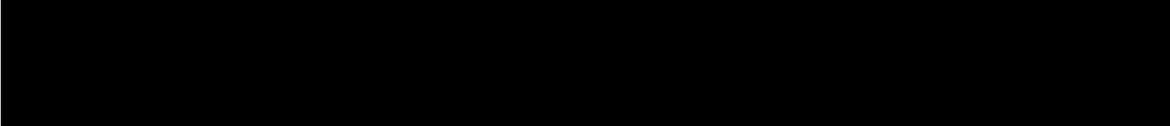
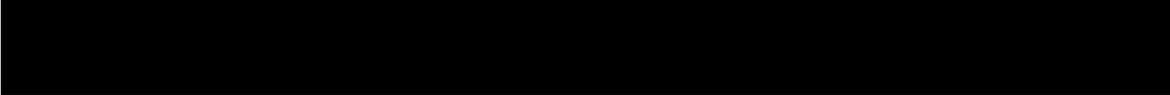
Young Scholars of McKeesport Charter School

E:
U:
A:
T:

PRE-ENROLLMENT FORM

I,  (guardian)

hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1. 
2. 
3. 

4. First and last name of child _____ Child's date of birth _____ Current grade _____

Telephone Number _____

Street Address _____

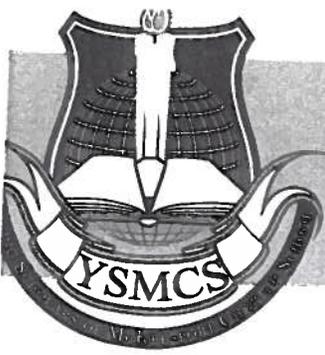
City and Zip Code _____

Public School ID _____

E Mail Address _____

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Signature _____



Young Scholars of McKeesport Charter School

E:
U:
A:
T:

PRE-ENROLLMENT FORM

I, _____ (parent/guardian),

hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1. _____
2. _____
Current grade

3. _____
First and last name of child Child's date of birth Current grade

4. _____
First and last name of child Child's date of birth Current grade

Telephone _____
Street Address _____
City and Zip _____
Public School _____
E Mail Address _____

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Signature _____

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: 9-1-12

5) Please provide your contact information: School District: McKeesport
Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 9/1/2012

5) Please provide your contact information: School District: McKeesport
Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name: [REDACTED]Date: 9.1.12.....

5) Please provide your contact information: School District: ...MCKEESPORT...

Address: [REDACTED]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name: [REDACTED]Date: 09/01/2012.....

5) Please provide your contact information: School District: MCKEESPORT...

Address: [REDACTED]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: 9/11/12

5) Please provide your contact information: School District: McKeesport

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

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- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 9/11/12

5) Please provide your contact information: School District: McKeesport Area School

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:..... N.O.

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: Jan 31/12

5) Please provide your contact information: School District: Hershey
Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 9-1-12

5) Please provide your contact information: School District: McKeesport
Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name: [REDACTED] Date: 09/1/2012

5) Please provide your contact information: School District: Woodburn Hills

Address [REDACTED]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other: A.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name: [REDACTED] Date: 09/1/2012

5) Please provide your contact information: School District: McKeenwood Area SD

Address [REDACTED]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name: Misty Strong Date: 09/01/2012

5) Please provide your contact information: School District: McKeesport
Address: 5215 Evans Ave #1 City: McKeesport State: PA Zip: 15132

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name: Ebony Smith Date: 09/1/2012

5) Please provide your contact information: School District: McKeesport Area
Address: [REDACTED]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other: None

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: 9/1/12

5) Please provide your contact information: School District:

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 9-1-12

5) Please provide your contact information: School District:

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other: NONE

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No not at this time

4) Please write your name [redacted] Date: 9.1.2012

5) Please provide your contact information: School District: [redacted]

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 9-1-12

5) Please provide your contact information: School District: [redacted]

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other: *No*

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name: [REDACTED]

5) Please provide your contact information: School District:

Address: [REDACTED]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name: [REDACTED] Date: *1 Sep 2012*

5) Please provide your contact information: School District:

Address: [REDACTED]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education

Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: 8/1/2012

5) Please provide your contact information: School District: Monaca

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education

Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 9-1-12

5) Please provide your contact information: School District: A

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: 9-23-12

5) Please provide your contact information: School District: McKeesport

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 9/20/12

5) Please provide your contact information: School District: McKeesport

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

W
Street

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education

Extracurricular activities Other: 3

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name: [Redacted] Date: 9/1/12

5) Please provide your contact information: School District:

Address: [Redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education

Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name: [Redacted] Date: 9-1-12

5) Please provide your contact information: School District:

Address: [Redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name: [REDACTED] Date: 9-16-2012

5) Please provide your contact information: School District:

Address: not found City: State: Zip:

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name: [REDACTED] Date: 9-16-2012

5) Please provide your contact information: School District:

Address: [REDACTED]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No
If so, in what areas? *nicer staff more special needs*

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?
If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?
 Yes No

4) Please write your name: [redacted] Date: *9-1-12*

5) Please provide your contact information: School District: *MCK*
Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No
If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?
If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?
 Yes No

4) Please write your name: [redacted] Date: *9/1/12*

5) Please provide your contact information: School District: *MA*
Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: 9-1-12

5) Please provide your contact information: School District: South Allegheny

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 9-1-12

5) Please provide your contact information: School District: McKeesport

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: 9-1-12

5) Please provide your contact information: School District:

Address: Not Found City: State: Zip:

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other: 0

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 09/01/12

5) Please provide your contact information: School District:

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other: 0

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: SEPT, 2012

5) Please provide your contact information: School District:

Address [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 9-1-12

5) Please provide your contact information: School District:

Address: Not Found City: State: Zip:

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other: 4

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: 8-9-1-12

5) Please provide your contact information: School District:

Address: not found City: State: Zip:

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 09/01/12

5) Please provide your contact information: School District:

Address: [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education

Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other: 6 grand children

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: Sept 1, 2012

5) Please provide your contact information: School District: YSK

Address [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education

Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name [redacted] Date: 8/1/2012

5) Please provide your contact information: School District:

Address [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education

Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: 9-16-12 [redacted]

5) Please provide your contact information: School District:

Address [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education

Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

Yes No

4) Please write your name: [redacted] Date: 9-16-12

5) Please provide your contact information: School District:

Address [redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other: 10' 1976

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name:.....

[Redacted] e: 9/16/10

5) Please provide your contact information: School District:

Address:..... City:..... State:..... Zip:.....

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

- Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your [Redacted]

5) Please provide your contact information: School District:

Address: [Redacted]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name: [REDACTED] Date: Sept 23, 2012

5) Please provide your contact information: School District:

Address [REDACTED]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name: [REDACTED] Date: 9-23-12

5) Please provide your contact information: School District:

Address [REDACTED]

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSMCS?

Yes No

4) Please write your name [redacted] Date: 9-1-2012

5) Please provide your contact information: School District:

Address:..... City:..... State:..... Zip:.....

We gratefully appreciate your feedback and support.

YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL
PRE-ENROLLMENT FORM AND EDUCATION IMPROVEMENT SURVEY

1) Do you think the level of education provided by schools in your neighborhood needs improvement? Yes No

If so, in what areas?

Technology Supported Curriculum Foreign Language Education ESL Education
 Extracurricular activities Other:

2) Do you have any children who would be in grades K-8 in 2013-2014 school year?

If yes, how many? One Two Three Other:.....

3) Would you have interest in pre-enrolling your children at YSWPCS?

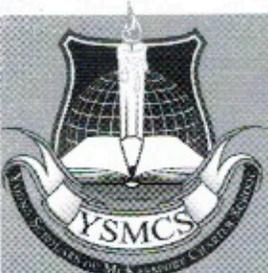
Yes No

4) Please write your name [redacted]

5) Please provide your contact information: School District: ...M.A.S.D..

Address [redacted]

We gratefully appreciate your feedback and support.



Young Scholars of McKeesport Charter School

 info@ysmcs.org
 www.YSMCS.org
 1985 Lincoln Way
 Suite 23 #300
 White Oak, PA 15131
 (412) 407-7912

PRE-ENROLLMENT FORM

I, _____, _____,

hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1. _____
 First and last name of child

2. _____ Child's date of birth _____ Current grade _____
 First and last name of child

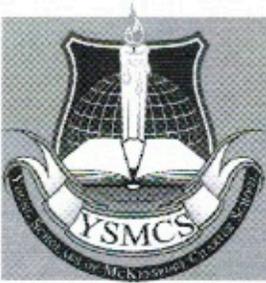
3. _____ Child's date of birth _____ Current grade _____
 First and last name of child

4. _____ Child's date of birth _____ Current grade _____
 First and last name of child

Telephone Number: _____
 Street Address: _____
 City and Zip Code: _____
 Public School District of _____
 E Mail Address _____

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Young Scholars of McKeesport Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

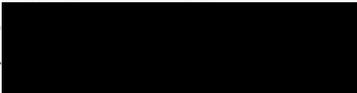
Signature _____



Young Scholars of McKeesport Charter School

 info@ysmcs.org
 www.YSMCS.org
 1985 Lincoln Way
 Suite 23 #300
 White Oak, PA 15131
 (412) 407-7912

PRE-ENROLLMENT FORM

I,  _____,
(print name of parent/guardian)

hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1. 

2. _____
First and last name of child Child's date of birth Current grade

3. _____
First and last name of child Child's date of birth Current grade

4. _____
First and last name of child Child's date of birth Current grade

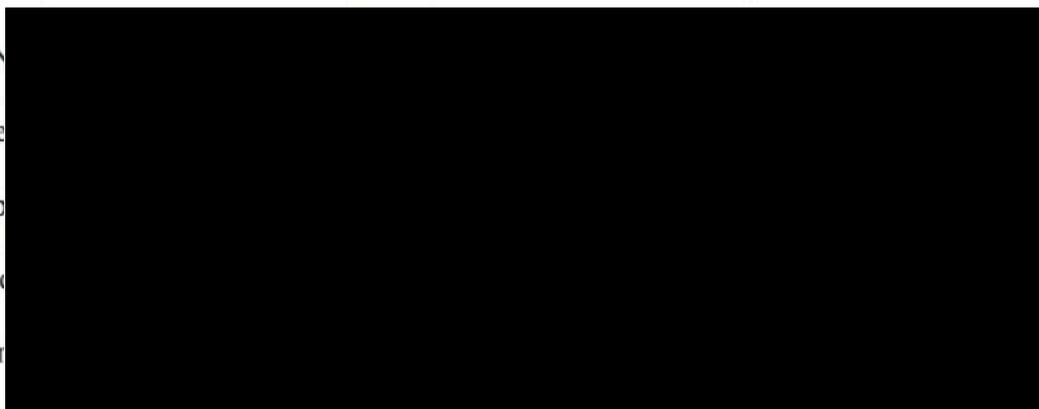
Telephone Number _____

Street Address _____

City and Zip _____

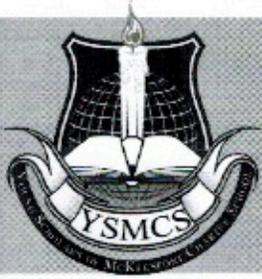
Public School _____

E Mail Address _____



I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Young Scholars of McKeesport Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature  _____ Date 



Young Scholars of McKeesport Charter School

@ info@ysmcs.org
www www.YSMCS.org
✉ 1983 Lincoln Way
Suite 23 #300
White Oak PA 15131
☎ (+1) 412-407-7912

PRE-ENROLLMENT FORM

I,  _____,
parent/guardian)

hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1. 

2. _____
First and last name of child Child's date of birth Current grade

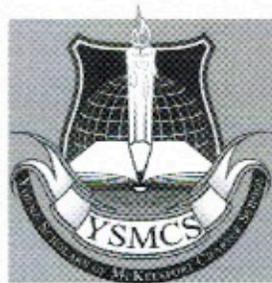
3. _____
First and last name of child Child's date of birth Current grade

4. _____
First and last name of child Child's date of birth Current grade

Telephone Number _____
Street Address: _____
City and Zip Code _____
Public School District _____
E Mail Address _____

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Young Scholars of McKeesport Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature 



Young Scholars of McKeesport Charter School

@ info@ysmcs.org
 www www.YSMCS.org
 1985 Lincoln Way
 Suite 23 #300
 White Oak, PA 15131
 (412) 407-7912

PRE-ENROLLMENT FORM

[Redacted] _____
 name of parent/guardian)

I hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

1. [Redacted]

2. _____
 First and last name of child Child's date of birth Current grade

3. _____
 First and last name of child Child's date of birth Current grade

4. _____
 First and last name of child Child's date of birth Current grade

Telephone Number: [Redacted]

Street Address: [Redacted]

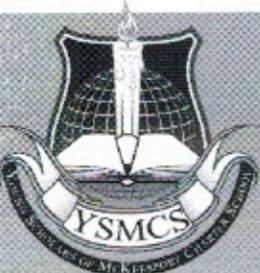
City and Zip Code: [Redacted]

Public School District of Residence: _____

E Mail Address: _____

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Young Scholars of McKeesport Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: [Redacted]



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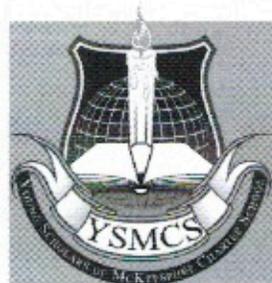
3. _____ Child's date of birth _____ Current grade _____
First and last name of child

4. _____ Child's date of birth _____ Current grade _____
First and last name of child

Telephone Num _____
 Street Address: _____
 City and Zip Co _____
 Public School D _____
 E Mail Address _____

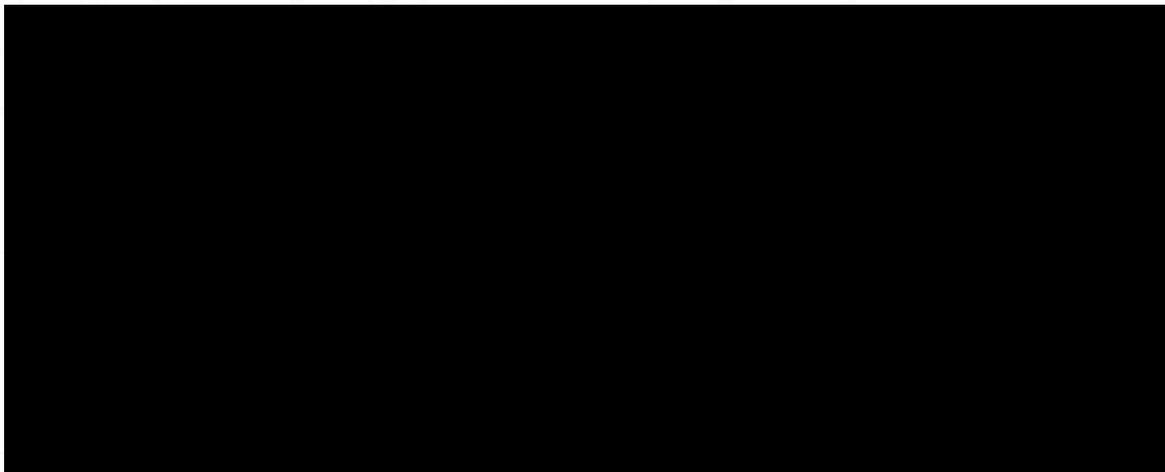
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Signature _____



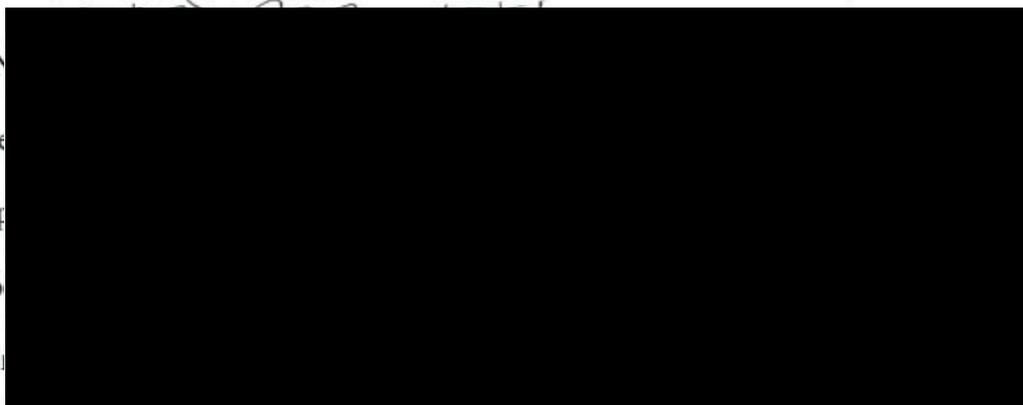
Young Scholars of McKeesport Charter School

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www.YSMCS.org
1985 Lincoln Way
Suite 23 #300
White Oak, PA 15131
(412) 407 7912



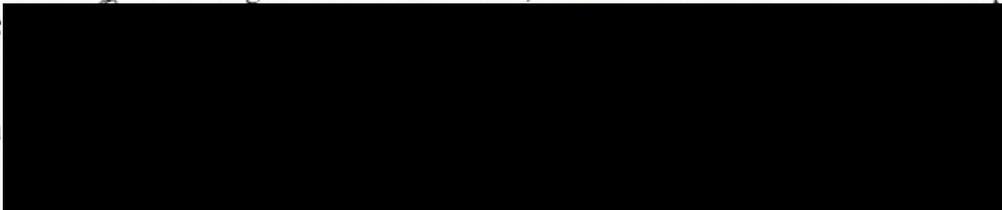
3. _____ Child's date of birth _____ Current grade _____
First and last name of child
4. _____ Child's date of birth _____ Current grade _____
First and last name of child

Telephone Number _____
Street Address _____
City and Zip _____
Public School _____
E Mail Address _____



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Signature _____

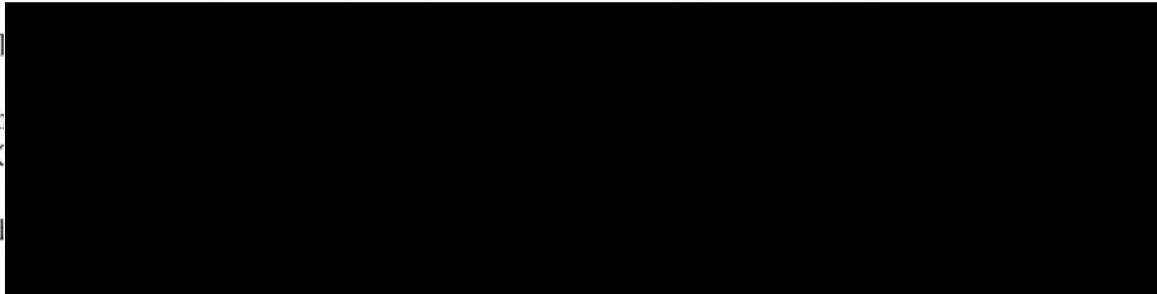




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1985 Lincoln Way
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(412) 407-7912

PRE-ENROLLMENT FORM

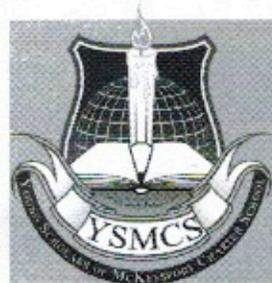


2. _____
First and last name of child Child's date of birth Current grade
3. _____
First and last name of child Child's date of birth Current grade
4. _____
First and last name of child Child's date of birth Current grade

Telephone Number _____
Street Address _____
City and Zip _____
Public School District of Residence: _____
E Mail Address _____

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Signature _____



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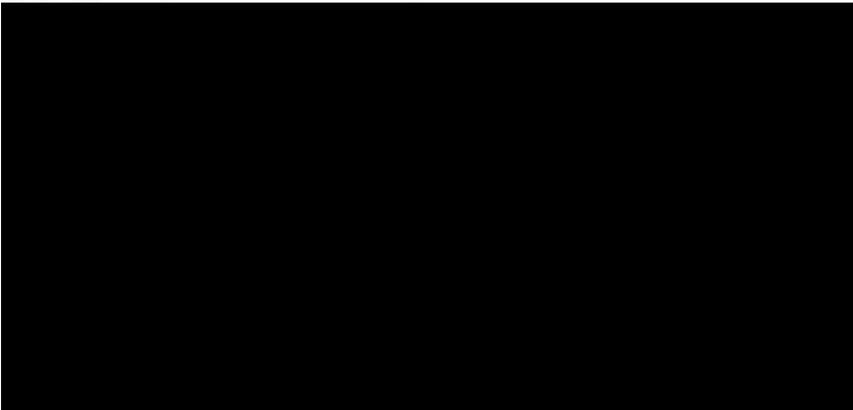
1. 

2. _____ Child's date of birth _____ Current grade _____
 First and last name of child

3. _____ Child's date of birth _____ Current grade _____
 First and last name of child

4. _____ Child's date of birth _____ Current grade _____
 First and last name of child

Telephone Number _____
 Street Address _____
 City and Zip Code _____
 Public School _____
 E Mail Address _____



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www www.YSMCS.org
✉ 1985 Lincoln Way
Suite 23 #300
White Oak, PA 15131
☎ (412) 407-7912

PRE-ENROLLMENT FORM

[Redacted area]

- | | | | |
|----|------------------------------|-----------------------|---------------|
| 2. | _____ | _____ | _____ |
| | First and last name of child | Child's date of birth | Current grade |
| 3. | _____ | _____ | _____ |
| | First and last name of child | Child's date of birth | Current grade |
| 4. | _____ | _____ | _____ |
| | First and last name of child | Child's date of birth | Current grade |

Telephone _____

Street Address _____

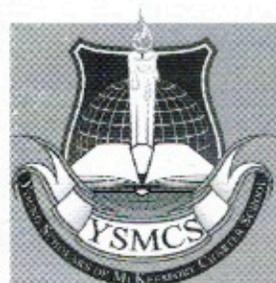
City and Zip _____

Public School _____

E Mail Address _____

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[Redacted area]



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PRE-ENROLLMENT FORM



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4. _____
 First and last name of child Child's date of birth Current grade

Telephone Number _____

Street Address _____

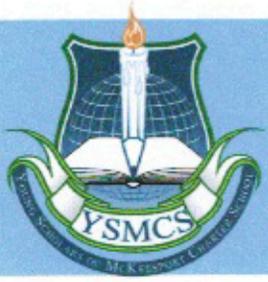
City and Zip Code _____

Public School _____

E Mail Address _____

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✉ 1985 Lincoln Way
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White Oak, PA 15131
☎ (412) 407 7912

PRE-ENROLLMENT FORM

I, _____

her
Ch _____

1. _____

2. _____

First and last name of child

Child's date of birth

Current grade

3. _____

First and last name of child

Child's date of birth

Current grade

4. _____

First and last name of child

Child's date of birth

Current grade

Telephone Num _____

Street Address: _____

City and Zip Co _____

Public School D _____

E Mail Address _____

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Signature _____

Subject **YSMCS Support Letter**

From Barbara Roberts [REDACTED]

To <info@ysmcs.org>

Date 2013-02-07 12:13

Priority Normal



From: Barbara Roberts <[REDACTED]>
Subject: YSMCS Support Letter

Name of the supporter: Barbara Roberts

I support the creation of the Young Scholars of McKeesport Charter School (YSMCS) serving students in grades Kindergarten through twelve in the McKeesport community. I support YSMCS because it will provide another educational option for families and taxpayers. YSMCS is scheduled to open in September 2013.

I support the mission statement because the Young Scholars of McKeesport Charter School will be a coeducational, K-12 school with a rigorous academic curriculum. YSMCS will set high standards of achievement for all students, coupled with the development of critical thinking, problem solving, and decision-making skills. YSMCS will stress personal growth and social awareness, which will enable all students to successfully advance to the next educational level.

The Young Scholars of McKeesport Charter School when fully enrolled will be open to all students in grades K through 12 residing in the McKeesport area. I understand that students in grades K through 4 will be accepted for the 2013-2014 academic year.

Phone: [REDACTED]

email: [REDACTED]

I am a parent with a child/children eligible to attend the school: I am a parent with a child/children eligible to attend the school

Initials: BR

IP Address: [REDACTED]

--

This mail is sent via contact form on Young Scholars of McKeesport Charter School
<http://ysmcs.org>

Subject **YSMCS Support Letter**

From Barbara Evans <[REDACTED]>

To <info@ysmcs.org>

Date 2012-09-28 19:45

Priority Normal



From: Barbara Evans <[REDACTED]>
Subject: YSMCS Support Letter

Name of the supporter: Barbara Evans

I support the creation of the Young Scholars of McKeesport Charter School (YSMCS) serving students in grades Kindergarten through twelve in the McKeesport community. I support YSMCS because it will provide another educational option for families and taxpayers. YSMCS is scheduled to open in September 2013.

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The Young Scholars of McKeesport Charter School when fully enrolled will be open to all students in grades K through 12 residing in the McKeesport area. I understand that students in grades K through 4 will be accepted for the 2013-2014 academic year.

Phone: [REDACTED]

I am a parent with a child/children eligible to attend the school: I am a parent with a child/children eligible to attend the school

Initials: BE

IP Address: [REDACTED]

--
This mail is sent via contact form on Young Scholars of McKeesport Charter School
<http://ysmcs.org>

Subject **YSMCS Pre-Enrollment Form**

From [REDACTED]

To <info@ysmcs.org>

Date 2013-02-07 12:12

Priority Normal



From: [REDACTED] <[REDACTED]>

Subject: YSMCS Pre-Enrollment Form

I, [REDACTED] hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

[REDACTED]

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter.

By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Young Scholars of McKeesport Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Initials: BR

[REDACTED]

--
This mail is sent via contact form on Young Scholars of McKeesport Charter School
<http://ysmcs.org>

Subject **YSMCS Pre-Enrollment Form**

From [REDACTED]

To <info@ysmcs.org>

Date 2013-02-07 12:11

Priority Normal



From: [REDACTED]

Subject: YSMCS Pre-Enrollment Form

I, [REDACTED] hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

[REDACTED]

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter.

By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Young Scholars of McKeesport Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Initials: BR

IP Address: [REDACTED]

--

This mail is sent via contact form on Young Scholars of McKeesport Charter School
<http://ysmcs.org>

Subject **YSMCS Pre-Enrollment Form**

From [REDACTED]

To <info@ysmcs.org>

Date 2012-11-11 15:58

Priority Normal



From: [REDACTED]

Subject: YSMCS Pre-Enrollment Form

I, [REDACTED] hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

[REDACTED]

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter.

By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Young Scholars of McKeesport Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Initials: JC

IP Address: [REDACTED]

--

This mail is sent via contact form on Young Scholars of McKeesport Charter School
<http://ysmcs.org>

Subject **YSMCS Pre-Enrollment Form**

From [REDACTED]

To <info@ysmcs.org>

Date 2012-11-11 15:55

Priority Normal



From: [REDACTED]
Subject: YSMCS Pre-Enrollment Form

I, [REDACTED] hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

[REDACTED]

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter.

By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Young Scholars of McKeesport Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Initials: JC

IP Address: [REDACTED]

--

This mail is sent via contact form on Young Scholars of McKeesport Charter School
<http://ysmcs.org>

Subject **YSMCS Pre-Enrollment Form**

From [REDACTED]

To <info@ysmcs.org>

Date 2012-11-01 10:58

Priority Normal



From: [REDACTED] [REDACTED]

Subject: YSMCS Pre-Enrollment Form

I, [REDACTED] hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

[REDACTED]

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter.

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Initials: TC

[REDACTED]

--
This mail is sent via contact form on Young Scholars of McKeesport Charter School
<http://ysmcs.org>

Subject **YSMCS Pre-Enrollment Form**

From [REDACTED]

To <info@ysmcs.org>

Date 2012-10-30 11:27

Priority Normal



From: [REDACTED]
Subject: YSMCS Pre-Enrollment Form

I, [REDACTED] hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

[REDACTED]

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter.

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Initials: CMW

[REDACTED]

--
This mail is sent via contact form on Young Scholars of McKeesport Charter School
<http://ysmcs.org>

Subject **YSMCS Pre-Enrollment Form**

From [REDACTED]

To <info@ysmcs.org>

Date 2012-10-03 06:59

Priority Normal



From: [REDACTED]
Subject: YSMCS Pre-Enrollment Form

I, [REDACTED] hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

[REDACTED]

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter.

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Initials: AT

IP Address: [REDACTED]

--

This mail is sent via contact form on Young Scholars of McKeesport Charter School
<http://ysmcs.org>

Subject **YSMCS Pre-Enrollment Form**

From [REDACTED]

To <info@ysmcs.org>

Date 2012-09-28 19:43

Priority Normal



From: [REDACTED]

Subject: YSMCS Pre-Enrollment Form

I, [REDACTED] hereby state my intent to enroll my child(ren) in the Young Scholars of McKeesport Charter School once it receives its charter.

[REDACTED]

I understand that the Young Scholars of McKeesport Charter School has not yet been granted a charter.

By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Young Scholars of McKeesport Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Initials: BE

IP Address: [REDACTED]

--

This mail is sent via contact form on Young Scholars of McKeesport Charter School
<http://ysmcs.org>



APPENDIX C: SUPPORT LETTERS



September 28, 2012

To whom it may concern:

I am writing this letter in support of the charter proposal submitted for the Young Scholars of Western Pennsylvania Charter School (YSWPCS) in the McKeesport School District. This is an application that grounds on a successful initiative currently running in the Baldwin Township. As a member of the Advisory Board of the YSWPCS in Baldwin Township, I have had multiple opportunities of interaction with the students, parents, and the school administration and staff. These interactions have involved both consultation and voluntary educational activities. I have visited the school many times and conducted numerous professional development workshops for teachers.

This initiative is based on current research in education and has substantial connections with the regional academic community that provides continuous advice for better educational quality. For example, the Advisory Board of the YSWPCS in Baldwin Township, which consists of internationally well-known scholars, including Professor Richard Tucker of Carnegie Mellon University and Professor Richard Donato of the University of Pittsburgh, has had meetings on school premises. In these meetings, the board members share their valuable expertise and guidance with the school administration to serve the students better. Specifically, the board provides advice primarily related to the academic matters, including content area curriculum, science, technology, innovative teaching and learning of critical world languages and cultures, and teacher professional development. In essence, these academic discussions play an integral role in strengthening academic programs, improving management and operation skills, reviewing and evaluating the academic mission and quality, evaluating extracurricular and paraprofessional services, recruiting personnel, raising funds, promoting public relations, and improving relations with other educational organizations. Indeed, these are, unfortunately, very rare opportunities for school districts across the nation.

As a result this educational philosophy and practice, the YSWPCS in the Baldwin Township has been very successful both academically and financially. Indeed, as we have recently learned during one of our meetings, the school has been doing an outstanding job regarding keeping a very well-balanced budget without compromising academic rigor and quality. This indicates their commitment to educational and fiscal responsibility, a much needed skill during these economic hardships and budget cuts in our schools. Based on my experience with the YSWPCS and as an educational researcher, teacher educator, and a former charter school teacher, I have no doubt that this initiative will successfully replicate the success of YSWPCS in the Baldwin Township. Therefore, I cannot imagine a better educational opportunity for the underprivileged children in the McKeesport area.

In sum, the innovative curricular framework, high quality instructional practices, rigorous fiscal responsibility, effective professional development activities, and cutting-edge learning outcomes assessment systems will make this project a huge success. Please do not hesitate to contact me should you have any questions regarding my support for the proposal submitted by the YSWPCS in McKeesport School District.

Sincerely,

A large black rectangular redaction box covers the signature area. A small, thin, curved line is visible above the top edge of the redaction, possibly representing a pen stroke or a scanning artifact.

Nihat Polat, Ph.D.



August 15, 2012

To Whom It May Concern:

It is with pleasure that I support the charter application from Young Scholars of Western Pennsylvania Charter School. My daughter, age 6, has attended YSWPCS since kindergarten and I could not be more happy with her academic progress and program of study. Young Scholars provides a unique public education, which provides an ideal environment for the intellectual and social development of its students. Their education program is engaging, interactive and proactive in response to the demands of a school age curriculum.

As a young student, my daughter has been exposed to two languages and is a part of a diverse, global environment that emphasizes character education in addition to traditional educational topics. Additionally, she has an individualized education program and the special education teacher has collaborated with general education to provide support that strengthens her areas of need and maximizes continued growth.

As a teacher educator, I work to prepare general and special educators as inclusive professionals and I think that YSWPCS embodies the education that I reference as highly effective and needed in our current educational environment. If you should have any additional comments, please do not hesitate to contact me.

Sincerely,



Temple S. Lovelace, Ph. D., BCBA-D
Assistant Professor of Special Education

RICK SACCONE, MEMBER
39TH LEGISLATIVE DISTRICT

HARRISBURG OFFICE:
PO Box 202039
Harrisburg, PA 17120-2039
Phone: (717) 260-6122

DISTRICT OFFICE:
1002 Old Hickory Lane
Jefferson Hills, PA 15025
Phone: (412) 653-1025
Fax: (412) 653-1275



House of Representatives
Commonwealth of Pennsylvania
Harrisburg

COMMITTEES:

Judiciary
Environmental Resources & Energy
Urban Affairs
(Subcommittee Chairman on Cities,
Counties - Second Class)
Children & Youth

rsaccone@pahousegop.com
www.RepSaccone.com

McKeesport Area School District
Board of School Directors
3590 O'Neil Boulevard
McKeesport, PA 15132

July 23, 2012

Dear McKeesport School Board Directors,

It is my pleasure to write in support of Young Scholars of Western PA Charter School's charter application. As State Representative, I have visited this school on several occasions and have met personally with their administration, staff and students. I have visited their small size class rooms which allows for differentiated instruction and more individualized attention. Young Scholars are encouraged, through adaptations or additions to individual programs of study to strive for his or her maximum potential.

I have found that Young Scholars strive to provide a unique alternative to public education by providing an "international" environment for the intellectual and social development of their students. They have two types of students; native speakers that are engaged in curriculum to expand global perspective, cultural and language immersion, and the second type being English language learners who bring tangible global perspective to the classroom. The value of learning multiple languages at an early age is vast including improved abilities with unfamiliar disciplines, statistically proven higher scores on standardized test scores and greater career opportunities. Young Scholars also focuses on fluency in Math, Science and Technology which is imperative in today's culture

I would like to convey my full support for their charter application and respectfully request that the Young Scholars of Western PA Charter School's application receives careful review as charter applications.

Sincerely,


Rick Saccone
State Representative
39th Legislative District

RS/vd



APPENDIX D: BYLAWS



**BYLAWS
Of
YOUNG SCHOLARS OF McKeesport
CHARTER SCHOOL**

ARTICLE I

NAME

The name of the Corporation is Young Scholars of McKeesport Charter School (hereinafter the "Corporation").

**ARTICLE II
MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members of the Corporation vest in the members of the Board of Trustees (hereinafter the "Trustees") of the Corporation. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

Article III: BOARD OF TRUSTEES

A. Powers.

1. General Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, the Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. Specific Powers. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- (a) To elect and remove Trustees, subject to Article III, Paragraphs A(2)(C) and A(2)(D) below;
- (b) To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
- (c) To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- (d) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
- (e) To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- (f) To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

(g) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

(h) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

(i) To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

(j) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Pennsylvania Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not less than five (5) nor more than nine (9). The Board shall fix the exact number of Trustees, within these limits, by Board resolution.

C. Election of Trustees.

1. Initial Board. The Board of Trustees shall consist initially of the individuals specifically identified in the Application (the "Initial School Trustees").

2. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

3. Eligibility. The Board may elect as a Trustee any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

4. Interested Persons. Not more than forty nine percent (49%) of the Trustees may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

5. Term of Office.

(a) The Trustees shall be divided into three (3) classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

(b) The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is elected as a parent of a child enrolled in YSM Charter School shall be one (1) year.

(c) The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired

term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the authorized number of Trustees.

(d) A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Corporation's Charter or the Bylaws or other Board action.

(e) A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Corporation's Charter or the Bylaws or other Board action.

6. Time of Elections. The Board shall elect Trustees at the Annual Meeting for that year, and may elect additional or successor Trustees at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the President or the Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the President or the Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board, he or she be deemed to have resigned, and the vacancy shall be filled.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting the Corporation's business.

Article IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

YSM Charter School
410 6th Ave. McKeesport, PA 15132

or at any such other place as the Board may select by resolution or amendment of these Bylaws.

The Secretary shall note any change in principal office on the copy of these Bylaws maintained by the Secretary.

Article V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any such other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held bi-monthly throughout the year and at other times as the Board determines.

D. Special Meetings. A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of not less than one-fifth (1/5) of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Public notice of Board meetings shall be consistent with Article 7 of the Public Officers Law (Open Meetings Law). Subject to the foregoing, notices of Board Meetings shall be given to the Board as follows:

1. Annual and Regular Meetings. Annual Meetings and Regular Meetings may be held without notice to Trustees if these Bylaws or the Board fixes the time and place of such meetings.

2. Special Meetings. Special Meetings shall be held upon four (4) days' notice by first-class mail or two (2) days' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting or attends the meeting without protest prior to its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting. This provision shall not permit waiver of the public notice provisions contained in Article 7 of the Public Officers Law.

Article VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall

be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be physically present to lawfully conduct a Board meeting. Once a quorum is present, additional trustees may participate in a Board meeting through the use of conference telephone or similar communication equipment to the extent permitted by Article 7 of the Public Officer's Law, so long as all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose and, subject to disapproval by the Board, the President shall appoint members to and designate the chairs of such committees. A Board committee will consist of not less than three (3) Trustees, who shall serve at the pleasure of the President.

2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) Filling vacancies on the Board or any Board committee which has the authority of the Board;
- (c) The fixing of Trustee compensation for serving on the Board or on any committee;
- (d) The amendment or repeal of these Bylaws or the adoption of new Bylaws; and
- (e) The creation of these Board committees, or the members of such committees.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board committee are to be conducted. In the absence of such prescription, a Board committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee shall be governed by the provisions of these Bylaws with respect to the calling of meetings, including compliance with the Public Officers Law.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- (a) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(c) A Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Article VI, Paragraph (D)(1), and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Article VI, Paragraph (D)(1) and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee of which such Trustee is a member, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

Article VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a President, Vice President, a Secretary and a Treasurer. The Corporation also may have such other officers as the Board deems advisable.

1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.

2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and committee meetings as required by these Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

Article VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Article IX: INDEMNIFICATION OF CORPORATE AGENTS

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that such person or such person's testate or intestate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as duly approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

Any Trustee, Officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring that prior to any formal action by the Board, any Trustee, Officer and key employee shall disclose existing and potential conflicts of interest; and requiring corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this Article X, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Article XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President or Treasurer.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

Article XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of Charter School, an education Corporation duly organized and existing under the laws of the State of Pennsylvania; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary _____ Date



APPENDIX E: RESUMES OF FOUNDING MEMBERS





M.MELIH DEMIRKAN
Project Associate
Paul C. Rizzo Associates, Inc.



Education

Ph.D., **University of Maryland at College Park** (March 2008)

Department of Civil & Environmental Engineering

M.S., Bogazici **University** (August 2002)

B.S., **Yildiz Technical University** (July 1999)

Work Experience

Project Director, (March 2008 – present)

Paul C. Rizzo Associates Inc., Pittsburgh PA.

Worked as lead geotechnical engineer on Nuclear Power Plant (NPP) projects. Responsibilities included performing conceptual and final design of NPP foundations using Roller Compacted Concrete (RCC) on low density zone rock subsurface conditions for sites in southeastern U.S. Participated geotechnical analysis and design of Safety and Non-safety related NPP structures including nuclear island settlement analysis, earth retaining walls, and deep foundations. Prepared geotechnical and geology sections of Final Safety Analysis Report for combined operation licensing applications for national and international NPP projects.

Teaching Assistant / Lecturer, (August 2003- March 2008)

Department of Civil and Environmental Eng., University of Maryland-
College Park.

Taught senior level ENCE 444 “*Laboratory Characterization of Geomaterials?*” class. The class syllabus included review of major soil tests and their interpretation for engineering purposes. Engineering classification tests (Atterberg limits and grain size distribution), permeability, in-situ and lab density-moisture test, soil strength (CBR, unconfined compression, direct shear test and triaxial) and compressibility characteristics. Graded assignments for undergraduate level ENCE 340 and graduate level ENCE 647.

Graduate Research Assistant (August 2003- March 2008)

Department of Civil and Environmental Eng., University of Maryland-
College Park.



Performed assessments on environmental fate of organic pollutants and investigated potential impacts on groundwater and subsurface. Investigated effectiveness of integrated remediation methods for petroleum hydrocarbons removal from soil and groundwater. Designed integrated passive barrier technology comprised of biodegradation and sorption processes. Conducted biokinetic measurements on contaminant degradation using isolated microorganism. Developed the sorption characterization of the high carbon content fly ash. Performed batch adsorption tests, column leaching tests and column sorption-desorption tests. Involved in investigating beneficial reuse of recycled materials such as foundry sand, scrap tire chips and high carbon content fly ash in engineering applications. Determined geotechnical and environmental suitability of foundry sand and fly ash in highway embankments and tire chips in landfill liners.

Geotechnical Engineer / Consultant, (June 2002 –July 2003)

ELC Consultants, Istanbul Turkey

Responsibilities included dynamic modeling of pile foundations BP Baku seaport in Azerbaijan. Conducted 2-D finite element modeling of pile groups and subsurface interaction under earthquake motion.

Performed geotechnical testing and prepared geotechnical reports for construction projects.

Graduate Research / Teaching Assistant, (September 2001 – July 2003)

Department of Civil Engineering, Bogazici University, Istanbul, Turkey

Research areas included numerical modeling and seismic response of geosynthetic reinforced soil walls. Investigated the effects of each wall component on the MSE wall response under actual time history. Performed evaluation of seismic shaking table tests on MSE wall with marginal backfill.

Graded assignments, exams and reports in one of the junior level courses, Examining problem solving sections in undergraduate courses ; *CE 332 Soil Mechanics, CE 431 Foundation Engineering, CE 334 Soil Mechanics Laboratory, CE331 Earth Science* Supervised undergrad student during research projects.

Awards and Honors

Maryland Water Resources Research Center Graduate Research Fellowship, 2005, 2007

University of Maryland J. K. Goldhaber travel award, 2007

University of Maryland Graduate School Fellowship, 2003-2005

Municipality of Istanbul Ph.D. Fellowship Turkey, 2002-2004

Undergraduate Scholarship Yildiz Technical University, Turkey, 1997-1999



Services and Memberships

- Member of American Society of Civil Engineers (ASCE) Geo-Institute
- Reviewer for the ASCE Practice Periodical of Hazardous, Toxic and Radioactive Waste Management – Special Addition on Innovative Barrier Systems for Waste Containment
- Reviewer for the TRB conference 2005
- Reviewer for the ASCE Geo-Institute GSP (Geo-Frontiers Conference)
- Reviewer for the North American Geosynthetics Society (NAGS)
- Reviewer for 16th International Conference on Soil Mechanics and Geotechnical Engineering (ICSMGE)

Peer Reviewed Journal Publications

Demirkan, M.M., Seagren, E.A., and Aydilek, A.H. (2007). “Reuse of Fly Ash Amended Contaminated Soils in Highway Embankments”, Journal of the Transportation Research Board, No. 1975, pp. 104-111.

Guler E., Hamderi M and **Demirkan M.M.** (2007). “Numerical Analysis of Reinforced Retaining Structures with Cohesive and Granular Backfills”, Geosynthetics International Vol. 14, No. 6, pp 330-345.

Aydilek, A. H., Madden, E.T., and **Demirkan, M.M.** (2006). “Field Evaluation of a Leachate Collection System Constructed with Scrap Tires”, Journal of Geotechnical and Geoenvironmental Engineering, Vol. 132, No. 8, ASCE, pp. 990-1000.

Guney, Y. Aydilek, A.H., and **Demirkan, M.M.** (2006). “Geo-environmental Behavior of Foundry Sand Amended Mixtures for Highway Subbases”, Waste Management, Vol. 26, pp. 932-945.

Demirkan, M.M., Seagren, E.A., and Aydilek, A.H. “Adsorption of Naphthalene and *o*-Xylene by High Carbon Content Fly ash” Journal of Environmental Engineering, ASCE (Submitted in 2009).

Demirkan, M.M., Seagren, E.A., and Aydilek, A.H., Morar D. “High Carbon Content Fly ash as a Reactive Medium in Permeable Reactive Barriers: Batch and Column Sorption Desorption Experiments” Journal of Geotechnical and Geoenvironmental Engineering, ASCE (Submitted in 2009).

Morar, D., Aydilek, A.H., Seagren, E.A., and **Demirkan, M.M.** “Metal Leaching from Fly Ash-Sand Reactive Barriers” Journal of Environmental Engineering, ASCE (Submitted in 2009).

Demirkan, M.M., Seagren, E.A., and Aydilek, A.H. “Fly Ash as a Biosorptive Barrier Medium for Remediation of Two Petroleum Hydrocarbons” Journal of



Geotechnical and Geoenvironmental Engineering, ASCE (in preparation to be submitted in 2010).

Guler E., **Demirkan M.M.** and Hamderi M, “Numerical Analysis of Reinforced Soil Retaining Walls with Cohesive and Granular Backfills Under Cyclic Loads”, Geosynthetics International (in preparation to be submitted in 2009).

Proceedings

Demirkan, M.M., Morar, D., Aydilek A.H., Seagren, E.A, and Petzrick, P. (2008). “Remediation of NAPL-Contaminated Groundwater Using High Carbon Content Fly Ash”, *Proceedings of Geoenvironment 2008*.

Demirkan, M.M., Aydilek A.H., and Seagren, E.A. (2007). “Leaching Behavior of Petroleum Contaminated Soils Stabilized with High Carbon Content Fly Ash”, Proceedings of GeoDenver2007: New Peaks in Geotechnics, 14 p. (CD Rom).

Demirkan, M.M., Seagren, E.A., and Aydilek, A.H. (2006). “Reuse of Fly Ash Amended Petroleum Contaminated Soils in Highway Embankments”, Proceedings of the 85th Annual Meeting of the Transportation Research Board, Washington, D.C., January 2006, 28 p. (CD-Rom).

Güler E. , **Demirkan M. M.**, “A Numerical Analysis of the Geosynthetic Reinforced Soil Walls With Cohesive Backfill Under Seismic Loads”, International Conference ICNSMGE- ZM 2003- New Developments In Soil Mechanics and Geotechnical Engineering, Lefkosa, TRNC, 2003.

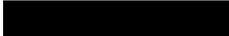
Güler E., **Demirkan M.M.**, “The Behavior of Geosynthetically Reinforced Soil Retaining Walls Under Dynamic Loads”, Ninth Turkish Congress on Soil Mechanics and Foundation Engineering, 21-22 October 2002, University of Anadolu, Eskisehir, Turkey.



ISA E. HAFALIR

Tepper School of Business
Carnegie Mellon University
Pittsburgh, PA 15213, USA



E-mail: 

Web: 

Education:

B.S. Industrial Engineering, Industrial Engineering, Bilkent U., 2001
MA, Social Science, California Institute of Technology, 2003
Ph.D., Economics, Penn State University, 2007

Current Position:

Associate Professor of Economics, Tepper School of Business
Carnegie Mellon University, 2007-

Publications:

Hafalir, I. Efficiency in Coalition Games with Externalities, *Games and Economic Behavior*, 61 (2007), 242-258
Hafalir, I and V. Krishna. Asymmetric Auctions with Resale, *American Economic Review*, 98 (2008), 87-112
Hafalir, I. Stability of Marriage with Externalities, *International Journal of Game Theory*, 37 (2008), 353-370
Hafalir, I. and V. Krishna Revenue and Efficiency Effects of Resale in First-Price Auctions Forthcoming, *Journal of Mathematical Economics* (2008)

Grants and Awards:

National Science Foundation Grant, SES 0752928, Auctions and Resale Markets (joint with Vijay Krishna), 2008 to 2011
Google Research Award, Modelling Sponsored Search Auctions (joint with R. Ravi), 2009-2010
Faculty Giving Chair, 2008-2009, 2009-2010, Tepper School of Business
Excellence in Refereeing Award, *American Economics Review*, 2008



Teaching Experience:

Tepper School of Business: Microeconomics (G), Game Theory and Applications (G), Game Theory for Economists (U)

TA at Penn State University: Microeconomics (G)

TA at Caltech: Macroeconomics (U), Theory of Value (U)

Conference Presentations:

16th International Conference on Game Theory, Stony Brook, July 2005

Decentralization Conference, Paris-France, April 2006

Stony Brook Workshop on Externalities, Public Goods and Games, Stony Brook, July 2006

International Meeting for the Society for Social Choice and Welfare, Istanbul-Turkey, July 2006

Conference of the Society for Economic Design, Bodrum-Turkey, July 2006

Cornell-Penn State Macro Workshop, Ithaca, September 2006

Midwest Economic Theory Meeting, West Lafayette, October 2006

INFORMS Annual Meeting, Pittsburgh, November 2006

Conference on Auctions with Resale, UCSB, Santa Barbara, April 2007

Economic Science Association North American Meeting, Tucson, October 2007

Midwest Economic Theory Meeting, Ann Arbor, November 2007

CAPCP Conference, Penn State University (discussant), State College, April 2008

Conference of the Society for Economic Design, Ann Arbor, June 2008

Econometric Society North American Summer Meeting, Pittsburgh, June 2008

Third World Congress of the Game Theory Society, Evanston, July 2008

Midwest Economic Theory Meeting, Columbus, October 2008

Invited Talks:

University of Pittsburgh, Pittsburgh, February 2007

Carnegie Mellon University, Tepper School of Business, Pittsburgh, February 2007

University of Michigan, Ann Arbor, February 2007

Ohio State University, Columbus, April 2008

University of Melbourne, Melbourne-Australia, May 2008

University of Pittsburgh, Pittsburgh, September 2008

University of British Columbia, Vancouver, Canada, November 2008



Google Inc, New York, January 2009

University of Rochester, Rochester, April 2009

University of Wisconsin, Madison, May 2009

Refereeing Experience:

American Economic Review, Econometrica, Rand Journal of Economics, Journal of Economic Theory, Management Science, National Science Foundation, Journal of Mathematical Economics, Games and Economic Behavior, Mathematics of Operations Research, B.E. Journal of Theoretical Economics, International Economic Review, Mathematical Social Sciences, Journal of Public Economic Theory, Social Choice and Welfare, Review of Economic Design, Economics Bulletin, Theory and Decision, Eurasian Journal of Business and Economics



LAURA J. MAHALINGAPPA

EDUCATION

2004-2009 **Doctor of Philosophy**, Linguistics, The University of Texas at Austin

The Acquisition of Split-Ergativity in Kurmanji Kurdish. Committee: Richard P. Meier (supervisor), Keith Walters (supervisor), Catherine Echols, Lisa Green, Anthony C. Woodbury, Patience Epps. Expected December 2009.

2000-2004 **Master of Arts, Linguistics, The University of Texas at Austin**

Lexical Variation Following the Turkish Language Reform

Supervisor: Dr. Keith Walters

1993-1997 **Bachelor of Arts, American University, Washington, D.C.**

International Studies major, Economics major, TESOL Certificate, *Cum Laude*

TEACHING

Fall 2009 **Lecturer for *Culturally and Linguistically Diverse Learners***

Duquesne University, Dept. of Instruction and Leadership in Education

Spring 2009 **Lecturer for *Sociolinguistics in the ESL Classroom***

Duquesne University, Dept. of Instruction and Leadership in Education

Fall 2008 **Lecturer for *Culturally and Linguistically Diverse Learners***

Duquesne University, Dept. of Instruction and Leadership in Education

Spring 2008 **Lecturer for *Sociolinguistics in the ESL Classroom***

Duquesne University, Dept. of Instruction and Leadership in Education

Spring 2007 **Teaching Assistant for *Language and Gender***

The University of Texas at Austin, Dept. of Linguistics

Fall 2006 **Teaching Assistant for *Sociolinguistics***

The University of Texas at Austin, Dept. of Linguistics

Spring 2006 **Lecturer for *Language, Culture and Society in the U.S.***

International Black Sea University, American Studies Dept., Tbilisi, Georgia

Fall 2005 **Lecturer for *Academic Writing***

Atatürk University, Dept. of Foreign Language Education, Erzurum, Turkey



Fall 2005 Teaching Assistant for *Introduction to Linguistics*
Atatürk University, Dept. of English Language and Literature, Erzurum,
Turkey

Spring 2001 Teaching Assistant for *Islamic Civilization in Sub-Sahara Africa*
The University of Texas at Austin, Dept. of Middle Eastern Languages and
Cultures

Fall 2000 Teaching Assistant for *Practice of Islam in America*
The University of Texas at Austin, Dept. of Middle Eastern Languages and
Cultures

1999-2000 Instructor of *English as a Foreign Language*
International Black Sea University, English Preparatory Program, Tbilisi,
Georgia

1998-2000 Instructor of *English as a Foreign Language*
International House, Tbilisi, Georgia

1997-1998 Instructor of *English as a Second Language*
Bellevue Learning Center, Bellevue, WA

GRANTS, FELLOWSHIPS, AND AWARDS

2008 Professional Development Award
The University of Texas at Austin

2007 Professional Development Award
The University of Texas at Austin

2006 **National Science Foundation Doctoral Dissertation Improvement
Grant**

\$11,640 for dissertation research expenses on monolingual and bilingual
acquisition of Turkish and Kurmanji Kurdish in Turkey

2005 Professional Development Award
The University of Texas at Austin

2002- Foreign Language Area Scholarship – Academic Year for Russian
2004 The University of Texas at Austin, Center for Russian, Eastern
European and Eurasian Studies

\$14,000 plus tuition and fees per year for the 2003-2004 and 2004-2005
academic years

2002 Liberal Arts Graduate Research Grant – LAGR
The University of Texas at Austin, Dean of Liberal Arts
\$1950 for research expenses in Turkey



2001 Foreign Language Area Scholarship – Summer for Turkish
The University of Texas at Austin, Center for Middle Eastern Studies
\$5,400 for tuition and stipend for Turkish course in Istanbul, Turkey

1993- Presidential Scholarship

1997 American University, Washington, D.C.

1997 Member – Golden Key National Honor Society
American University, Washington, D.C.

1994- Dean's List

1997 American University, Washington, D.C.

POSITIONS HELD

Spring 2005 **Graduate Research Assistant for Language and Nationalism in the Middle East**

The University of Texas at Austin, Middle Eastern Studies

2003-2005 Graduate Research Assistant / Editor

The University of Texas at Austin, Dept. of Civil Engineering

2001-2002 Managing Editor

National Journal of Sociology, Austin, TX

Spring 2001 Graduate Research Assistant for Islamic Architecture

The University of Texas at Austin, Dept. of Middle Eastern Languages and Cultures

PUBLICATIONS

2009 Polat, N., and L. Mahalingappa. (in press). Gender Differences in Identity and Acculturation Patterns and L2 Accent Attainment. *Journal of Language, Identity, and Education*.

2009 Mahalingappa, L. (under review). Identity Construction in Context: Lexical Variation Following the Turkish Language Reform. *Journal of Turkish Linguistics*.

2009 Mahalingappa, L. (2009). Acquisition of Split-Ergativity in Kurmanji Kurdish. In Chandlee, J., Franchini, M., Lord, S., and Rheiner, G-M (Eds.), *Proceedings of the 33rd Annual Boston University Conference on Language Development*, Vol. 2. Cascadilla Press: Somerville, MA. 333-342.

2004 Chun, E., W. F. Chiang, L. Mahalingappa, and S. Mehus, (Editors). (2004). *Texas Linguistic Forum Vol. 47. Proceedings of the Eleventh Annual Symposium About Language and Society—Austin*.

2001 Mahalingappa, Laura. (2001). Varieties of English in Language Learning and Teaching. In Gard, G. (Ed.), *Proceedings from the Business of English in the Modern World*. International Black Sea University, Tbilisi, Georgia.



PRESENTATIONS

2008 Language Acquisition and Socialization by Kurds in Turkey. Invited talk. Northwestern University, Department of Linguistics, December 2, 2008.

2008 Acquisition of Split-Ergativity in Kurmanji Kurdish. *The 33rd Annual Boston University Conference on Language Development*, Boston University, October 31, 2008.

2007 Acquisition of Split-Ergativity in Kurmanji Kurdish: Variability and Language Change. *New Ways of Analyzing Variation 36*, Philadelphia, PA, October 13, 2007.

2007 Language Acquisition and Socialization in Multilingual Communities. Invited talk. University of Houston-Downtown, Department of English, February 21, 2007.

2007 Language Acquisition by Kurds in Turkey. Invited talk. University of Michigan, Department of Linguistics, January 30, 2007.

2007 Variability in the Acquisition of Split-Ergativity in Kurmanji Kurdish. *The 81st Annual Meeting of the Linguistic Society of America*, Anaheim, CA, January 5, 2007.

2006 Workshop on Research Design in the Social Sciences. International Black Sea University, Tbilisi, Georgia, March 14, 2006.

2005 Identity Construction Following the Turkish Language Reform. *10th Annual World Convention of the Association for the Study of Nationalities (ASN)*, Columbia University, New York City, NY, April 15, 2005.

2005 Lexical Variation and Identity Following the Turkish Language Reform. *Georgetown Linguistics Society 2005 - The Language and Identity Tapestry: Linguistic Re/presentations of identities in social interaction*, Georgetown University, Washington, D.C., February 19, 2005.

2003 Invited Lecture on Turkish Language Planning and the Turkish Language Reform. LIN 374M: *Sociolinguistics*, The University of Texas at Austin, November 18, 2003.

PROFESSIONAL AND SERVICE ACTIVITIES

Co-organizer, 11th Annual Symposium About Language and Society–Austin (SALSA), UT-Austin, April 2003

Abstract Reader

SALSA 15, UT-Austin, April 2007

SALSA 13, UT-Austin, April 2005

SALSA 12, UT-Austin, April 2004

SALSA 10, UT-Austin, April 2002

Conference volunteer for:

Texas Linguistics Society (TLS): Issues at the Semantics-Pragmatics Interface, UT-Austin, March 2004

South Asian Language Analysis Roundtable 23 (SALA), UT-Austin, October 2003



TLS: Dynamics, Coarticulation, Speech Production, and Speech Perception, UT-Austin, March 2003

TLS /SWOT: Southwest Workshop in Optimality Theory, UT-Austin, March 2002

TLS: The Role of Agreement in Natural Language, UT-Austin, March 2001

Occasional Reviewer for the *Journal of Pragmatics* 2004, 2007



HASAN GUCLU



Education:

Los Alamos National Laboratory, Los Alamos, New Mexico, USA

Postdoctoral training in Complex Systems Group, October 2005 – August 2008

- Worked on EpiSimS project (Los Alamos Epidemiological Simulation System)
- Mentor: Dr. Zoltán Toroczkai (currently at University of Notre Dame)

Rensselaer Polytechnic Institute, Troy, New York, USA

Ph.D., Statistical Physics, August 2005

- Dissertation Topic: “Synchronization in Small-World-Connected Computer Networks”
- Adviser: Prof. György Kornisso

Middle East Technical University, Ankara, Turkey

M.S., Statistical Physics, January 2001

- Thesis Topic: “Formation and Evolution of Breathers in a Chain of Nonlinear Coupled Oscillators”
- Advisers: Profs. Vladimir Mirnov and Sinan Bilikmen

Middle East Technical University, Ankara, Turkey

B.S., Physics, July 1998

Work Experience:

Assistant Professor, Department of Biostatistics, (June 2010 – present)

Assistant Professor, Public Health Dynamics Laboratory, (June 2010 – present)

University of Pittsburgh, Pittsburgh, Pennsylvania, USA

Graduate School of Public Health

Assistant Professor, School of Mathematical Sciences (Sep 2008 – June 2010)

Rochester Institute of Technology, Rochester, New York, USA



Director's Funded Postdoctoral Fellow, (Oct 2005 – Aug 2008)

Los Alamos National Laboratory, Los Alamos, New Mexico, USA

Graduate Research Assistant, (May 2001 – Jul 2005)

Rensselaer Polytechnic Institute, Troy, New York, USA

Graduate Intern, Complex Systems Group (Jun – Aug 2003)

Los Alamos National Laboratory, Los Alamos, New Mexico, USA

Graduate Intern, Center for Nonlinear Studies (Jun – Aug 2002)

Los Alamos National Laboratory, Los Alamos, New Mexico, USA

Graduate Assistant, (Sep 1998 – April 2001)

Middle East Technical University, Ankara, Turkey

Teaching and Mentoring:

Graduate School of Public Health - University of Pittsburgh

Assistant Professor 2010 – Present

Teaching Modeling and Simulation in Public Health, and developing Network Modeling.

School of Mathematical Sciences - Rochester Inst. Tech.

Assistant Professor 2008 – 2010

Taught Freshman Calculus, Advanced Calculus, Discrete Mathematics, and Complex Networks.

Los Alamos National Laboratory

Mentor/Adviser 2006 – 2007

Mentored L. O'Malley (Physics, Rensselaer Polytechnic Institute) and A. Baykal (Computer Science, University at Albany)

Middle East Technical University, Ankara, Turkey

Graduate Teaching Assistant 1998 – 2001

Taught freshman physics laboratory courses such as mechanics and electromagnetics

National Physics Olympiads, Ankara, Turkey

Coach/Tutor for high school students 1992 – 1997

Taught basic physics courses to high school students who were candidates for the National Physics Olympiads Team

Awards and Honors:

Selected for "Marquis Who's Who in America" (2011)



RIT Provost's Learning and Innovation Grant (2009)
Faculty Development Grant from the College of Science (2009)
Selected for "Marquis Who's Who of Emerging Leaders" (2007)
Travel Grant from Isaac Newton Institute for Mathematical Sciences, Cambridge, UK (2006)
Los Alamos Director's Funded Postdoctoral Fellowship (2005)
Travel Grant from NSF for the ITR Workshop, Urbana-Champaign, Illinois (2004)
Rensselaer Founder's Award of Excellence (2003)
Middle East Technical University Fellowship (METU) (merit based, 1993–1996)
METU Department of Physics Fellowship (merit based, 1993–1995)
Turkish Scientific and Technical Research Council Fellowship (merit based, 1993–1995)
METU Dean's List (1993, 1998)
Participant in the International Physics Olympiads, Helsinki, Finland (1992)
National Physics Olympiads, 1st place, Ankara, Turkey (1991)
Exhibitor for Young Inventors Competition, Ankara, Turkey (1991)

Services and Memberships:

Elected full member of Sigma Xi (the scientific research society, since 2008)
Member of the American Association for the Advancement of Science (AAAS, since 2007)
Member of The Institute of Electrical and Electronics Engineers (IEEE, since 2007)
Member of American Physical Society (APS, since 2004)
Elected member of Sigma Pi Sigma Honor Society RPI Chapter (since 2002)

Synergetic Activities:

Judge in Pittsburgh Regional Science and Engineering Fair, Pittsburgh, PA (2011)
Judge in Middle School Computer Fair, Pittsburgh, PA (2011)
Organizer for the Conference on Classical and Quantum Information Theory, Santa Fe, NM (2008)
Judge in LANL Student Symposium, Los Alamos, NM (2007)
Judge in New Mexico Supercomputing Challenge, Los Alamos, NM (2007)



Organizer for the 26th CNLS Conference on Socio-Technical Systems, Santa Fe, NM (2006)

Reviewer for Physical Review Letters/E, European Physics Letters, Journal of Physics A, Chaos.

Physics Letters A, International Journal of Computer Mathematics, and Journal of Biological Dynamics.

Publications:

Book: H. Guclu, Synchronization in Complex Computing Networks, (VDM Verlag Dr. Muller, 2009). ISBN: 978-3-639-21542-7.

22. H. Guclu, T. Karabacak, and M. Yuksel, “Network Behavior in Thin Films and Nanostructure Growth Dynamics”, in *Thin film growth: Physics, material science and applications* edited by C. Zexian, (Woodhead Publishing, Cambridge, UK, 2011). ISBN: 978-1-84569-736-5.

21. H. Guclu, D. Rani, and M. Yuksel, “Ad Hoc Limited Scale-Free Models for Unstructured Peer-to-Peer Networks”, *Peer-to-Peer Networking and Applications* 4, 92–105 (2010).

20. E. Yanmaz and H. Guclu, “Stationary and Mobile Target Detection using Mobile Wireless Sensor Networks”, in *Proc. of The 29th Conf. on Computer Communications (INFOCOM)* (2010).

19. T. Karabacak, H. Guclu, and M. Yuksel, “Network Behavior in Thin Film Growth Dynamics”, *Physical Review B* 79, 195418 (2009).

18. H. Guclu and M. Yuksel, “Limited Scale-Free Overlay Topologies for Unstructured Peer-to-Peer Networks”, *IEEE Transactions on Parallel and Distributed Systems*, 20(5), 654 (2009).

17. H. Guclu, D. Rani, and M. Yuksel, “Ad Hoc Limited Scale-Free Models for Unstructured Peer-to-Peer Networks”, in *Proceedings of the Seventh IEEE International Conference on Peer-to-Peer Computing (IEEE P2P 2008)*. [peer-reviewed, 20% acceptance rate]

16. S. Boettcher, B. Gonçalves, and H. Guclu, “Hierarchical, Regular Small-World Networks”, *Journal of Physics A: Mathematical and Theoretical* 41, 252001 (2008).

15. M. Yuksel, T. Karabacak, H. Guclu, “Networking Behavior in Thin Film and Nanostructure Growth Dynamics”, in *Proceedings of the 2nd IEEE International Conference on Nano-Networks 2007*. [peer-reviewed]

14. H. Guclu, G. Korniss and Z. Toroczkai, “Synchronization and extreme fluctuations in noisy task-completion landscapes”, *Chaos* 17, 026104 (2007).

13. H. Guclu and M. Yuksel, “Scale-Free Overlay Topologies with Hard Cutoffs for Unstructured Peer-to-Peer Networks”, in *Proceedings of the 27th IEEE International Conference on Distributed Computing Systems*, p. 32 (2007). [peer-reviewed, 14% acceptance rate]



12. Z. Toroczkai and H. Guclu, “Dynamic Proximity Networks”, *Physica A* 378, 68 (2007).
11. H. Guclu, G. Korniss, M.A. Novotny, Z. Toroczkai, and Z. R'cz, “Synchronization Landscapes in Small-world-connected Computer Networks”, *Physical Review E* 73, 066115 (2006).
10. Z. Toroczkai, G. Korniss, M.A. Novotny, and H. Guclu, “Virtual Time Horizon Control via Communication Network Design”, in *Computational Complexity and Statistical Physics*, edited by A. Percus, G. Istrate, and C. Moore, a volume of Santa Fe Institute Studies in the Sciences of Complexity Series (Oxford University Press, New York, 2006). [peer-reviewed]
9. H. Guclu and G. Korniss, “Extreme Fluctuations in Small-world-coupled Autonomous Systems with Relaxational Dynamics”, *Fluctuations and Noise Letters* 5, L43 (2005).
8. H. Guclu and G. Korniss, “Extreme Fluctuations in Small-Worlds with Relaxational Dynamics”, *Physical Review E* 69, 065104(R) (2004).
7. S. Eubank, H. Guclu, V.S.A. Kumar, M. Marathe, A. Srinivasan, Z. Toroczkai, and N. Wang, “Modeling Disease Outbreaks in Realistic Urban Social Networks”, *Nature* 429, 180 (2004).
6. H. Guclu and G. Korniss, “Extreme Fluctuations in Small-worlds with Relaxational Dynamics”, *Noise in Complex Systems and Stochastic Dynamics II (Invited Paper)*, in *Proceedings of SPIE (The International Society for Optical Engineering)* 5471 (2004). [peer-reviewed]
5. H. Guclu, G. Korniss, Z. Toroczkai, and M.A. Novotny, “Small-World Synchronized Computing Networks for Scalable Parallel Discrete-Event Simulations”, in *Lecture Notes in Physics* by Springer 650, 255 (2004).
4. G. Korniss, M.A. Novotny, H. Guclu, Z. Toroczkai, and P.A. Rikvold, “Suppressing Roughness of Virtual Times in Parallel Discrete-Event Simulations”, *Science* 299, 677 (2003).
3. G. Korniss, M.A. Novotny, A.K. Kolakowska, and H. Guclu, “Statistical Properties of the Simulated Time Horizon in Conservative Parallel Discrete-Event Simulations”, in *Proceedings of ACM Symposium on Applied Computing*, Madrid, Spain (2002). [peer-reviewed]
2. G. Korniss, M.A. Novotny, P.A. Rikvold, H. Guclu, and Z. Toroczkai, “Going through Rough Times: From Non-Equilibrium Surface Growth to Algorithmic Scalability”, in *Proceedings of the Materials Research Society* 701, Boston, MA (2001). [peer-reviewed]
1. V.V. Mirnov, A.J. Lichtenberg, and H. Guclu, “Chaotic Breather Formation, Coalescence and Evolution to Energy Equipartition”, *Physica D* 157 (2001).



PENG YUAN



Summary:

Four years research experience in computational fluid dynamics (CFD) - developing lattice Boltzmann equation (LBE) models for two-phase flow and heat transfer phenomena.

Two years experience as a CFD Engineer.

One year experience as a university lecturer.

In-depth knowledge of heat transfer, boiling and two-phase flow, fluid dynamics, and thermal/mechanical design.

Strong hands on experience in heat transfer system, two-phase flow modeling, CFD, and FEA/CFD packages (ANSYS, FLUENT, CFX).

Education:

Ph.D., Mechanical Engineering, University of Pittsburgh, Pittsburgh, PA, December 2005

Dissertation: "Thermal Lattice Boltzmann Two-phase Flow Model for Fluid Dynamics".

M.S., Mechanical (Thermal) Engineering, Chongqing University, Chongqing, China, June 2000

B.S., Refrigeration & Cryogenic Engineering, Hefei University of Technology, Hefei, China, June 1997

Currently enrolled in the Nuclear Engineering Graduate Program of Penn State University

(Sept. 2008 - Present). Has taken classes including Reactor Engineering, Reactor Kinetics and Dynamics.

Research And Professional Experience:

Senior Engineer, Westinghouse Electric Company, Monroeville, PA, 04/2008 - Present

Participating in various company funded research and development projects. Reduce the reactor trip frequency of commercial operating Pressurized Water Reactors (PWRs) by performing analysis and numerical computation using industry codes to simulate NSSS (nuclear steam supply system) thermal hydraulic transients. Interpreting results and reporting and/or recommending setpoint and/or functional design changes which enhance the operability margin.

Perform NSSS safety analysis.

Performed design transient analysis for EPU and SPU programs.

Performed design transient evaluation for MUR, plant life extension programs.



Attended various design transient trainings for both current plant and for AP1000.

Attended various meetings/discussions related to AP1000 design transient, such as builders group meeting.

Participated in the AP1000 design transient development.

CFD Engineer, ANSYS Inc., Canonsburg, PA, 02/2006 – 03/2008

Provide basic and advanced technical support and training for the CFX suite of products. Undertake consulting projects (see project summary below).

Participate in formal software testing. Conduct Engineer-On-Site programs, which provide one-to-one guidance to users on-site.

Projects Summary:

CFD analysis of automobile headlight assembly. Simulation Features: Conjugate heat transfer, Monte Carlo radiation model.

CFD simulation of an on-line wash system. Simulation Features: One way and two way particle tracking (with evaporation). Use Perl script to set nozzle positions. Use session file to get statistics of particle tracks, such as end point location.

CFD simulation of asphalt mixing tank. Simulation Features: Non Newtonian flow, Multiple Frames of Reference (MFR).

Conjugate heat transfer analysis of an electronic natural cooling unit. Simulation Features: Multi parts meshing in Workbench. Conjugate heat transfer.

CFD and combustion analysis for a toroidal engine. Simulation Features: ICEM Hex meshing, moving mesh to simulation the piston movement, Eddy Dissipation Model (EDM) for combustion. Extensive usage of CFX Expression Language (CEL) to control piston and valve movement, combustion ignition, initialization, etc.

CFD simulation of tank sloshing phenomena. Simulation Features: Developed two approaches to model tank sloshing phenomena, i.e. body force approach and mesh motion approach. For body force approach used user FORTRAN to incorporate centrifugal and Coriolis force. For mesh motion approach used CEL to simulate the Six Degrees of Freedom (DOF) motion. One way FSI – send pressure to Workbench Simulation to perform structural analysis.

CFD analysis of cement fan system. Simulation Features: MFR, particle tracking, developed user FORTRAN to simulate particle-wall interaction and benchmarked with experiment.

CFD analysis of ink-jet printer. Simulation Features: Multiphase flow (free surface), compressibility two-way FSI, surface tension effect.



Research Assistant, University of Pittsburgh, Pittsburgh, PA 08/2001 – 12/2005

Proposed an advanced mathematical model describing a thermal two-phase flow system and conducted numerical simulations using the lattice Boltzmann method.

Incorporated different equations of state (EOS) into this advanced model by defining different forms of interparticle forces.

Proposed a second-order accurate boundary treatment in the lattice Boltzmann method for a curved boundary, which has well-behaved stability characteristics.

Developed a theoretical method to incorporate surface tension into the two-phase lattice Boltzmann model.

Teaching Assistant, University of Pittsburgh, Pittsburgh, PA 08/2001 – 12/2005

Lab Instructor, responsible for experiment apparatus preparation, experiment procedures instruction and report grading.

Teaching assistant for Statics & Mechanics of Materials, Fluid Mechanics and Heat Transfer, including leading group discussions, project instruction and grading homework.

Lecturer, Chongqing University, Chongqing, China, 09/2000 – 06/2001

Lecturer of undergraduate courses: Engineering Thermodynamics, Fluid mechanics.

Professional Activities:

Member, American Society of Mechanical Engineers, (2003 – Present)

Member, American Nuclear Society, (2008 – Present)

Member, North American Young Generation in Nuclear, (2008 – Present)

Reviewer, Physics of Fluids

Reviewer, Physics Letters A

Reviewer, Industrial and Engineering Chemistry Research

Reviewer, ASME International Mechanical Engineering Congress (IMECE), 2004

Software And Programming Languages:

CFD and FEA Solvers – CFX, FLUENT, ANSYS

Grid Generators – CFX Mesher, ICEM Tetra/Hexa

CAD – Ansys Design Modeler, ProE, SolidWorks

Programming Languages – FORTRAN, C, Perl

Tools – Mathcad, Origin, Techplot

Honors:

Outstanding Teaching Assistant Award, University of Pittsburgh, 2005

Graduate Research Scholarship, University of Pittsburgh, 2001-2005

Teaching Assistant, University of Pittsburgh, 2001-2005



HUAWEI Prize, Chongqing University, 1999

Title of Excellent Student Leader, Chongqing University, 1998

Outstanding Graduating Student Award, China Ministry of Machine Industry, 1997

Outstanding Graduating Student Award, Hefei University of Technology, 1997

Publications In Referred Journals:

1. Equations of state in a Lattice Boltzmann Model, Peng Yuan and Laura Schaefer, *Phys. of Fluids*, vol. 18, Issue 4, (2006).
2. A thermal lattice Boltzmann two-phase flow model and its application to heat transfer problems. Part 1. Theoretical foundation, Peng Yuan and L.A. Schaefer, *J. Fluids Engineering*, vol. 128, (2006).
3. A thermal lattice Boltzmann two-phase flow model and its application to heat transfer problems. Part 2. Integration and validation, Peng Yuan and Laura Schaefer, *J. Fluids Engineering*, vol. 128, (2006).
4. A mass conserving boundary condition for the Lattice Boltzmann Equation method, Jie Bao, Peng Yuan and Laura Schaefer, *J. Computational Physics*, vol. 227 (2008).

Publications In Referred Conference Proceedings:

1. Lattice Boltzmann simulation of two-phase flow and heat transfer in a rectangular channel, Peng Yuan and Laura Schaefer, *Proceedings of 2004 ASME International Mechanical Engineering Congress (IMECE)*, Anaheim, CA, November 2004.
2. The Change of the Compressibility and Sonic Velocity of a Two-phase Mixture along a Convergent Channel, Liangju Zhao, Danling Zeng, and Peng Yuan, *Proceedings of the 5th International Symposium on Heat Transfer*, Beijing, China, August 2000.
3. Thermodynamic Analysis on Accelerative Flow and Shock Wave Generation of Vapor-liquid Two-phase Mixture, Liangju Zhao, Danling Zeng, Yan Xiao and Peng Yuan, *Proceedings of China Association of Engineering Thermophysics Symposium on Engineering Thermodynamics and Energy Utilization*, Nanjing, China, November 2000.





APPENDIX F: START UP AND 5 YEAR BUDGET PLAN



YOUNG SCHOLARS OF MCKEESPORT CHARTER SCHOOL

STARTUP BUDGET PLAN



START UP				
REVENUE	Expected	Worst Case Estimate		
Planning and Startup Grants	\$ 100,000	-	Federal Charter Schools Program Grants	[1]
Private Loans/Donations	\$ 50,000	\$ 75,000	Loans from Board members, Donations from community	[2]
Financing	-	\$ 50,000	Loan from Bank	[3]
TOTAL REVENUE	\$ 150,000	\$ 125,000		[4]
EXPENSES				
Payroll Service				
Salaries- Director and Teachers	█	█	Director starts 4 m before opening	[5]
Salaries - Other	█	█	Adm Aide starts 3 m before opening	[6]
FICA	█	█	8.65% of payroll	[7]
Retirement	█	█	12.36% of payroll	[8]
Workers Comp, Unemp, SDI	█	█	2% of payroll	[9]
Health, Dental, Life insurance	█	█	Ave. 10% of payroll	[10]
TOTAL ADMINISTRATION	\$ 29,333	\$ 29,333		[11]
Operations				
Classroom/Office Furniture	\$ (32,000)	\$ (32,000)	8 classrooms+admin. offices; \$4K/rm	[12]
Computers	\$ (20,000)	\$ (15,000)	25 in lab and library; 12 teacher; 3 admin.	[13]
Textbooks	\$ (18,200)	\$ (18,200)	\$130 per pupil	[14]
Library & Reference	\$ (500)	\$ (500)	Initial holdings.	[15]
Insurance	\$ (1,000)	\$ (1,000)	2 mos expenses	[16]
Office Equipment & Supplies	\$ (2,000)	\$ (2,000)	Copier, fax; file cabinets; furniture; AV	[17]
Utilities-Phone/Cable/Internet	\$ (5,000)	\$ (2,500)		[18]
Marketing/Recruitment	\$ (10,000)	\$ (5,000)	Outreach & enrollment; print & mail	[19]
Staff Recruitment/Development.	\$ (10,000)	-5000	Advertising/interviews; training	[20]
TOTAL OPERATIONS	\$ (98,700)	\$ (81,200)		[21]
Professional/Contractual				
Accounting/Financial	\$ (3,000)	\$ (2,000)	Chart of accounts, financial procedures	[22]
Assessment	\$ -	\$ -	Establishment of process	[23]
Legal	\$ (3,000)	\$ (2,000)	4 mos retainer plus services	[24]
Special Education/ELL	\$ (7,000)	\$ (7,000)	2 mos expenses	[25]
TOTAL PROFESSIONAL SERVICES	\$ (13,000)	\$ (11,000)		[26]
Facilities				
Building Lease	\$ (20,000)	\$ (20,000)	16000 sqf @ \$3.75/sqf/y; 4 m	[27]
Site Improvement	\$ (15,000)	\$ (15,000)		[28]
Equipment & Lockers	\$ (10,000)	\$ (5,000)	Janitorial; maintenance; lockers	[29]
Playground / PE Equipment	\$ (5,000)	\$ -		[30]
Security System	\$ (3,000)	\$ (3,750)		[31]
Phone/Intercom High Speed Internet	\$ (5,000)	\$ (12,500)		[32]
TOTAL FACILITIES-RELATED	\$ (58,000)	\$ (56,250)		[33]
TOTAL START UP EXPENSES	\$ (140,367)	\$ (119,117)		[34]
NET: REVENUE-EXPENSES	\$ 9,633	\$ 5,883		[35]

Young Scholars of McKeesport CS

FISCAL YEAR

OPERATIONAL BUDGET		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1	Number of Students	140	180	220	260	300
	<i>Total Employees (FTE)</i>	18	22	25	29	33
2	Beginning Cash Balance					
	<i>Building Square Footage</i>	16,000	21,000	30,000	30,000	30,000
REVENUES						
	<i>Revenue per Student</i>	\$ 11,673.30	\$ 10,997.00	\$ 10,997.00	\$ 10,997.00	\$ 10,997.00
3	"Per Pupil" State&Local Funding	1,539,580	1,979,460	2,419,340	2,859,220	3,299,100
4	Categorical Aids	94,682	-	-	-	-
5	Federal Grants	25,000	40,000	50,000	60,000	70,000
6	Loans	-	-	-	-	-
7	Donations	-	-	-	-	-
8	Food Service Reimbrst & Income	45,000	55,000	65,000	75,000	85,000
9	Misc. Revenue	39,660	57,621	71,700	87,300	106,800
10	Other: Rent Reimbursement	12,000	18,000	18,000	18,000	18,000
11	TOTAL REVENUES	1,743,922	2,147,081	2,616,040	3,096,520	3,580,900
EXPENSES						
Instruction						
12	Salaries of Teachers					1,300,000
13	Other Instructional Salaries	6,000	15,000	15,000	15,000	18,000
14	Purchased Prof.&Tech. Services	40,000	50,000	75,000	85,000	95,000
15	General Supplies	40,000	35,000	36,000	38,200	39,500
16	Instructional Equipment & Furniture	142,000	90,000	50,000	45,000	48,000
17	Text Books & Test Materials	80,000	45,000	45,000	35,000	45,000
18	Transportation	5,000	360	-	-	-
19	Extracurriculum Activites	18,000	23,000	25,000	30,000	35,000
20	Misc. Instructional Expenses	3,000	3,500	2,000	2,050	3,000
21	Other:	-	-	-	-	-
22	Total Instruction Costs	800,000	987,210	1,173,000	1,350,250	1,583,500
Office and Administration						
23	Salaries of Administration					00
24	General Supplies	10,000	12,000	16,000	16,000	17,500
25	Supplies&Materials (IT),Network cabling	100,000	45,000	35,000	40,000	45,000
26	Equipment Lease & Rental	8,000	8,000	10,000	12,000	15,000
27	Purchased Prof.&Tech. Services	5,000	10,000	20,000	35,000	45,000
28	Communication Expense	8,580	9,580	11,000	12,000	15,000
29	Advertising&Marketing	30,000	31,000	40,000	45,000	50,000
30	Accounting/Audit Services	2,000	12,000	13,000	13,500	14,000
31	Payroll Services	1,920	2,358	2,800	3,000	4,000
32	Legal Services	30,000	25,000	30,000	35,000	40,000
33	Insurance	4,038	6,000	7,000	8,000	9,000
34	Misc. Administrative Expenditure	10,000	-	-	-	-
35	Other: Interest on current loans	-	-	-	-	-
36	Other:	-	-	-	-	-
37	Total Office and Administration	369,538	340,938	369,800	459,500	574,500
Support Services						
38	Salaries of Support Services					
39	Purch. Prof. & Tech. Services	30,000	50,000	60,000	70,000	90,000
40	Other:	-	-	-	-	-
41	Total Support Services Costs	65,000	105,000	145,000	185,000	250,000
Occupancy of Facilities						
42	Rent	108,000	270,000	360,000	370,000	380,000
43	Utilities	35,500	40,000	50,000	60,000	60,000
44	Repair & Maintenance Services	36,000	30,000	35,000	40,000	46,000
45	Purch. Property Services	-	-	-	-	-
46	Other:	-	-	-	-	-
47	Other: Cleaning Supplies	8,000	9,000	10,000	11,000	12,000
48	Total Occupancy of Facilites	187,500	349,000	455,000	481,000	498,000
	<i>Rent per Squarefoot</i>					
Food Service						
49	Salaries of Food Service	-	-	-	-	-
50	Cost of Meals Sold	48,500	55,000	65,000	75,000	85,000
51	Other:	3,000	1,000	500	1,000	2,000
52	Total Food Service Costs	51,500	56,000	65,500	76,000	87,000
	<i>Net Profit/Loss</i>					
Benefits&Taxes						
53	Pension Contributions					
54	Payroll Taxes (FICA, Medicare)	45,000	50,000	55,000	65,000	70,000
55	Workers Compensation					
56	Unemployment Compensation					
57	Health Benefits					
58	Staff development	10,000	15,000	30,000	40,000	45,000
59	Tuition Reimbursement		10,000	15,000	20,000	20,000
60	Employee Programs & Bonuses	3,000	10,000	15,000	20,000	25,000
61	Other:	-	-	-	-	-
62	Total Benefits&Taxes	212,814	288,042	359,200	432,500	498,500
63	TOTAL EXPENSES	1,686,352	2,126,190	2,567,500	2,984,250	3,491,500
64	NET SURPLUS / (DEFICIT) WithOut BB	57,570	20,891	48,540	112,270	89,400
65	NET SURPLUS / (DEFICIT) With BB	57,570	20,891	48,540	112,270	89,400
Total Payroll Cost		667,000	975,350	1,210,000	1,470,000	1,798,000



APPENDIX G: PERSONNEL HANDBOOK





PERSONNEL HANDBOOK

YOUNG SCHOLARS OF McKeesport

CHARTER SCHOOL



EXCELLENCE IN EDUCATION

2013 – 2014 School Year

www.ysmcs.org





Mission Statement

The mission of the YSMCS is to teach critical world languages by providing a learning environment supported by individualized education approaches and technology. YSMCS will also improve students' academic achievement and provide technology-supported learning environment that will prepare students for the 21st century. Our initiative includes native speakers of English who wish to engage in a curriculum which fosters a global perspective and promotes appreciation and understanding of world languages, regions, cultures, and global issues.

A core element of the YSMCS concept is to provide an instructional environment in which students encounter instructional exposure in their individual vernacular as well as critical importance of friendly technology usage.

In addition, students will come to appreciate other societal units through their languages and gain insight into the structure of language and its influences, ultimately acquiring significant skills for a future in an increasingly integrated world community. YSMCS, therefore, seeks to create a complete global citizen—a student who is conversant in at least two major world languages and understands the interdependence of the world's peoples. Through the language immersion program, students will acquire proficiency in the basic academic subjects while also acquiring knowledge of the other countries, their people, and their role in influencing world history and present issues of globalization.

These goals are fully in-line with the mission set by McKeesport Area School District Superintendent who proclaims, we will “actively engage all students in a rigorous curriculum that: teaches the application of academic skills and concepts; nurtures individual interests and talents; inspires intellectual curiosity; develops integrity and personal responsibility; encourages a global perspective; promotes technology; embraces diversity; and prepares students to become citizens capable of improving the world in which they live (Timothy Gabauer, Superintendent of McKeesport Area School District).”





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NOTICE

This Personnel Handbook has been prepared to inform you of YSMCS's employment practices and policies, as well as the benefits provided to you as a valued employee. This Personnel Handbook applies to all employees and all employee classifications that work during the academic year. YSMCS relies on the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

The policies in this Personnel Handbook are to be considered as guidelines.

- YSMCS, at its discretion, may change, delete, suspend or discontinue any part or parts of the policies in this Personnel Handbook at any time without prior notice as school conditions, employment legislation and economic conditions dictate.
- Any such action shall apply to existing as well as to future employees.
- Employees shall not accrue eligibility for any benefits, rights, or privileges beyond the last day worked.
- No statement or promise by a supervisor or administrator, past or present, may be interpreted as a change in policy nor will it constitute an agreement with an employee.

Should any provision in this Personnel Handbook be found to be unenforceable and invalid, such finding does not invalidate the entire Personnel Handbook, but only that particular provision.

This Personnel Handbook replaces (supersedes) any and all other or previous YSMCS Personnel Handbooks, or other policies whether written or oral.



EMPLOYMENT

1. EQUAL OPPORTUNITY EMPLOYER

YSMCS is an equal opportunity employer. It is YSMCS's policy to provide an equal employment opportunity for all applicants and employees. YSMCS is committed to treating all employees the same without regard to unlawful considerations of race, color, national origin, religion, gender, marital status, sexual orientation, genetic information, military status, age or disability as those terms are defined by law. This policy applies to all aspects of employment, including recruitment, hiring, training, promotion, compensation, benefits, transfer and termination. YSMCS complies with the law regarding reasonable accommodations for disabled employees. The administration is primarily responsible for seeing that YSMCS's equal employment opportunity policies are implemented, but all members of the staff share in the responsibility for assuring that the policies are effective and apply uniformly to everyone.

Equal employment opportunity notices are posted near employee gathering places as required by law. Additionally, they are posted on lunchroom bulletin Boards. These notices summarize the rights of employees to equal opportunity in employment and list the names and addresses of the various government agencies that may be contacted in the event that any person believes he or she has been discriminated against.

Employees who have complaints or concerns about any type of discrimination against themselves or others are required to immediately report it in writing to the Chief Executive Officer. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. YSMCS will neither permit any retaliatory conduct against an employee who comes forward with a genuine complaint or concern about discrimination or who assists in the investigation process, nor will any such employee be discharged, disciplined or in any way adversely affected in his/her terms or conditions of employment. However, any false claims of harassment or discrimination will call for disciplinary action. Any employee involved in discriminatory practices will be subject to disciplinary action up to and including termination.

2. ANTI-HARASSMENT AND ANTI-DISCRIMINATION POLICIES

YSMCS is committed to maintaining a workplace that is free from unlawful discrimination and harassment. In keeping with this commitment, YSMCS strictly prohibits all unlawful harassment, including harassment based on race, color, national origin, religion, gender, marital status, sexual orientation, age or disability, or any other classes protected by law. Any employee found to be responsible for sexual or other unlawful harassment in violation of this policy will be subject to disciplinary action up to and including termination.

(a) DEFINITION OF SEXUAL OR OTHER UNLAWFUL HARASSMENT

Sexual or other unlawful harassment is behavior that creates an intimidating, hostile or offensive working environment and includes unwelcome advances or unwelcome verbal, physical or visual conduct, whether explicit or implicit, based on race, color, national origin, religion, gender, marital status, sexual orientation, age or disability and/or any other legally protected category.

(b) EXAMPLES OF SEXUAL OR OTHER UNLAWFUL HARASSMENT

Though identifying every act that constitutes sexual or other unlawful harassment is not possible, examples of unlawful harassment are provided below.

- Unwelcome requests for sexual favors or dates; lewd or derogatory comments or jokes based on race, color, national origin, religion, gender, marital status, sexual orientation, age, disability or any other legally protected category; comments regarding sexual behavior or the body of another employee; sexual innuendo and other vocal activity such as cat calls, whistles or racial slurs.



- Obscene letters, notes, invitations, photographs, cartoons, articles or other written or pictorial materials of sexual nature or based on race, color, national origin, religion, gender, marital status, sexual orientation, age, disability or any other legally protected category.
- Continuing to express sexual interest after being informed the interest is unwelcome.
- Retaliating against an employee for refusing a sexual or other unlawful harassment or discrimination, or for reporting the same to the School or any governmental agency.
- Offering or providing favors or employment benefits (i.e., promotions, favorable evaluations, favorable assigned duties or shifts, etc.) in exchange for sexual favors.
- Any unwanted physical touching, assaulting, blocking or impeding movements.

(c) INTERNAL COMPLAINT PROCESS

Any employee who believes he/she (or another employee) has been subjected to unlawful harassment or discrimination should promptly report in writing the incident to his/her Lead Teacher, supervisor or Chief Executive Officer. The CEO will conduct a formal investigation of the complaint. If the CEO is the subject of the complaint, the Board of directors will assume all duties of the CEO described below. The CEO will investigate all complaints of unlawful harassment and discrimination. Upon completion of the investigation, the determination will be made. The results will be communicated to the complainant, the subject of the complaint and those other persons appropriate under the circumstances. Following the investigation

1. Appropriate action will be taken against the perpetrator of the misconduct and notice of the action to be taken will be communicated to the complainant;
2. Steps will be taken to prevent any further misconduct; and
3. Other appropriate remedial action will be taken.

(d) NON-RETALIATION

No employee will suffer reprisals for alleging harassment, or any other misconduct, or for initiating or assisting in any action, investigation or proceeding regarding alleged harassment or discrimination. Any incidents of further alleged harassment, discrimination or retaliation should be reported immediately to the CEO. Any false claims of harassment or discrimination will call for disciplinary action.

3. STANDARDS OF CONDUCT

Some rules of conduct are needed in order to help everyone work together efficiently, effectively and harmoniously. By accepting employment with us, you have a responsibility to YSMCS and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand the conduct that is expected and necessary. When each person feels he/she can fully depend upon fellow workers to follow these rules of conduct, our School will be a better place to work in for everyone.

Employees who violate any of the following behavior standards or who demonstrate other inappropriate behavior or who do not comply with YSMCS's policy will be subject to appropriate discipline. The severity of the disciplinary action will be based upon circumstances of the infraction and may include termination. The



severity of the disciplinary action can vary and may include, but is not limited to, one or more of the following: coaching/mentoring, a written confirmation of a verbal warning, a written warning, a Review of Conduct Report, reduction of Paid Time Off Days, suspension with or without pay, a probationary period, a last-chance agreement and/or termination. Depending on the nature of the offense, YSMCS reserves the right to deliver whichever disciplinary action it feels, in its discretion, is most appropriate for the offense.

Some examples of unacceptable behavior in a work environment include, but are not limited to:

- Verbal or physical abuse of students, guests, other faculty or staff.
- Being under the influence of or using alcohol during work hours.
- Endangering the well-being or safety of students, employees or guests.
- Theft or embezzlement.
- Acts involving dishonesty breach of trust or conviction of a felony.
- Working for a competitor or establishing a competing business.
- Possessing, selling, being under the influence of or using of illegal substances while on School premises or while on duty.
- Violation of the drug policy set forth in this Handbook.
- Falsification of School records including but not limited to time and payroll records.
- Abuse, destruction, waste or unauthorized use of equipment, facilities, materials or programs.
- Inappropriate demeanor with parents, students or other staff members.

Insubordination – refusing to follow the direction of your supervisor or other disrespectful conduct toward your supervisor.

- Abusive or vulgar language.
- Prolonged lunch or break periods.
- Unacceptable job performance.
- Altercations with any employee, student or guest.
- Unexcused absenteeism/tardiness.
- Sleeping while on duty.
- Failure to comply with regulatory requirements or safety rules and regulations.
- Violation of student, parent, employee or School confidentiality.
- Failure to provide honest and accurate information to a supervisor or responsible agent of YSMCS.
- Possession, use and distribution of dangerous or unauthorized materials, such as explosives, firearms, knives or other dangerous weapons while on duty or on School premises.
- Fighting, threatening violence, intimidation or harassment toward any individual directly or indirectly associated with YSMCS.
- Smoking on School grounds.
- Attempts to disrupt or undermine the interests of YSMCS or to encourage others to do so.
- Any conduct on or off the job in which YSMCS in its sole discretion believes will adversely affect the image of the School.
- Other violations of School policy.

4. **HIRING**

The requirements below must be completed prior to the commencement of employment. All documents are to be submitted to the Business Manager. Any cost incurred by an employee in satisfying these requirements is the sole responsibility of the employee.



(a) PROOF OF U.S. CITIZENSHIP AND/OR RIGHT TO WORK

Federal law requires that on or before the first day of employment, an employee must complete and sign Federal Form I-9, Employment Eligibility Verification Form; and employees need to present documents of identity and eligibility to work in the U.S. by the third business day after employment begins. Failure to do so will result in termination of employment.

(b) EMPLOYEE BACKGROUND CHECK

All employees must comply with state requirements such as, but not limited to, fingerprinting, submission of required teaching credentials and certification, Child Abuse Index, and Criminal Record Statement. Employees are also required to provide transcripts to verify units earned or in-service hours.

(c) PHYSICAL EXAMINATION AND TUBERCULIN SKIN TEST

All staff is required to have a tuberculin skin test and physician's reports. This is required by Article XIV of the Pennsylvania Code.

(d) MANDATED REPORTING

Before employment will be finalized, all administrative and instructional staff are required to sign and agree to adhere to mandated reporting of suspected or reported child abuse or child neglect.

(e) CONFIDENTIALITY AGREEMENT

Upon accepting employment with YSMCS, you were asked to sign a Confidentiality Agreement, which generally provides that you will not disclose or use any of YSMCS's confidential information, either during or after your employment. If someone outside YSMCS questions you, you are not required to answer if you are concerned about the appropriateness of giving them information. Instead, as politely as possible, refer the request to your Chief Executive Officer.

The employee shall ensure the confidentiality of all student records, including health records, as required by state and federal law, and the federal Family Educational Rights and Privacy Act. No one is permitted to remove, transfer, send or make copies of any of YSMCS's curriculum, reports or documents without prior written approval. Disclosure of confidential information could lead to disciplinary action up to and including termination, as well as other possible legal action.

5. EXEMPT AND NON-EXEMPT EMPLOYEES

At the time you are hired, transferred, or promoted you will be classified as either exempt or non-exempt. See the posted labor law signs for additional information.

6. REGULAR FULL-TIME AND TEMPORARY EMPLOYMENT

Employees may be hired as regular full-time employees, and as such will be placed on the school's payroll, will be eligible for all benefits as described in this manual.

The school also may hire part-time staff. Part-time staffs are those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits as stated in this manual, unless specially arranged and provided for by the Principal/CEO as a condition of employment. Time off work without pay for part-time employees may be granted by the Principal/CEO or his or her designee.

7. PHASING-OUT AND ELIMINATION OF POSITIONS

From time-to-time, it may be necessary to phase-out or eliminate certain positions previously established within the school. An orderly process will be established by the school to guide such phase-out or elimination of positions if necessary.



Anyone whose employment with the school is terminated because his/her position is eliminated or phased-out is entitled to compensation for accrued and unused vacation time.

8. UNAUTHORIZED ABSENCE

An employee who is absent for a period of at least three days without notifying the Principal/CEO will be considered to have abandoned his/her job, as of the first day of absence. The determination of unauthorized absence will be made by the Principal/CEO.

9. IF YOU MUST LEAVE

Resignation: An employee who wishes to resign is required to give to the Principal/CEO, in writing, a minimum of 60 day notice prior to the desired resignation date, unless an exception is made by the Principal/CEO. Regular full-time employees who resign in accordance with the provisions of this section will be compensated for accrued and unused vacation. *Termination:* All employees serve at the will of the Principal/CEO, and the authority to terminate an employee is vested with the Principal/CEO or his designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual. Terminated regular full-time employees eligible for vacation will be paid for accrued vacation.

10. WORK DAYS AND WORK WEEKS

Unless otherwise provided for or as approved by the Principal/CEO, all full-time employees are required to work a minimum of 8 hours each day, Monday through Friday, and a minimum total of 40 hours each week. Additionally, classroom instructional staffs are expected to work such hours that ensures the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the school.

A 30-minute non-working lunch break may be taken by each employee (except teachers) each day, around which the minimum daily work hour requirement must be met. Each teacher is given one period (40 minutes) for a lunch

No time used for any personal endeavor within the work day is to be counted towards the daily or weekly minimum work hour requirements. Further, any employee wishing to engage in such personal activities must receive the prior approval of the Principal/CEO or his designee. Employees are permitted to engage in personal activities during their non-working lunch breaks.

11. PAY PERIODS

Pay periods are semi-monthly. Pay days are every 15th and 30th of each month.

BENEFITS

12. VACATION

Administrative Staff: Accrual. Unless otherwise provided for or as approved by the Principal/CEO, Vacation for full-time administrative employees – where “Administrative employees” includes all non-instructional staff – shall be accrued as follows:

Each administrative employee is granted up to ten days of paid Vacation per year, with one day of Vacation accrued at the end of each of the first ten calendar months every year of employment.

No accrual of Vacation will occur for a new employee before that employee has completed five full calendar months of employment, at which time such employee will be granted five days of Vacation, and then will begin the stated pattern of accrual.

Unused vacation may be rolled-over from year to year, with a maximum accumulation of twenty days.

Administration Staff: Use. Unless otherwise provided for or as approved by the Principal/CEO, Vacation is to be used by regular full-time administrative employees in accordance with the following provisions:



Vacation may be used for any purpose of an employee's choosing. Unless an exception is made by the Principal/CEO, all employees must request of the Principal/CEO the use of accrued vacation, and the granting of such vacation is conditional upon the approval of the Principal/CEO or his designee. Denial of a vacation request may consist solely of the fact that school is in session for the time period requested.

Vacation is to be used in increments of one-half work day, except as provided below.

Accrued "Comp" Time may be used in increments of one-half (0.5) hour.

Instructional Staff: The Principal/CEO will annually prepare the school session calendar, noting which days instructional staff is not expected to report.

13. HOLIDAYS

In addition to summer break the school shall observe official government holidays, on which school will be closed and all staff will not be expected to report to work. The holidays are as follows: Labor Day, New Year's Day, Thanksgiving, Christmas, and Memorial Day,. Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of the Principal/CEO.

14. WEATHER DAYS AND OTHER CLOSURES

The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the Principal/CEO, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

15. PERSONAL LEAVE

Accrual: Unless otherwise provided for or as approved by the Principal/CEO, Personal Leave for full-time employees shall be accrued as follows:

Each employee is granted 3 days of Personal Leave on September 1st of each year to be available for use over the following 12 months.

Employees hired after September 1 in any given year are granted a pro rata portion of the 3 days of Personal Leave for that 12-month period immediately upon the first day of employment, rounded up to the next highest ½-day increment.

Unused Personal Leave may not be rolled-over from year to year.

Use: Unless otherwise provided for or as approved by the Principal/CEO, Personal Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Personal Leave may be used for purposes determined by the employee (appointments, errands, etc.) but is not to be used as a substitute for or as a supplement to Vacation. Personal Leave is time off work with pay.

Unless an exception is made, all administrative employees must request of the Principal/CEO the use of Personal Leave, and the granting of such leave is conditional upon the approval of the Principal/CEO or his or her designee.

Instructional employees shall make every reasonable attempt to use Personal Leave only when the use of such leave would not cause undue interference with classroom instruction.

Personal Leave is to be used in increments of one-half work day.

"Comp" Time may be used for in increments of one-half hour for personal reasons.

16. SICK LEAVE

Accrual: Unless otherwise provided for or as approved by the Principal/CEO, Sick Leave for regular full-time employees shall be accrued as follows:



Each full-time employee is granted 5 days of Sick Leave on September 1 of each year.

Employees hired after September 1 in any given year are granted immediately upon the first day of employment a pro rata portion of the five days of sick leave for that school year, rounded up to the next highest ½-day increment.

Unused sick leave will not be rolled-over from year to year; however, half of the unused sick leave for **continuing full-time employees** will be paid out at a substitute rate at the end of August of the following year.

In the case of extended illness or justifiable depletion of available accrued sick leave, additional sick time may be granted at the discretion of the Principal/CEO. The Principal/CEO retains the right to require the use of other accumulated leave, Medical Leave, and/or the granting of leave without pay prior to the granting of additional sick leave.

Use: Unless otherwise provided for or as approved by the Principal/CEO, Sick Leave is to be used by regular full-time employees in accordance with the following provisions:

Sick Leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of Sick Leave is cause for termination of employment. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Principal/CEO.

Notice of absence from work due to illness should be provided to the Principal/CEO or his designee by 6:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Principal/CEO to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.

When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the Principal/CEO or his or her designee.

Notice of total Sick Leave used should be provided to the Principal/CEO or his or her designee upon an employee's return to work.

Sick Leave shall be used in increments of one-half work day.

17. OVERTIME AND COMPENSATORY TIME

Exempt Employees: Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to for overtime.

Non-Exempt Employees: Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. "Overtime" is defined as all time over 40 hours in a work week.. Non-Exempt Employees may not work overtime unless they receive the express prior approval of the Principal/CEO.

For all overtime worked in a given week, Non-Exempt Employees will be compensated for at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of overtime worked.

18. MEDICAL LEAVE OF ABSENCE

Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the Principal/CEO or his or her designee with a written notice of their need for leave, including a doctor's certificate verifying the need for leave, and the expected date of return to work.

Medical Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the Principal/CEO on a month-to-month basis for a maximum of three months. An employee



wishing an extension of a Medical Leave of Absence must submit to the Principal/CEO a written request prior to the beginning of each month with proof of continued need for leave from an attending health care provider.

The school will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence must provide the school with at least one week's written notice of their intended return to work. Included in this notice must be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The school will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Leave granted, without other arrangement made with an approved by the Principal/CEO, will be deemed a voluntary resignation from employment.

19. GENERAL LEAVE WITH OR WITHOUT PAY

General Leave with or without pay may be granted at the discretion of the Principal/CEO according to the internal process established for such purpose.

20. JURY DUTY

Full-time employees who are called to serve on a jury panel will be eligible to receive regular payment for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the Principal/CEO or his or her designee, an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section.

Any employee called to jury duty should present to the Principal/CEO a copy of his or her jury duty papers as soon as they are received. Leave arrangements may be made as soon as possible thereafter.

21. SCHOOL HOLIDAY

The Principal/CEO retains the right to at any time declare a "School Holiday," whereby classes shall be canceled and employees will be granted a day off work with pay. The declaration of a "School Holiday" shall be communicated by the Principal/CEO to all employees, students, and parents.

22. UNUSED LEAVE ACCRUALS

Unless otherwise provided for or as approved by the Principal/CEO, no payment will be made as compensation for unused Sick or Personal Leave remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or eliminated. For instructional employees, no payment will be made as compensation for vacation occurring after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused vacation.

23. MEDICAL INSURANCE

The Principal/CEO or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks, which the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee



contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Principal/CEO or his or her designee. Health benefits will be at least equivalent to the benefits offered to Pittsburgh Area School District full time employees.

24. DENTAL INSURANCE

The Principal/CEO or his or her designee may select or devise a dental insurance plan that the school will, if developed, provide to each employee, in an amount and of a type determined by the Principal/CEO and in accordance with applicable law.

25. VISION CARE

The Principal/CEO or his or her designee may select or devise a vision care plan that the school will, if developed, provide to each employee, in an amount and of a type determined by the Principal/CEO and in accordance with applicable law.

26. WORKERS' COMPENSATION INSURANCE

Injuries resulting from accidents that occur while performing official duties on behalf of this school must be reported in writing to the Principal/CEO or his or her designee as soon as possible.

27. DECLINATION OF INSURANCE BENEFITS

Any employee who wishes not to accept any of the insurance benefits (except those required by law) offered by the school is required to submit such a request in writing to the Principal/CEO or his or her designee.

28. RETIREMENT

Upon determination by the Board of directors, the school may submit an application to join the Teachers Retirement System, and if accepted, all teachers, substitute teachers, business administrators, guidance counselors, nurse teachers, and teacher assistants shall be eligible for membership in the System.

The school will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

29. TUITION PAYMENTS

The school may make payments relating to the continuing education of its employees. Such payments shall be for tuition costs, professional development expenses, and similar fees.

An employee shall submit a request for tuition or other payments in advance and in writing to the Principal/CEO, and such request shall include a declaration of how such education or training will benefit the school. Payments shall be made only upon approval of this request by the Principal/CEO. Payment by the school for such employee education or training can range up to full payment, depending upon factors including but not limited to a determination by the Principal/CEO of how beneficial the requested education will be to the school, relevance to job performance, and the percentage coverage requested by the employee. Total payments for an employee may be subject to an annual limit.

Tuition assisted employee will be required to work one more year for the YSMCS; once he/she completes his/her associated course program. If the tuition assisted employee resign, terminated or don't meet with additional 1 year rule, 100% of the reimbursed tuition shall be refunded by the employee back to school within a week after termination.

30. RESERVATION OF RIGHTS

This school reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.



31. REIMBURSEMENTS

Travel: Employees are eligible for reimbursement from the school for expenses incurred while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Principal/CEO or his or her designee. All requests for travel reimbursement must appear on a form provided by the Principal/CEO or his or her designee for such purpose.

Unless otherwise provided for by the Principal/CEO, all employees traveling on approved business are required to abide by the following guidelines:

Transportation: The most reasonable mode and class of travel -- considering factors such as cost, time efficiency, and convenience -- should be selected by each employee at all times. All such expenses must be listed on a form provided by the Principal/CEO for such purposes.

Lodging: Reasonable charges for lodging while in approved travel status will be paid by the school, subject to the approval of the Principal/CEO. Other reasonable related lodging expenses, such as business telephone call charges, also may be paid by the school. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the Principal/CEO for such purposes.

Meals: To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the Principal/CEO. Employees seeking reimbursement for meal expenses must list on a form provided by the Principal/CEO all reasonable and appropriate expenses.

Business Use of Personal Vehicle: Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Principal/CEO or his or her designee. Regular commuting time and mileage is not to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the Principal/CEO. All requests for travel reimbursement must be listed on a form provided for such purpose, unless an exception is made by the Principal/CEO.

Personal Use of School Vehicles: Employees are liable for reimbursement to the school for personal use of a vehicle owned, leased, or otherwise provided by the school. Such liability to the school shall reflect the IRS and/or state rate as determined by the Principal/CEO. Any employee incurring such liabilities is required to reimburse the school in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless an exception is made by the Principal/CEO. Personal mileage incurred by an employee on a vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the Principal/CEO, unless an exception is made by the Principal/CEO.

Personal Telephone Calls: Employees shall not charge personal long-distance telephone calls to the school, unless an exception is made by the Principal/CEO. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school.

32. OTHER REIMBURSEMENTS

Instructional staff for which a budget is assigned for curriculum expenses may be eligible for reimbursement up to \$50 for local shopping for classroom supplies paid with their personal funds without prior approval; however, a requisition form must be filled completed. Any order costs more than \$50 require prior approval by the Principal or his or her designee. Requested reimbursement for such expenses must be specified in writing to the Principal/CEO or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the Principal/CEO or his or her designee.

Local shopping reimbursements will be made only on Fridays for the week. Reimbursement forms must be submitted to the business office in the same week of local shopping date to be able to get reimbursed.



Instructional supplies orders must be requested on or before November 15, March 15, and June 15.

Every lead teacher may order instructional supplies up to \$1000 per school calendar.

33. SCHOOL CREDIT CARDS

Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card, unless an exception is made by the Principal/CEO. Each employee charging any purchases to the school credit card is required to provide to the Principal/CEO or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

34. EMPLOYEE EVALUATIONS

Written evaluations of employees may be performed annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to a determination by the Principal/CEO. Evaluations will be conducted by the Principal/CEO or his or her designee, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

The format of the evaluation will be determined by the Principal/CEO. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The employee will be notified of any changes in salary that are warranted based on this evaluation.

Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

35. PROBLEM-SOLVING PROCEDURES

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the Principal/CEO at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The Principal/CEO or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the Principal/CEO, an employee may file a written complaint with the Chair of the Board of directors. In such instances, the Chair of the Board of directors or his or her designee will be the investigator and final arbiter of the complaint.

36. TECHNOLOGY POLICY

Email

Staff will use electronic mail and telecommunications tools and apply them daily in appropriate ways to the performance of tasks associated with their positions and assignments.

If there is a need, Technology Department will provide staff with training in the proper and effective use of telecommunications and electronic mail. Employees are encouraged to request training if needed.

Communication over networks should not be considered private.

Network supervision and maintenance may require review and inspection of directories or messages. Messages may sometimes be diverted accidentally to a destination other than the one intended. Privacy in these communications is not guaranteed.



The school reserves the right to access stored records in cases where there is reasonable cause to suspect wrongdoing or misuse of the system.

Staffs are expected to communicate in a professional manner consistent with state and federal laws.

Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees. No user may disclose, use, or disseminate personal identification information regarding minors without authorization.

Technology Equipment and Network

Technology equipment is available for YSMCS students and staff only. If it is requested by their supervisors, volunteers may also use them.

The network is provided for staff and students to conduct research, complete school related tasks, and communicate with others. Communications over the network are often public in nature; therefore, general rules and standards for professional behavior and communications will apply.

Technology Department may review files and communications to maintain system integrity and to ensure that staff members are using the system responsibly. Users should not expect that files stored on school computers will be private.

The use of school technology resources is subject to the normal requirements of legal and ethical behavior within the school. Thus, legitimate use of a computer, computer system, or network does not extend to whatever is technically possible.

Although some limitations are built into computer operating systems and networks, those limitations are not the sole restrictions on what is permissible. Users must abide by all applicable restrictions, whether or not they are built into the operating system or network and whether or not they can be circumvented by technical means.

Be advised that, in addition to violating school rules, certain computer misconduct is prohibited by federal and state law and is, therefore, subject to criminal and civil penalties. Such misconduct includes knowingly gaining unauthorized access to a computer system or database, falsely obtaining electronic services or data without payment of required charges, intentionally intercepting electronic communications, and obtaining, altering or destroying others' electronic information.

Similarly, serious legal penalties may result from the use of school's computers or network to violate copyright laws, as is possible with the use of peer-to-peer file sharing programs. Moreover, a staff may be held responsible for misuse that occurs by allowing a third party access to the student's own computer, account, or network connection.

Any password that is provided by Technology Department is personalized and must be kept private.

Users are expected to abide by these rules and policies and to consult the Technology Department staff prior to any activity that would appear to threaten the security or performance of school's computers and networks. Failure to do so may result in disciplinary action up to and including termination.

The problems with any technological equipment should be reported immediately by one of the means of communication.

The Technology department will run diagnostic tests on laptops and other equipment that are in need of repair. Once the problem is determined, the necessary steps to repair the system will be taken as soon as possible. The time for repair may vary depending on cases.

Personnel will be responsible for damage they cause to technology equipment. Teachers or instructors must monitor the students while using the equipment and make sure the students are using the equipment in an appropriate way.

New software or hardware requests should be reported to Technology Department. Requests are subject to the principal's approval.



The users are advised to backup important files. . The school is not responsible for work lost because of computer failure.

Leaving school

All technology equipment must be returned to the school upon an employee permanently leaving. The employee will be responsible for any damages.

The employee's E-mail account will be closed immediate upon the employee leaving employment.

37. MISCELLANEOUS

Confidentiality: Employees of this school shall not, in any way, release any information about this school, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the Principal/CEO, and in conformity with the requirements of applicable laws.

Employees of this school shall use good judgment in responding to queries from parents, community members, and others. No confidential information about the school, school employees, or students should be conveyed to others.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise authorized by the Principal/CEO. Any document or other material containing such information is required to be returned to the Principal/CEO upon an employee's termination or resignation.

Personnel Inquiries: No one in this school other than the Board of directors, Principal/CEO, or a designee is authorized to respond either orally or in writing to personnel inquiries of any type about any employee of this school.

Return of Office Materials: An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the Principal/CEO. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the Principal/CEO.

Ban on Acceptance of Gifts: The Principal/CEO and other school employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives.(e)Parents Exceptions may be made by the Principal/CEO, including in instances where such gifts intended for and will be used by the school. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Principal/CEO.

Change of Personnel Status: Employees are required to notify as soon as possible the Principal/CEO and any other person designated by the Principal/CEO of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this school.

Examination of Personnel Files: Any employee may examine his or her personnel file(s) at any time but only in the presence of the Principal/CEO or his or her designee. Such employee may take written notes about the contents of the file,. An employee wishing to add information to his/her file must submit the information to the Principal/CEO or his or her designee for review. No reasonable request to add information will be denied. No



personnel file (or any part thereof) is to be removed from the office unless expressly provided for by the Principal/CEO or his or her designee.

Copyright: Copyrights, payments and/or royalties which occur as a result of a project of any employee or employees of this school as part of the employee's duties or through the use of school materials and equipment remain the property of the school. The Principal/CEO may assign copyrights, royalties, or other payments to the author or authors or project participants.

38. DRESS CODE AND PERSONAL APPEARANCE

The Board of the Board) believes that all staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process.

Faculty and staff members are expected to dress in a professional and appropriate manner. The principal and/or CEO will be responsible for interpreting and enforcing the faculty/staff dress requirements

Grooming and dress that will disturb, interfere with, or detract from the educational process will not be allowed. "Neatly groomed and dressed" shall be defined as dress and grooming that is standard and conforms to local community and school etiquette and decorum. It is within these principles that Young Scholars of McKeesport Charter School will enforce the following dress code items, specifically but not limited to:

1. No Shorts, Wind Pants/Shorts, or Warm-Ups may be worn on any school-day (i.e., a day for which a person is being paid). This provision will not apply to the PE teacher.
2. No Jeans of any color may be worn on any school-day (i.e., a day for which a person is being paid) except for:
 - Workdays and
 - Campus Designated Days (designation is done by the administration); and
 - Field-based Activities (but not worn in the regular classroom).
 - Casual Friday (for \$2).
2. Professional Dress:
 - Skirt and dress length should fall at or below the knee cap. Mini-skirts are prohibited;
 - Fitted leggings and spandex-type leggings are not permitted as outer wear; they may be worn under a dress, skirt or tunic top provided that outer wear meets the student skirt and dress code length requirements. Loose-fitting stirrup pants and loose-fitting leggings are permitted
 - Dress culottes, skirts, and split skirts must meet the student dress and skirt code length requirements. These are clothes that have the appearance of a skirt in the front but are split. Dresses and skirts should contain only small slits. Slits shall not be revealing. It should be easy to walk comfortably in your skirt.
5. Shirts, Blouses, and Tops
 - All shirts shall cover the back and stomach areas.
 - Shirts and blouses must be buttoned appropriately.
6. Shoes
 - No, slippers, flip-flops or open slides.
 - Shoes should be polished and clean.



7. Pants/Slacks

- Pants must be worn with a belt, unless designed without belt loops.
- Jeans are prohibited (except as provided above).
- Leggings sweat pants and spandex pants (except as provided above) are prohibited.

8. Employees who desire exceptions from the dress code for religious reasons must submit their requests to the principal/CEO.

9. All employees need to dress in Business Attire on all school days of the year!

10. Please do not wear outer wear jackets, hats, sweat shirts or any other outer wear in the classroom. Staff is expected to mirror the expectations of our students.

11. Any employee who fails to adhere to this dress code will be subject to progressive discipline. Repeat occurrences will result in the employee being subject to further disciplinary action, up to and including possible termination.



ACKNOWLEDGEMENT

I acknowledge that I have received, read and understood the handbook, and that I agree to abide by the policies.

I understand that I am encouraged to ask any questions concerning the policies. I further understand that the policies do not constitute an employment contract and that my employment will be at will.

Print name:

Signature:





APPENDIX H: PA STANDARDS ALIGNED SYSTEM (SAS) CURRICULUM MAPPING





H.1. LANGUAGE ARTS KINDERGARTEN



Kindergarten Language Arts YSMCS

Add to My ePortfolio Export Print Display Mode

Unit/Theme	Comprehension Strategies/Skills	Vocabulary/High Frequency Words	Phonemic Awareness	Phonics	Text Features	Grammar/Language	OCDEL Standards	PA Common Core Standards
Unit 1: Families Week 1: My Family & Me	Recognize Text Structure Make Predictions	we	Onset/Rime Blending Phoneme Isolation (initial and final m) Phoneme Identity Phoneme Categorization	Introduce initial/final m	Labels Maps Photographs	Naming Words (nouns)	1.1.2 Word Recognition 1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking	CC.1.1.KA Book Handling CC.1.1.PK.B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K Skills Vocabulary Acquisition and Use CC.1.3.PK.A, B, C Reading Literature

<p>CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</p>	<p>CC.1.3.1.F, G, H, I Craft and Structure</p> <p>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p>	<p>CC.1.3.K.J, K</p> <p>Vocabulary</p> <p>Acquisition and Use; Range of Reading</p>	<p>CC.1.5.A, B, C, D, E, F, G Comprehensive and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</p>	<p>Unit 1: Families</p> <p>Week 2: Families Get Together</p>	<p>Recognize Story Structure</p> <p>Identify Setting</p>	<p>the</p>	<p>Phonemic Isolation</p> <p>Phoneme Blending</p> <p>Phoneme Identification</p>	<p>Introduce a (initial/medial)</p>	<p>Labels</p> <p>Maps</p> <p>Photographs</p>	<p>Naming Words (nouns)</p>	<p>1.1.2 Word Recognition</p> <p>1.1.5 Fluency</p> <p>1.2.5 Inferences</p>	<p>CC.1.1.KA Book Handling</p> <p>CC.1.1.PK.B Print Concepts</p> <p>CC.1.1.KC</p>
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1.3.4 Literary Devices	Phonological Awareness
1.6.1 Listening Skills	CC.1.1.K.D Phonics and Word Recognition
1.6.2 Speaking Skills	CC.1.1.K.E Fluency
1.6.3 Discussion	CC.1.2.K.J, K Vocabulary Aquisition and Use
	CC.1.3.PK.A, B, C Reading Literature
	CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View
	CC.1.3.1.F, G, H, I Craft and Structure
	Vocabulary;Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.
	CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading
	CC.1.5.A, B, C, D, E, F, G Comprehensive and Collaboration; Presentation of Knowledge and Ideas;

<p>Conventions of Standard English</p>	<p>CC.1.1.KA Book Handling CC.1.1.PK.B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K Vocabulary Acquisition and Use CC.1.3.PK.A, B, C Reading Literature CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View CC.1.3.1.F, G, H, I Craft and Structure Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text</p>
<p>1.1.2 Word Recognition 1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills 1.6.3 Discussion</p>	<p>Naming Words (nouns) Lists Sentences</p>
<p>Maps Labels Photographs</p>	<p>Review initial m,a; medial m,a; final m</p>
<p>Phoneme Isolation (m,a) Phoneme Categorization Phoneme Blending</p>	<p>we the</p>
<p>Recognize Story Structure Make Predictions</p>	<p>we the</p>
<p>Unit 1 : Families Week 3: Families Change</p>	<p>we the</p>

<p><i>Analysis; Vocabulary Strategies.</i></p> <p><i>CC.1.3.K.J, K Vocabulary</i></p> <p><i>Acquisition and Use; Range of Reading</i></p> <p><i>CC.1.5.A, B, C, D, E, F, G Comprehensive and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</i></p>								<p><i>Unit 2: Friends</i></p> <p><i>Week 1: Learning About Friends</i></p>
<p><i>CC.1.1.KA Book Handling</i></p> <p><i>CC.1.1.PK .B Print Concepts</i></p> <p><i>CC.1.1.KC Phonological Awareness</i></p> <p><i>CC.1.1.K.D Phonics and Word Recognition</i></p> <p><i>CC.1.1.K.E Fluency</i></p> <p><i>CC.1.2.K.J, K Vocabulary Aquisition and Use</i></p> <p><i>CC.1.3.PK.A, B, C</i></p>	<p><i>1.1.2 Word Recognition</i></p> <p><i>1.1.5 Fluency</i></p> <p><i>1.2.5 Inferences</i></p> <p><i>1.3.4 Literary Devices</i></p> <p><i>1.6.1 Listening Skills</i></p> <p><i>1.6.2 Speaking Skills</i></p> <p><i>1.6.3 Discussion</i></p>	<p><i>Naming Words</i></p>	<p><i>Use Photographs</i></p> <p><i>Use Illustrations</i></p>	<p><i>Introduce /s/s (Initial/Final)</i></p>	<p><i>Phoneme Isolation</i></p> <p><i>Phoneme Categorization (Initial/Final /s/)</i></p> <p><i>Phoneme Blending</i></p>	<p><i>Like</i></p>	<p><i>Ask Questions</i></p> <p><i>Identify Character</i></p>	

<p><i>Reading Literature</i></p> <p><i>CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</i></p> <p><i>CC.1.3.1.F, G, H, I Craft and Structure</i></p> <p><i>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</i></p> <p><i>CC.1.3.K.J, K</i></p> <p><i>Vocabulary</i></p> <p><i>Acquisition and Use; Range of Reading</i></p> <p><i>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English</i></p>							<p><i>a</i></p> <p><i>Ask Questions</i></p> <p><i>Compare and Contrast</i></p>	<p><i>Unit 2: Friends</i></p> <p><i>Week 2: What Is A Friend?</i></p>
	<p><i>1.1.2 Word Recognition</i></p> <p><i>1.1.5 Fluency</i></p>	<p><i>Naming Words</i></p>	<p><i>Use</i></p> <p><i>Photographs</i></p> <p><i>Use</i></p>	<p><i>Introduce /p/p</i></p> <p><i>(Initial/Final)</i></p>	<p><i>Phoneme Isolation</i></p> <p><i>(Initial/Final /p)</i></p>			<p><i>CC.1.1.KA Book Handling</i></p> <p><i>CC.1.1.PK.B Print</i></p>

Phoneme Identity (Initial/Final /p)	Illustrations	1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills 1.6.3 Discussion	Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K..J, K Vocabulary Acquisition and Use CC.1.3.PK.A, B, C Reading Literature CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View CC.1.3.1.F, G, H, I Craft and Structure Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies. CC.1.3..K..J, K Vocabulary Acquisition and Use; Range of Reading CC.1.5.5.A, B, C, D, E, F, G Comprehensive
Phoneme Blending			

<p><i>and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</i></p>							<p>Unit 2: Friends Week 3: Getting Along</p>	<p>Ask Questions Identify Character</p>	<p>like, a</p>	<p>Phoneme Isolation Phoneme Categorization Phoneme Blending</p>	<p>Review Initial: /s/s, /pp, and Final /s/s, /pp</p>	<p>Use Photographs Use Illustrations</p>	<p>Naming Words Lists Sentences</p>	<p>1.1.2 Word Recognition 1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills 1.6.3 Discussion</p>	<p>CC.1.1.KA Book Handling CC.1.1.PK.B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K Vocabulary Aquisition and Use CC.1.3.PK.A, B, C Reading Literature CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View CC.1.3.1.F, G, H, I Craft and Structure</p>
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<p>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p> <p>CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading</p> <p>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English</p>								<p>Unit 3: Transportation</p> <p>Week 1: Getting Around Town</p>	<p>CC.1.1.KA Book Handling</p> <p>CC.1.1.PK .B Print Concepts</p> <p>CC.1.1.KC Phonological Awareness</p> <p>CC.1.1.K.D Phonics and Word Recognition</p> <p>CC.1.1.K.E Fluency</p> <p>1.1.2 Word Recognition</p> <p>1.1.5 Fluency</p> <p>1.2.5 Inferences</p> <p>1.3.4 Literary Devices</p> <p>1.6.1 Listening Skills</p> <p>1.6.2 Speaking</p> <p>Action Words (verbs)</p> <p>Photographs Labels Maps</p> <p>Introduce t</p> <p>Phoneme Isolation (t)</p> <p>Phoneme Categorization (t)</p> <p>Phoneme Blending</p> <p>see</p> <p>Recognize Story Structure</p> <p>Make and Confirm Predictions</p>
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Unit 3:	recognize text	go	phoneme	introduce /	photographs	action words (verbs)	1.1.4 word	CC.1.1.AA book
Transportation	Structure		Isolation	Review it	Labels	Recognition	Handling	
Week 2: Traveling Far and Near	Classify and Categorize		Phoneme Blending Phoneme Categorization		Maps	1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills 1.6.3 Discussion	CC.1.1.PK.B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K Vocabulary Acquisition and Use CC.1.3.PK.A, B, C Reading Literature CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View CC.1.3.1.F, G, H, I Craft and Structure Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies. CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading	

<p>CC.1.5.5.A, B, C, D, E, F, G Comprehension and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</p>							<p>Unit 3: Transportation Week 3: Wheels All Around</p>	<p>Recognize Story Structure Identify Character, Plot</p>	<p>see go</p>	<p>Phoneme Identity Phoneme Categorization Phoneme Blending</p>	<p>Review t</p>	<p>Photographs Labels Maps</p>	<p>Action Words (verbs) Book Titles</p>	<p>1.1.2 Word Recognition 1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills 1.6.3 Discussion</p>	<p>CC.1.1.KA Book Handling CC.1.1.PK.B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K Vocabulary Acquisition and Use CC.1.3.PK.A, B, C Reading Literature CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</p>
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<p>CC.1.3.1.F, G, H, I Craft and Structure</p> <p>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p> <p>CC.1.3.K.J, K</p> <p>Vocabulary</p> <p>Acquisition and Use; Range of Reading</p> <p>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English</p>	<p>CC.1.1.KA Book Handling</p> <p>CC.1.1.PK.B Print Concepts</p> <p>CC.1.1.KC</p> <p>Phonological Awareness</p> <p>CC.1.1.K.D Phonics</p>
	<p>1.1.2 Word Recognition</p> <p>1.1.5 Fluency</p> <p>1.2.5 Inferences</p> <p>1.3.4 Literary Devices</p>
	<p>Action Words (Verbs)</p>
	<p>Diagrams</p> <p>Photographs</p>
	<p>Introduce /n/n</p>
	<p>Phoneme Isolation (/n/)</p> <p>Phoneme Categorization</p> <p>Phoneme Blending</p>
	<p>to</p>
	<p>Summarize</p> <p>Identify Sequence of Events</p>
<p>Unit 4: Food</p> <p>Week 1: Where Food Comes From</p>	<p>From</p>

1.b.1 Listening Skills	and Word Recognition
1.6.2 Speaking Skills	CC.1.1.K.E Fluency
1.6.3 Discussion	CC.1.2.K.J, K Vocabulary Acquisition and Use
	CC.1.3.PK.A, B, C Reading Literature
	CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View
	CC.1.3.1.F, G, H, I Craft and Structure
	Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.
	CC.1.3..K.J, K Vocabulary Acquisition and Use; Range of Reading
	CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English

Unit 4: Food Week 2: What's For Dinner?	Summarize Make Inferences	have	Phoneme Isolation (/k/c) Phoneme Categorization Phoneme Blending	Introduce /k/c	Diagrams Photographs	Action Words (Verbs)	1.1.2 Word Recognition 1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills 1.6.3 Discussion	CC.1.1.KA Book Handling CC.1.1.PK.B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K Vocabulary Acquisition and Use CC.1.3.PK.A, B, C Reading Literature CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View CC.1.3.1.F, G, H, I Craft and Structure Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.
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<p>CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading</p> <p>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</p>								<p>Unit 4: Food Week 3: Food Traditions</p>	<p>CC.1.1.KA Book Handling</p> <p>CC.1.1.PK .B Print Concepts</p> <p>CC.1.1.KC Phonological Awareness</p> <p>CC.1.1.K.D Phonics and Word Recognition</p> <p>CC.1.1.K.E Fluency</p> <p>CC.1.2.K.J, K Vocabulary Aquisition and Use</p> <p>CC.1.3.PK.A, B, C Reading Literature</p> <p>1.1.2 Word Recognition</p> <p>1.1.5 Fluency</p> <p>1.2.5 Inferences</p> <p>1.3.4 Literary</p> <p>Devices</p> <p>1.6.1 Listening Skills</p> <p>1.6.2 Speaking Skills</p> <p>1.6.3 Discussion</p> <p>Action Words (Verbs) A List Menu</p> <p>Diagrams Photographs</p> <p>Review /n/n, /k/c</p> <p>Phoneme Isolation Phoneme Categorization Phoneme Blending</p> <p>to have</p> <p>Summarize Make Inferences</p>
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<p>CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</p>							<p>Unit 5: Animals Week 1: Animals We Know</p>
<p>CC.1.3.1.F, G, H, I Craft and Structure Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p>							
<p>CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading</p>							
<p>CC.1.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English</p>							

Phoneme Blending	1.2.5 Inferences	CC.1.1.KC Phonological Awareness
	1.3.4 Literary Devices	CC.1.1.K.D Phonics and Word Recognition
	1.6.1 Listening Skills	CC.1.1.K.E Fluency
	1.6.2 Speaking Skills	CC.1.2.K.J, K Vocabulary Acquisition and Use
	1.6.3 Discussion	CC.1.3.PK.A, B, C Reading Literature
		CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View
		CC.1.3.1.F, G, H, I Craft and Structure
		Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.
		CC.1.3..K.J, K Vocabulary Acquisition and Use; Range of Reading
		CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative;

<p>Presentation of Knowledge and Ideas; Conventions of Standard English</p>	<p>CC.1.1.KA Book Handling CC.1.1.PK .B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K Vocabulary Acquisition and Use CC.1.3.PK.A, B, C Reading Literature CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View CC.1.3.1.F, G, H, I Craft and Structure Vocabulary; Integration of Knowledge and Ideas; Sources of</p>
	<p>1.1.2 Word Recognition 1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills 1.6.3 Discussion</p>
	<p>Sentences</p>
	<p>Labels Photographs</p>
	<p>Introduce f (initial)</p>
	<p>Phoneme Isolation Phoneme Blending Phoneme Segmentation</p>
	<p>play</p>
	<p>Recognize Text Structure Classify and Categorize</p>
<p>Unit 5: Animals Week 2: How Animals Change and Grow</p>	

<p><i>Information; Text Analysis; Vocabulary Strategies.</i></p> <p><i>CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading</i></p> <p><i>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English</i></p>				<p><i>Review initial o, f; medial o; -at, -an; word families</i></p>	<p><i>Phoneme Isolation</i></p> <p><i>Phoneme Segmentation</i></p> <p><i>Phoneme Blending</i></p>	<p><i>is play</i></p>	<p><i>Recognize Story Structure</i></p> <p><i>Identify Plot and Character</i></p>	<p><i>Unit 5: Animals</i></p> <p><i>Week 3: Animal Homes</i></p>	<p><i>CC.1.1.K.A Book Handling</i></p> <p><i>CC.1.1.PK.B Print Concepts</i></p> <p><i>CC.1.1.KC Phonological Awareness</i></p> <p><i>CC.1.1.K.D Phonics and Word Recognition</i></p> <p><i>CC.1.1.K.E Fluency</i></p> <p><i>CC.1.2.K.J, K Vocabulary Acquisition and Use</i></p> <p><i>CC.1.3.PK.A, B, C</i></p> <p><i>1.1.2 Word Recognition</i></p> <p><i>1.1.5 Fluency</i></p> <p><i>1.2.5 Inferences</i></p> <p><i>1.3.4 Literary Devices</i></p> <p><i>1.6.1 Listening Skills</i></p> <p><i>1.6.2 Speaking Skills</i></p> <p><i>1.6.3 Discussion</i></p> <p><i>Sentences</i></p> <p><i>Lists</i></p> <p><i>Letters</i></p> <p><i>Labels</i></p> <p><i>Photographs</i></p>
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<p>Reading Literature</p> <p>CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</p> <p>CC.1.3.1.F, G, H, I Craft and Structure</p> <p>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p> <p>CC.1.3.K.J, K Vocabulary</p> <p>Acquisition and Use; Range of Reading</p> <p>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English</p>	<p>CC.1.1KA Book Handling</p> <p>CC.1.1.PK .B Print Concepts</p>
	<p>1.1.2 Word Recognition</p> <p>1.1.5 Fluency</p> <p>1.2.5</p>
	<p>Sentences</p>
	<p>Maps</p> <p>Captions</p>
	<p>Introduce /n/h (Initial)</p>
	<p>Phoneme Isolation</p> <p>Phoneme Blending</p>
	<p>are</p>
	<p>Summarize</p> <p>Identify Main Idea and Details</p>
<p>Unit 6: Neighborhood</p> <p>Week 1: Our Neighborhood</p>	<p>Unit 6: Neighborhood</p> <p>Week 1: Our Neighborhood</p>

**Phoneme
Segmentation**

Inferences
**1.3.4 Literary
Devices**
**1.6.1 Listening
Skills**
**1.6.2 Speaking
Skills**
**1.6.3
Discussion**

**CC.1.1.KC
Phonological
Awareness**
**CC.1.1.K.D Phonics
and Word Recognition**
CC.1.1.K.E Fluency
**CC.1.2.K.J, K
Vocabulary Aquisition
and Use**
**CC.1.3.PK.A, B, C
Reading Literature**
**CC.1.3.K.D, E Craft
and Structure, Text
Structure and Point of
View**
**CC.1.3.1.F, G, H, I Craft
and Structure**
**Vocabulary;Integration
of Knowledge and
Ideas; Sources of
Information; Text
Analysis; Vocabulary
Strategies.**
**CC.1.3..K.J, K
Vocabulary
Acquisition and Use;
Range of Reading**
**CC.1.5.5.A, B, C, D, E,
F, G Comprehensive
and Collaborative;
Presentation of**

<p>Knowledge and Ideas; Conventions of Standard English</p>					<p>Unit 6: Neighborhood Week 2: People and Places</p>	<p>Summarize Identify Main Idea and Details</p>	<p>for, you</p>	<p>Phoneme Isolation Phoneme Segmentation</p>	<p>Introduce /d/d (Initial and Final) /r/r (Initial)</p>	<p>Maps Captions</p>	<p>Sentences</p>	<p>1.1.2 Word Recognition 1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills 1.6.3 Discussion</p>	<p>CC.1.1.KA Book Handling CC.1.1.PK.B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K Vocabulary Acquisition and Use CC.1.3.PK.A, B, C Reading Literature CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View CC.1.3.1.F, G, H, I Craft and Structure Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text</p>
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<p><i>Analysis; Vocabulary Strategies.</i></p> <p><i>CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading</i></p> <p><i>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English</i></p>								<p><i>Unit 6: Neighborhood</i></p> <p><i>Week 3: Neighborhood Workers</i></p>
<p><i>CC.1.1.K.A Book Handling</i></p> <p><i>CC.1.1.PK.B Print Concepts</i></p> <p><i>CC.1.1.KC Phonological Awareness</i></p> <p><i>CC.1.1.K.D Phonics and Word Recognition</i></p> <p><i>CC.1.1.K.E Fluency</i></p> <p><i>CC.1.2.K.J, K Vocabulary Acquisition and Use</i></p> <p><i>CC.1.3.PK.A, B, C Reading Literature</i></p>	<p><i>1.1.2 Word Recognition</i></p> <p><i>1.1.5 Fluency</i></p> <p><i>1.2.5 Inferences</i></p> <p><i>1.3.4 Literary Devices</i></p> <p><i>1.6.1 Listening Skills</i></p> <p><i>1.6.2 Speaking Skills</i></p> <p><i>1.6.3 Discussion</i></p>	<p><i>Naming Words</i></p> <p><i>Sentences</i></p>	<p><i>Maps</i></p> <p><i>Captions</i></p>	<p><i>Review initial: /h/h, /d/d, /r/r/;</i></p> <p><i>Final /d/d/;</i></p> <p><i>-ad, -at, -an, -ap, -am Word Families</i></p>	<p><i>Phoneme Categorization</i></p> <p><i>Phoneme Segmentation</i></p> <p><i>Phoneme Blending</i></p>	<p><i>are</i></p> <p><i>for</i></p> <p><i>you</i></p>	<p><i>Summarize</i></p> <p><i>Retell</i></p>	

<p>CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</p>								
<p>CC.1.3.1.F, G, H, I Craft and Structure</p>								
<p>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p>								
<p>CC.1.3.K.J, K Vocabulary</p>								
<p>Acquisition and Use; Range of Reading</p>								
<p>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</p>								

<p>1.5.7 Literacy</p> <p>Devices</p> <p>1.6.1 Listening Skills</p> <p>1.6.2 Speaking Skills</p> <p>1.6.3 Discussion</p>	<p>Awareness</p> <p>CC.1.1.K.D Phonics and Word Recognition</p> <p>CC.1.1.K.E Fluency</p> <p>CC.1.2.K.J, K</p> <p>Vocabulary Acquisition and Use</p> <p>CC.1.3.PK.A, B, C</p> <p>Reading Literature</p> <p>CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</p> <p>CC.1.3.1.F, G, H, I Craft and Structure</p> <p>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p> <p>CC.1.3..K.J, K</p> <p>Vocabulary</p> <p>Acquisition and Use; Range of Reading</p> <p>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of</p>
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<p>Unit 7: Weather</p> <p>Week 2: Seasons</p>	<p>Visualize</p> <p>Identify Setting</p>	<p>and</p> <p>what</p>	<p>Phoneme Isolation</p> <p>Phoneme Blending</p> <p>Phoneme Segmentation</p>	<p>Introduce b (initial and final); i</p>	<p>Photographs</p>	<p>Describing Words (adjectives)</p>	<p>1.1.2 Word Recognition</p> <p>1.1.5 Fluency</p> <p>1.2.5 Inferences</p> <p>1.3.4 Literary Devices</p> <p>1.6.1 Listening Skills</p> <p>1.6.2 Speaking Skills</p> <p>1.6.3 Discussion</p>	<p>CC.1.1.KA Book Handling</p> <p>CC.1.1.PK.B Print Concepts</p> <p>CC.1.1.KC Phonological Awareness</p> <p>CC.1.1.K.D Phonics and Word Recognition</p> <p>CC.1.1.K.E Fluency</p> <p>CC.1.2.K.J, K Vocabulary Acquisition and Use</p> <p>CC.1.3.PK.A, B, C Reading Literature</p> <p>CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</p> <p>CC.1.3.1.F, G, H, I Craft and Structure</p> <p>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p>	<p>Standard English</p>
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<p>CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading</p> <p>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</p>								<p>Unit 7: Weather Week 3: How Weather Affects Us</p>
<p>CC.1.1.K.A Book Handling</p> <p>CC.1.1.PK.B Print Concepts</p> <p>CC.1.1.KC Phonological Awareness</p> <p>CC.1.1.K.D Phonics and Word Recognition</p> <p>CC.1.1.K.E Fluency</p> <p>CC.1.2.K.J, K Vocabulary Acquisition and Use</p> <p>CC.1.3.PK.A, B, C Reading Literature</p> <p>CC.1.3.K.D, E Craft</p>	<p>1.1.2 Word Recognition</p> <p>1.1.5 Fluency</p> <p>1.2.5 Inferences</p> <p>1.3.4 Literary Devices</p> <p>1.6.1 Listening Skills</p> <p>1.6.2 Speaking Skills</p> <p>1.6.3 Discussion</p>	<p>Describing Words (adjectives)</p> <p>Sentences</p>	<p>Photographs</p>	<p>Review initial b,l,e; medial e; final b; -in, - ip, -id; word families</p>	<p>Phoneme Isolation</p> <p>Phoneme Blending</p> <p>Phoneme Segmentation</p>	<p>this</p> <p>do</p> <p>and</p> <p>what</p>	<p>Visualize</p> <p>Distinguish Between Fantasy and Reality</p>	

<p>and Structure, Text Structure and Point of View</p> <p>CC.1.3.1.F, G, H, I Craft and Structure</p> <p>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p> <p>CC.1.3.K.J, K Vocabulary</p> <p>Acquisition and Use; Range of Reading</p> <p>CC.1.5.5.A, B, C, D, E, F, G Comprehension and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</p>	
	<p>1.1.2 Word Recognition</p> <p>1.1.5 Fluency</p> <p>1.2.5 Inferences</p> <p>1.3.4 Literary</p>
	<p>Describing Words</p>
	<p>Photographs</p>
	<p>Introduce /k/k (Initial /k/k) (Final /k/ck)</p>
	<p>Phoneme Isolation</p> <p>Phoneme Blending</p> <p>Phoneme Segmentation</p>
	<p>little</p> <p>said</p>
	<p>Recognize Text Structure</p> <p>Identify Sequence of Events</p>
<p>Unit 8: Plants</p> <p>Week 1: How Trees Grow</p>	

<p><i>Devices</i></p> <p>1.6.1 Listening Skills</p> <p>1.6.2 Speaking Skills</p> <p>1.6.3 Discussion</p>									<p>Unit 8: Plants and Plants</p> <p>Week 2: Seeds and Plants</p>
<p>1.1.2 Word Recognition</p> <p>1.1.5 Fluency</p> <p>1.2.5 Inferences</p> <p>1.3.4 Literary Devices</p> <p>1.6.1 Listening Skills</p> <p>1.6.2 Speaking Skills</p> <p>1.6.3 Discussion</p>	<p>Describing Words</p>	<p>Photographs</p>	<p>Introduce /u/ (Initial and Medial)</p>	<p>Phoneme Isolation</p> <p>Phoneme Blending</p> <p>Phoneme Deletion</p>	<p>here</p> <p>was</p>	<p>Recognize Text Structure</p> <p>Retell</p>			<p>CC.1.1.KA Book Handling</p> <p>CC.1.1.PK .B Print Concepts</p> <p>CC.1.1.KC Phonological Awareness</p> <p>CC.1.1.K.D Phonics and Word Recognition</p> <p>CC.1.1.K.E Fluency</p> <p>CC.1.2.K.J, K Vocabulary Acquisition and Use</p> <p>CC.1.3.PK.A, B, C Reading Literature</p> <p>CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</p> <p>CC.1.3.1.F, G, H, I Craft</p>

<p>and Structure Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies. CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading CC.1.5.A, B, C, D, E, F, G Comprehensive and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</p>							<p>Recognize Story Structure</p>	<p>Unit 8: Plants Week 3: What's in My Garden?</p>
<p>CC.1.1.KA Book Handling CC.1.1.PK .B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K</p>	<p>1.1.2 Word Recognition 1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills</p>	<p>Describing Words Poem</p>	<p>Photographs</p>	<p>Review Initial /k/k, /u/u, Review Medial /u/u Review Final /k/ck -ot, -op, -ick, -uck Word Families</p>	<p>Phoneme Isolation Phoneme Deletion Phoneme Segmentation Phoneme Blending</p>	<p>little said here was</p>		

<p>Vocabulary Acquisition and Use</p> <p>CC.1.3.PK.A, B, C Reading Literature</p> <p>CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</p> <p>CC.1.3.1.F, G, H, I Craft and Structure</p> <p>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p> <p>CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading</p> <p>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English</p>	<p>1.6.3 Discussion</p>						<p>Unit 9: Amazing</p>
							<p>Ask Questions</p>
							<p>she</p>
							<p>Phoneme</p>
							<p>Introduce g</p>
							<p>Illustrations</p>
							<p>Pronouns</p>
							<p>1.1.2 Word</p> <p>CC.1.1.KA Book</p>

Creatures	Classify and Categorize	he	Isolation	(initial and final); w (initial and final)	Diagrams	Recognition	Handling
Week 1: Interesting Insects			Phoneme Blending			1.1.5 Fluency	CC.1.1.PK .B Print Concepts
			Phoneme Segmentation			1.2.5 Inferences	CC.1.1.KC Phonological Awareness
						1.3.4 Literary Devices	CC.1.1.K.D Phonics and Word Recognition
						1.6.1 Listening Skills	CC.1.1.K.E Fluency
						1.6.2 Speaking Skills	CC.1.2.K.J, K Vocabulary Acquisition and Use
						1.6.3 Discussion	CC.1.3.PK.A, B, C Reading Literature
							CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View
							CC.1.3.1.F, G, H, I Craft and Structure
							Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.
							CC.1.3..K.J, K Vocabulary Acquisition and Use; Range of Reading

<p>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</p>								<p>Unit 9: Amazing Creatures Week 2: The Amazing Ocean</p>	<p>Ask Questions Compare and Contrast</p> <p>has look</p> <p>Introduce v (initial); x (final)</p> <p>Illustrations Diagrams</p> <p>Pronouns</p> <p>1.1.2 Word Recognition 1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills 1.6.3 Discussion</p> <p>CC.1.1.KA Book Handling CC.1.1.PK.B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K Vocabulary Acquisition and Use CC.1.3.PK.A, B, C Reading Literature CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View CC.1.3.1.F, G, H, I Craft</p>
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<p><i>and Structure</i> <i>Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</i></p> <p><i>CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading</i></p> <p><i>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English</i></p>								<p>Unit 9: Amazing Creatures</p> <p>Week 3: Animals Now and Then</p>
<p><i>CC.1.1.K.A Book Handling</i></p> <p><i>CC.1.1.PK.B Print Concepts</i></p> <p><i>CC.1.1.KC Phonological Awareness</i></p> <p><i>CC.1.1.K.D Phonics and Word Recognition</i></p> <p><i>CC.1.1.K.E Fluency</i></p> <p><i>CC.1.2.K.J, K</i></p>	<p><i>1.1.2 Word Recognition</i></p> <p><i>1.1.5 Fluency</i></p> <p><i>1.2.5 Inferences</i></p> <p><i>1.3.4 Literary Devices</i></p> <p><i>1.6.1 Listening Skills</i></p> <p><i>1.6.2 Speaking Skills</i></p>	<p><i>Pronouns</i></p> <p><i>Story</i></p>	<p><i>Illustrations</i></p> <p><i>Diagrams</i></p>	<p><i>Review initial g, v, w; final g, x, -et, -ot, -ix, -ed, -en; word families</i></p>	<p><i>Phoneme Segmentation</i></p> <p><i>Phoneme Blending</i></p> <p><i>Phoneme Addition</i></p>	<p><i>she</i></p> <p><i>he</i></p> <p><i>has</i></p> <p><i>look</i></p>	<p><i>Ask Questions</i></p> <p><i>Distinguish Between Fantasy and Reality</i></p>	

Vocabulary Acquisition and Use	1.6.3 Discussion							Unit 10: I Know a Lot!
CC.1.3.PK.A, B, C Reading Literature							Monitor Comprehension	
CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View					Phoneme Isolation	with my		
CC.1.3.1.F, G, H, I Craft and Structure					Introduce /j/, /kw/ qu			
Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.					Photographs Diagrams			
CC.1.3.K.J, K Vocabulary								
Acquisition and Use; Range of Reading								
CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English								
CC.1.1.K.A Book Handling	1.1.2 Word Recognition							

Week 1: Show What You Know	Reread	Phoneme Blending	1.1.5 Fluency	CC.1.1.PK.B Print Concepts
		Phoneme Substitution	1.2.5 Inferences	CC.1.1.KC Phonological Awareness
			1.3.4 Literary Devices	CC.1.1.K.D Phonics and Word Recognition
			1.6.1 Listening Skills	CC.1.1.K.E Fluency
			1.6.2 Speaking Skills	CC.1.2.K.J, K Vocabulary Acquisition and Use
			1.6.3 Discussion	CC.1.3.PK.A, B, C Reading Literature
				CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View
				CC.1.3.1.F, G, H, I Craft and Structure
				Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.
				CC.1.3..K.J, K Vocabulary Acquisition and Use; Range of Reading
				CC.1.5.5.A, B, C, D, E, F C Comprehensive

<p>1.1.1 Comprehensive and Collaborative; Presentation of Knowledge and Ideas; Conventions of Standard English</p>								<p>Unit 10: I Know a Lot! Week 2: Art All Around</p>
<p>CC.1.1.KA Book Handling CC.1.1.PK .B Print Concepts CC.1.1.KC Phonological Awareness CC.1.1.K.D Phonics and Word Recognition CC.1.1.K.E Fluency CC.1.2.K.J, K Vocabulary Acquisition and Use CC.1.3.PK.A, B, C Reading Literature CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View CC.1.3.1.F, G, H, I Craft and Structure Vocabulary; Integration of Knowledge and</p>	<p>1.1.2 Word Recognition 1.1.5 Fluency 1.2.5 Inferences 1.3.4 Literary Devices 1.6.1 Listening Skills 1.6.2 Speaking Skills 1.6.3 Discussion</p>	<p>Pronouns</p>	<p>Photographs Diagrams</p>	<p>Introduce /y/, /z/</p>	<p>Phoneme Isolation Phoneme Blending Phoneme Substitution</p>	<p>me where</p>	<p>Monitor Comprehension Reread</p>	

<p>Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p> <p>CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading</p> <p>CC.1.5.5.A, B, C, D, E, F, G Comprehension and Collaboration; Presentation of Knowledge and Ideas; Conventions of Standard English</p>								<p>Unit 10: I Know a Lot!</p> <p>Week 3: Let's Count Down</p>
<p>CC.1.1.K.A Book Handling</p> <p>CC.1.1.PK .B Print Concepts</p> <p>CC.1.1.KC Phonological Awareness</p> <p>CC.1.1.K.D Phonics and Word Recognition</p> <p>CC.1.1.K.E Fluency</p> <p>CC.1.2.K.J, K Vocabulary Acquisition and Use</p>	<p>1.1.2 Word Recognition</p> <p>1.1.5 Fluency</p> <p>1.2.5 Inferences</p> <p>1.3.4 Literary Devices</p> <p>1.6.1 Listening Skills</p> <p>1.6.2 Speaking Skills</p> <p>1.6.3</p>	<p>Pronouns</p> <p>A Counting Book</p>	<p>Photographs</p> <p>Diagrams</p>	<p>Review Initial:</p> <p>/fj, /kw/qu, /yy, /zz</p> <p>Review -ug, -ut, -un Word Families</p>	<p>Phoneme Isolation</p> <p>Phoneme Blending</p> <p>Phoneme Substitution</p>	<p>with</p> <p>my</p> <p>me</p> <p>where</p>	<p>Monitor Comprehension</p> <p>Reread</p>	

<p>CC.1.3.PK.A, B, C Reading Literature</p>	<p>Discussion</p>
<p>CC.1.3.K.D, E Craft and Structure, Text Structure and Point of View</p>	
<p>CC.1.3.1.F, G, H, I Craft and Structure Vocabulary; Integration of Knowledge and Ideas; Sources of Information; Text Analysis; Vocabulary Strategies.</p>	
<p>CC.1.3.K.J, K Vocabulary Acquisition and Use; Range of Reading</p>	
<p>CC.1.5.5.A, B, C, D, E, F, G Comprehensive and Collaborative; Presentation of Knowledge and Ideas;</p>	
<p>Conventions of Standard English</p>	

Last updated: 8/22/2012



H.2. LANGUAGE ARTS 1ST GRADE



1st Language Arts YSMCS

Unit / Theme	Integrated Skills and Concepts	High Frequency Words	Phonics/ Spelling	Vocabulary	Assessment(s)	OCDEL Standards	Common Core Standards
Unit 1 Theme: All About Us	<p>Week 1: We are Special - listen for short a, analyze story structure, character and setting, writing sentences and personal narratives</p> <p>Week 2: Ready, Set, Move! - listen for short a, analyze story structure, sequence of events, word order, writing personal narratives</p> <p>Week 3: Growing Up - listen for short i, analyze text structure, sequence of events,</p>	<p>Week 1: jump, not, up, has, read</p> <p>Week 2: it, over, to, fast, may</p> <p>Week 3: be, ride, run, sit, sing</p> <p>Week 4: come, down, good, pull, wish</p> <p>Week 5: help, now, use, very,</p>	<p>Week 1: short a - man, ran, can, cat, hat, mat; not, up</p> <p>Week 2: short a - dad, sad, nap, tap, sack, back; it, too</p> <p>Week 3: short i - pin, win, hit, sit, miss, kiss; be run</p>	<p>Week 1: cheerful, genuine, interest, prefer, unique</p> <p>Week 2: energy, exhausted, express, movements, stretch</p> <p>Week 3: adult, change, imitate, learn, practice</p> <p>Week 4: adorable, dear,</p>	<p>Weekly Spelling Test, Weekly Assessment, Unit Assessment</p>	<p>1.1 Learning to Read Independently</p> <p>A. Demonstrate CONCEPT OF PRINT, how print is organized and used in reading and writing tasks</p> <p>B. Demonstrate PHONEMIC AWARENESS, the ability to hear and manipulate sounds in spoken words</p> <p>C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words</p> <p>D. Demonstrate FLUENCY, the ability to read grade level text orally with accuracy, appropriate rate and expression</p> <p>E. Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning</p> <p>1.3 Reading, Interpreting, and Analyzing Literature</p> <p>A. Identifv. analyze and apply knowledge</p>	<p>1.2.1.A: Demonstrate concepts of print</p> <p>Identify text organization and use content to derive meaning from text .</p> <p>1.5.1.A: Identify and write about one specific topic.</p> <p>1.6.1.A: Listen actively and respond to others in small and large group situations with appropriate questions and ideas</p>

<p>stop</p> <p>writing statements and descriptive sentences</p> <p>Week 4: Pets - listen for blends, I blends, analyze story structure, plot, questions and exclamations, writing descriptive sentences</p> <p>Week 5: Playing Together - listen for end blends, end blends, analyze text structure, author's purpose, writing sentences and personal narrative</p>	<p>Week 4: I blends - clip, flip, slip, flag, black, plan; come, good</p> <p>Week 5: admire, challenging, charity, focus, offer</p>	<p>needs, sensible, train</p> <p>Week 5: final blends - land, sand, fast, past, sink, wink; flip, black, very use</p>	<p>of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection</p> <p>1.4 Types of Writing</p> <p>Develop and demonstrate the writing of narrative pieces that include a main idea based on read, imagined or personal events, characters and a sequence of events</p>	<p>Unit 2</p> <p>Theme: Our Families, Our Neighbors</p> <p>Week 1: Animal Families - Listen for short o, summarize, main idea and details, nouns and writing a report</p> <p>Week 2: Helping Out - Listen for short e, summarize, retell, plural nouns, and writing how-to sentences</p> <p>Week 3: Our Neighborhood - Listen</p> <p>1.3.1.C: Identify literary elements (characters, setting, and plot) in selected readings</p> <p>1.5.1.B: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> Gather and organize information, incorporating details relevant to
<p>stop</p> <p>writing statements and descriptive sentences</p> <p>Week 4: Pets - listen for blends, I blends, analyze story structure, plot, questions and exclamations, writing descriptive sentences</p> <p>Week 5: Playing Together - listen for end blends, end blends, analyze text structure, author's purpose, writing sentences and personal narrative</p>	<p>Week 1: her, our, they, two, fly, best</p> <p>Week 2: eat, no, of, some, who, round</p> <p>Week 3: live, many, out, place, thank, these</p> <p>Week 4: again, could, make, one, then, three</p>	<p>Week 1: guide, protect, provide, separate, wild</p> <p>Week 2: appreciate, cooperate, partner, responsibility, scrumptious</p> <p>Week 3: amazed, frequently, service, useful,</p>	<p>1.1 Learning to Read Independently</p> <p>A. Demonstrate CONCEPT OF PRINT, how print is organized and used in reading and writing tasks</p> <p>B. Demonstrate PHONEMIC AWARENESS, the ability to hear and manipulate sounds in spoken words</p> <p>C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words</p> <p>D. Demonstrate FLUENCY, the ability to read grade level text orally with accuracy, appropriate rate and expression</p> <p>E. Demonstrate a rich listening and</p>	<p>Weekly Spelling Test, Weekly Assessment, Unit Assessment</p>
<p>stop</p> <p>writing statements and descriptive sentences</p> <p>Week 4: Pets - listen for blends, I blends, analyze story structure, plot, questions and exclamations, writing descriptive sentences</p> <p>Week 5: Playing Together - listen for end blends, end blends, analyze text structure, author's purpose, writing sentences and personal narrative</p>	<p>Week 1: short o- hop, top, log, hog, hot, lot, our, they</p> <p>Week 2: short e- leg, beg, men, hen, let, get, no, some</p> <p>Week 3: s blends, r blends- spill, spin, grab,</p>	<p>Week 1: admire, challenging, charity, focus, offer</p>	<p>1.3.1.C: Identify literary elements (characters, setting, and plot) in selected readings</p> <p>1.5.1.B: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> Gather and organize information, incorporating details relevant to 	<p>Weekly Spelling Test, Weekly Assessment, Unit Assessment</p>

<p>for s blends/r blends, summarize, main idea and details, irregular plural nouns and writing a report</p> <p>Week 4: At Home - Listen for short u, visualize, plot, proper nouns, and writing a story</p> <p>Week 5: Neighborhood Fun - Listen for digraphs th/sh/-ng, visualize, retell, days, months, and holidays, writing a story</p>	<p>Week 5: all, put, show, together, under, want</p>	<p>grass, drip, drop, out, many</p> <p>Week 4: short u - run, fun, nut, cut, bug, rug, could, one</p> <p>Week 5: Consonant Digraphs th, sh, -ng - fish, shop, ship, with, then, thank, want, all</p>	<p>variety</p> <p>Week 4: collapse, company, construct, entire, material</p> <p>Week 5: audience, brilliant, enjoy, entertain, performance</p>	<p>speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning</p> <p>1.2 Reading Critically in All Content Areas</p> <p>A. Identify, analyze and apply knowledge of the elements of a variety of informational texts to demonstrate an understanding of the information presented</p> <p>1.3 Reading, Interpreting, and Analyzing Literature</p> <p>A. Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection</p> <p>1.4 Types of Writing</p> <p>Informational</p> <p>Develop and demonstrate the writing of informational pieces that provides information related real-world tasks</p>	<p>the topic.</p> <ul style="list-style-type: none"> Write a series of related sentences with one central idea. <p>1.8.1.B: Locate and discuss information on an identified topic in a small group, with teacher guidance.</p>
<p>Unit 3</p> <p>Theme: Have Fun!</p>	<p>Week 1: Let's Laugh - listen for long a: a_e, analyze story structure, retell, verbs, writing story and poem</p> <p>Week 2: Family Fun - Listen for long i: i_e, analyze story structure, make and confirm predictions, present-tense verbs,</p>	<p>Week 1: away, school, today, way, why, both, found</p> <p>Week 2: call, funny, how, more, so, there, which</p> <p>Week 3: every,</p>	<p>Weekly Spelling Test, Weekly Assessment, Unit Assessment</p>	<p>1.1 Learning to Read Independently</p> <p>A. Demonstrate CONCEPT OF PRINT, how print is organized and used in reading and writing tasks</p> <p>C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words</p>	<p>1.1.1.D: Demonstrate listening and reading comprehension / understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge and non-linguistic representations</p>

persuasive sentences	from, into, people, soon, your	bike, mine; how there	Week 3: astonishing, complicated, continue, original, talented	1.1.1.E: Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.
Week 3: Making Art - listen for ch, tch, wh, ph, monitor comprehension/re-read, main idea and details, past-and future-tense verbs, writing persuasive sentences	Week 4: after, done, find, new, old, work, open, use	Week 3: consonant digraphs ch, tch, wh, ph - whipe, whale, catch, match, chin, chop; your, from	E. Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning	1.2.1.C: Identify essential information within and across a variety of texts.
Week 4: Being Creative: listen for long o, long u, long e, monitor comprehension/re-read, draw conclusions, grammar- is and are, writing descriptive sentences	Week 5: any, boy, by, does, friends, girl, water	Week 4: long o: o_e; long u: u_e, long e:e_e; silent letters kn, gn, wr - hope, nose, note, rope, cute, cube; old, new	1.3 Reading, Interpreting, and Analyzing Literature A. Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection	1.5.1.C: Organize writing in a logical order.
Week 5: Kids Around the World - listen for three-letter blends, monitor/re-read, compare and contrast, contractions with not, writing descriptive sentences		Week 5: three-letter blends - strike, string, splash, split, scrub, scrap; does, girl	1.4 Types of Writing Persuasive Develop and demonstrate persuasive writing that is used for the purpose of influencing the reader 1.5 Quality of writing Progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing and publishing)	

<p>Unit 4 Theme: Let's Team Up</p>	<p>Week 1: Teammates - Listen for long a (ai, ay), ask questions, make predictions, grammar- was and were, writing personal narrative</p> <p>Week 2: Family Time - Listen for long e (e, ee, ea, ie), ask questions, character and setting grammar- has and have, writing personal narrative</p> <p>Week 3: Helping the Community - Listen for Long o (o, oa, ow, oe), ask questions, retell, grammar- go and do,</p> <p>writing a report</p> <p>Week 4: Better Together - Listen for long i (i, y, igh, ie), visualize, plot, grammar- see and saw, writing a story</p> <p>Week 5: Animal Teams - Listen for long e (y, ey), visualize, retell, adverbs that tell when</p>	<p>Week 1: across, carry, eight, once, saw, upon, walked, borrow, trip</p> <p>Week 2: about, give, pretty, says, were, write, concentrate, splendid</p> <p>Week 3: better, buy, change, move, difficult, ripe</p> <p>Week 4: ball, head, never, should, shout,</p> <p>meadow, perhaps</p> <p>Week 5: also, because, blue, or, other, until, beautiful, danger</p>	<p>Week 1: long a - mail, chain, play, rain, way, day, walked, eight</p> <p>Week 2: long e - me, feed, seat, we, keep, beak, give, write</p> <p>Week 3: long o - low, boat, no, row, coat, go, move, better</p> <p>Week 4: long i - find, night, ny, kind,</p> <p>right, my, never, should</p> <p>Week 5: long e - bumpy, puppy, funny, penny, sandy, bunny, or, because</p>	<p>Week 1: encourage, friendship, relationship, rely, suggest</p> <p>Week 2: concerned, fortunate, member, share, trust</p> <p>Week 3: accomplish, agree, argue, attempt, goal, difficult, ripe</p> <p>Week 4: approach, assist, determined, quarrel, view, meadow, perhaps</p> <p>Week 5: behavior, group, plead, soar, vivid, beautiful, danger</p>	<p>Weekly Spelling Test, Weekly Assessment, Unit Assessment</p>	<p>1.1 Learning to Read Independently</p> <p>A. Demonstrate CONCEPT OF PRINT, how print is organized and used in reading and writing tasks</p> <p>B. Demonstrate PHONEMIC AWARENESS, the ability to hear and manipulate sounds in spoken words</p> <p>C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words</p> <p>D. Demonstrate FLUENCY, the ability to read grade level text orally with accuracy, appropriate rate and expression</p> <p>E. Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning</p> <p>1.3 Reading, Analyzing, and Interpreting Literature</p> <p>A. Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection</p> <p>1.4 Types of Writing</p> <p>Narrative Develop and demonstrate the writing of narrative pieces that include a main idea based on read, imagined or personal events, characters and a sequence of events</p>	<p>1.3.1.A: Read, understand, and respond to works of literature.</p> <p>1.4.1.A: Write, dictate or illustrate descriptive poems and stories that include literary elements.</p> <p>1.5.1.F: Use grade appropriate conventions of language when writing and editing.</p> <p>1.7.1.A: Recognize formal and informal language used in speech.</p>
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<p>Unit 5</p> <p>Theme: Nature Watch</p>	<p>Week 1: In the Sky - listen for r-controlled vowels: er, ir, ur, generate questions, cause and effect, adjectives, writing descriptive sentences and poems</p> <p>Week 2: What Scientists Do - listen for r-controlled vowel: ar, generate questions, make inferences, adjectives that compare, writing a report</p> <p>Week 3: What's the weather - listen for r-controlled vowel: or, generate questions, compare and contrast, synonyms and antonyms, writing a report</p> <p>Week 4: The Seasons - listen for diphthongs ou and ow, summarize, sequence of events, color words/number words, writing poems</p> <p>Week 5: Watching <i>A female Crow - listen</i></p>	<p>Week 1: another, climbed, full, poor, through</p> <p>Week 2: grew, house, knew, would</p> <p>Week 3: great, know, sound, their, warm</p> <p>Week 4: against, below, fall, orange, observe, outline, scorch</p> <p>Week 5: air, enough, eyes, learn, open</p>	<p>Week 1: r- controlled vowels er, ir, ur - her, bird, fur, fern, dirt, burn; full through</p> <p>Week 2: r- controlled vowel ar - cart, barn, arm, art, yarn, harm; would, house</p> <p>Week 3: r- controlled vowels or, oar, ore; vowel diagraph ea as short e - born, cork, horn, corn, fork, pork; know, great</p> <p>Week 4: vowel diphthongs ou and ow - cow, town, mouse, how, out, mouth;</p>	<p>Week 1: discover, disk, mysterious, place, scatter, leaped, lucky</p> <p>Week 2: career, curious, fascinating, improve, investigate, idea</p> <p>Week 3: breeze, commotion, conditions, forecast, tranquil, extreme, predict</p> <p>Week 4: blaze, increase, observe, outline, scorch, wondered, season</p> <p>Week 5: mature, newborn, process, remain</p>	<p>Weekly Spelling Test, Weekly Assessment, Unit Assessment</p>	<p>1.1 Learning to Read Independently</p> <p>A. Demonstrate CONCEPT OF PRINT, how print is organized and used in reading and writing tasks</p> <p>B. Demonstrate PHONEMIC AWARENESS, the ability to hear and manipulate sounds in spoken words</p> <p>C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words</p> <p>D. Demonstrate FLUENCY, the ability to read grade level text orally with accuracy, appropriate rate and expression</p> <p>E. Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning</p> <p>1.3 Reading, Analyzing, and Interpreting Literature</p> <p>A. Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection</p> <p>1.4 Types of Writing Informational Develop and demonstrate the writing of informational pieces that provides information related real-world tasks</p> <p>1.5 Quality of Writing Progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing and publishing)</p>	<p>1.1.1.E: Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.</p> <p>1.2.1.D: Make inferences and draw conclusions citing evidence from the text to support answers.</p> <p>1.4.1.A: Write, dictate or illustrate descriptive poems and stories that include literary elements.</p> <p>1.5.1.E: Revise writing by adding details or missing information.</p>
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<p>Unit 6 Theme: Adventures</p>	<p>for diphthongs oi and oy, summarize, sequence, prepositions and prepositional phrases, persuasive writing</p>	<p>fall, sure Week 5: vowel diphthongs oi and oy - spoil, coin, join, joy, toy, boy; eyes, enough</p>	<p>ferocious, slender, cub, wild</p>	<p>Week 1: Let's Go Out! - Listen for u, visualize, fantasy and reality, subjects and predicates, writing a personal narrative: letter Week 2: I Can Do It - Listen for o, visualize, make inferences, pronouns, writing a how-to-article Week 3: At Work - Listen for prefixes re-, ur-, monitor comprehension: reread, classify and categorize, pronouns, writing a report</p>	<p>Week 1: always, father, four, love, mother, firm, supposed Week 2: along, early, instead, nothing, thought, errand, suddenly Week 3: build, goes, laugh, only, interesting, ordinary Week 4: been, before, gone, searching, clues, invisible</p>	<p>Week 1: vowel digraphs with u (oo) - book, look, cook, took, hood, wood, mother, love Week 2: vowel digraphs with o (au, aw) - haul, cause, saw, claw, paw, dawn, nothing, along Week 3: two- syllable ...</p>	<p>Week 1: adventurous, anxious, inquisitive, insignificant, route, firm, supposed Week 2: dare, humble, permit, predicament, solution, errand, suddenly Week 3: duty, equipment, profession, satisfaction, thorough, interesting, ordinary</p>	<p>1.1 Learning to Read Independently A. Demonstrate CONCEPT OF PRINT, how print is organized and used in reading and writing tasks B. Demonstrate PHONEMIC AWARENESS, the ability to hear and manipulate sounds in spoken words C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words D. Demonstrate FLUENCY, the ability to read grade level text orally with accuracy, appropriate rate and expression E. Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning 1.3 Reading, Analyzing, and Interpreting Literature A Identify, analyze and apply knowledge</p>	<p>1.1.1.E: Demonstrate accuracy and automaticity in decoding and oral reading of grade level text. 1.2.1.B: Identify the difference between facts and opinions within a text. 1.3.1.B: Recognize different types of genres such as poetry, drama, and fiction. 1.5.1.F: Use grade appropriate conventions of language when writing and editing.</p>
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<p>Week 4: Bugs, Bugs, Bugs - Listen for open and closed syllables, monitor comprehension: reread, make and confirm predictions, grammar - using I and me, writing how-to article</p> <p>Week 5: Special Days - Listen for final stable syllables, reread, character and setting, adverbs that tell how, writing a personal narrative: letter</p>	<p>Week 5: around, begin, brought, certain, minutes, straight, cancel, daydream</p>	<p>words with prefixes re- and un- retry, reuse, remake, unpack, unsafe, unlike, goes, build</p> <p>Week 4: open and closed syllables - jumping, looking, waiting, stopping, running, planning, before, been</p> <p>Week 5: final stable syllables - apple, table, purple, circle, turtle, title, certain, minutes</p>	<p>Week 4: dull, feature, habit, swift, understand, clues, invisible</p> <p>Week 5: fantastic, nutritious, plentiful, stubborn, visit, cancel, daydream</p>	<p>1. Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection</p> <p>1.4 Types of Writing</p> <p>Narrative Develop and demonstrate the writing of narrative pieces that include a main idea based on read, imagined or personal events, characters and a sequence of events</p> <p>1.5 Quality of Writing</p> <p>Progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing and publishing)</p>	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Begin to use correct grammar and sentence formation. <p>1.6.1.B: Use appropriate volume and clarity in individual or group situations.</p> <p>Deliver brief oral presentations on a topic supported by visual aids.</p> <p>1.9.1.A: Use media and technology resources for directed learning activities.</p>
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H.3. LANGUAGE ARTS 2ND GRADE



Young Scholars of McKeesport Charter School

2nd Language Arts YSMCS

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Unit/ Theme	Integrated Skills and Concepts	High Frequency Words	Phonics/ Spelling	Vocabulary	Assessment(s)	OCDEL Standards	Common Core Standards
Unit 1: Friends and Family Week 1	"David's New Friend" Phonemic awareness listen for short (a) -Analyze story structure - Character and Setting - Writing: Personal Narrative	blue, even, study	Blend and build with short a: has, wag, six, if, him, will, sat, had, bad, fix	carefully, different, excited, groan, whisper	spelling test, comprehension quiz		
Unit 1: Friends and Family Week 2	Genre: Fiction Strategy: Analyze story structure Skill: Plot Character and Setting Grammar/Mechanics: Commands and Exclamations/Sentence punctuation	Another, Move, Year	went, tell, pet, job, fog, not, tug, hut, tub, bun, fix, has, another, move, year	company, delighted, enjoyed, share, thinning, wonderful	spelling test, comprehension quiz		

<p>Unit 1 : Friends and Family Week 3</p>	<p>Genre: Expository Strategy: Summarize Skill: Identify Main Idea and Details Non-Fiction vs. Fiction Grammar/Mechanics: Subjects and Letter Punctuations</p>	<p>English, Language, Understand</p>	<p>Bag, Cap, ham, bake, ate, mad, back, cape, made, rake, fog, tug, English, language, understand</p>	<p>Harvest, crops, knowledge, machines, irrigate</p>	<p>spelling test, comprehension quiz</p>
<p>Unit 1 : Week 4</p>	<p>Genre: Expository Strategy: Summarize Skill: Identify Main Idea and Details Non-fiction vs. fiction Grammar/Mechanics: Predicates/Commas Writing: Friendly letter</p>	<p>because, off, picture</p>	<p>did, fin, pick, line, pipe, rip, mix, five, side, hike, cape, made, because, off, picture</p>	<p>celebrate, cultures, deaf, relatives, signing</p>	<p>spelling test, comprehension quiz</p>
<p>Unit 1 : Week 5</p>	<p>Genre: Fiction Strategy: Summarize Skill: Make and Confirm Predictions Plot Grammar/mechanics: Sentence combining/Quotation marks Writing Personal narratives</p>	<p>America, world, country</p>	<p>box, fox, dog, lock, pot, cone, home, nose, poke, rope, side, line, America, world, country</p>	<p>cuddle, favorite, patient, practiced, settled, wrinkled</p>	<p>spelling test, comprehension quiz</p>

<p>Unit 2: Community Heroes Week 1</p>	<p>Genre: Fiction Strategy: Reread Skill: Character, Setting, Plot Make and confirm predictions Grammar/mechanics: nouns, commas in a series Writing: Narrative: story Sequence of Events Trait</p>	<p>island, special, though</p>	<p>main, wait, sail, tail, train, jay, pay, stay, hay, may, rope, nose, island, special, though</p>	<p>collection, concern, exclaimed, figure, vendors</p>	<p>spelling test, comprehension quiz</p>
<p>Unit 2: Week 2</p>	<p>Genre: Folktale Strategy: Reread Skill: Cause and Effect Character, Setting, Plot Grammar/Mechanics: Plural Nouns/Capitalization and commas Writing: Procedural/Important Details/Traits: Ideas</p>	<p>word, morning, against</p>	<p>eat, mean, need, baby, he, leaf, queen, seek, pony, we, train, stay, word, morning, against</p>	<p>advice, commotion, rattled, respected, shivering, tangle</p>	<p>spelling test, comprehension quiz</p>
<p>Unit 2: Week 3</p>	<p>Genre: Expository Strategy: Read Ahead Skill: Main Idea and Details Cause and Effect Grammar/Mechanics: Plural Nouns/Abbreviations <i>Writing: Expository/Practice Words/Traits: Main</i></p>	<p>Different, number, other</p>	<p>light, sight, mind, cry, tie, high, wild, dry, try, lie, baby, queen, different, number,</p>	<p>independence, landmark, state, government, symbol</p>	<p>spelling test, comprehension quiz</p>

Unit 2: Week 4	<p>Genre: Folktale</p> <p>Strategy: Generate Questions</p> <p>Skill: Make Inferences</p> <p>Character, Setting, Plot</p> <p>Grammar/Mechanics: Possessive Nouns/Apostrophes</p> <p>Writing: Personal Narratives: Friendly Letter/Vary Words/Traits: Word Choice</p>	<p>began, anything, everyone</p>	<p>grow, mow, bowl, toe, goes, toast, soap, foam, told, most, light, mind, anything, everyone, began</p>	<p>collectors, store, reward, clever, double, amount</p>	<p>spelling test, comprehension quiz</p>
Unit 2: Week 5	<p>Genre: Biography</p> <p>Strategy: Generate Questions</p> <p>Skill: Compare and Contrast</p> <p>Main Idea and Details</p> <p>Grammar/Mechanics: Plurals/Apostrophes</p> <p>Writing: Expository/Important Details/Traits: Ideas</p>	<p>building, machine, scientist</p>	<p>mule, bugle, fuse, use, flute, June, music, duke, tune, dune, bowl, goes, building, machine, scientist</p>	<p>allowed, powerful, invented, instrument, products, design</p>	<p>spelling test, comprehension quiz</p>
Unit 3: Let's Create Week 1	<p>Genre: Expository</p> <p>Strategy: Visualize</p> <p>Skill: Summarize</p> <p>Compare/Contrast</p> <p>Grammar/Mechanics: Action Verbs/Abbreviations</p>	<p>Body, Pretty, Young</p>	<p>Clerk, herd, first, churn, hurt, term, skirt, stir, burst, turn, music, June, body, pretty,</p>	<p>Annual, anticipate, cherish, emotion, festive</p>	<p>spelling test, comprehension quiz</p>

<p>Grammar/Mechanics: The verb have/Book Titles</p> <p>Writing: Persuasive: Friendly Letter/Strong Conclusion/Traits:</p> <p>World Choice</p>	<p>Genre: Autobiography</p> <p>Strategy: Generate Questions</p> <p>Skill: Draw Conclusions</p> <p>Cause and Effect</p> <p>Grammar/Mechanics: Sentence Combining/Sentence Punctuation</p> <p>Writing: Descriptive Poems/Precise Words/Traits: Word Choice</p>	<p>Believe, built, material</p>	<p>farm, dark, carry, once, talk</p>	<p>neutral</p>
<p>Unit 3:</p> <p>Week 5</p>	<p>star, shark, care, stare, rare, dare, hair, pair, chair, fair, store, north, believe, material, built</p>	<p>spelling test, comprehension quiz</p>	<p>Creating, familiar, glamorous, imagination, memories, occasions</p>	<p>spelling test, comprehension quiz</p>
<p>Unit 4:</p> <p>Better Together</p> <p>Week 1</p>	<p>Genre: Folktale</p> <p>Strategy: Reread</p> <p>Skill: Cause and Effect</p> <p>Draw Conclusions</p> <p>Grammar/Mechanics: Linking Verbs/Capitalization</p> <p>Writing: Personal Narrative/Strong Paragraph/Traits: Organization</p>	<p>Family, Four, hear</p>	<p>Clown, growl, howl, brown, crown, ground, shout, cloud, house, sound, shark, chair, family, four, hear</p>	<p>gaped, attached, frantically, swung, delicious</p>

<p>Unit 4: Week 2</p> <p>Genre: Fiction Strategy: Read Ahead Skill: Use Illustrations Cause and Effects Grammar/Mechanics: Have as a helping verb/Quotation marks Writing: Persuasive Essay/A Strong Opening/Traits: Ideas</p>	<p>Above, Color, Song</p> <p>Soil, Broil, Moist, Point, Boil, Oil, Toy, Joy, Avoid, Royal, Crown, House, Above, Color, Song</p> <p>Attention, buddy, accident, tip, enormous, obeys</p> <p>spelling test, comprehension quiz</p>	<p>Genre: Expository Strategy: Analyze Text Structure Skill: Sequence of Events Character, Setting, Plot Grammar/Mechanics: Irregular Verbs/Book Titles Writing: Expository Composition/Time-Order Words/Traits: Organization</p>	<p>Follow, Near, Paper</p> <p>Room, Tool, suit, fruit, clue, glue, flew, new, shoe, canoe, point, royal, follow, near, paper</p> <p>Serious, personal, informs, heal, aid</p> <p>spelling test, comprehension quiz</p>
<p>Unit 4: Week 3</p>	<p>Below, City, Own</p> <p>s hook, hook, crook, good, should, brook, foot, soot, could, would, fruit, glue, below, city, own</p> <p>young, examines, mammal, normal, hunger, rescued</p> <p>spelling test, comprehension quiz</p>	<p>Genre: Expository Strategy: Analyze Text Structure Skill: Sequence of Events Use Illustrations/Photos Grammar/Mechanics: Irregular Verbs/Letter Punctuation Writing: Friendly Letter/Important Details/Traits: Ideas</p>	<p>Genre: Expository Strategy: Analyze Text Structure Skill: Sequence of Events Use Illustrations/Photos Grammar/Mechanics: Irregular Verbs/Book Titles Writing: Expository Composition/Time-Order Words/Traits: Organization</p>

<p>Unit 4: Week 5</p>	<p>Genre: Fantasy Strategy: Analyze Story Structure Skill: Fantasy and Reality Sequence of Events Grammar/Mechanics: Contractions/Contractions/Apostrophes Writing: Descriptive Flyer/Vary Words/Traits: Word Choice</p>	<p>Among, bought, decided</p>	<p>pause, araw, launch, law, fault, jaw, sauce, hawk, raw, crawl, good, could, among, bought, decided</p>	<p>menu, etcn, simmered, assembled, devoured</p>	<p>spelling test, comprehension quiz</p>
<p>Unit 5: Growing and Changing Week 1</p>	<p>Genre: Informational Fiction Strategy: Summarize Skill: Draw Conclusion Sequence of Events Grammar/Mechanics: Pronouns/Quotation Marks Writing: How-to-Poster/Important Details/Traits: Ideas</p>	<p>Food, Together, Through</p>	<p>Nap, Napkin, cab, cabin, in, index, visit, object, cotton, happen, sauce, draw, food, together, through</p>	<p>burst, desert, drifts, drowns, gently, neighbor</p>	<p>Spelling Test/Comprehension Test</p>
<p>Unit 5: Week 2</p>	<p>Genre: Fiction Strategy: Summarize Skill: Sequence of Events Draw Conclusions Grammar/Mechanics: Pronouns I and Me/Capitalizing the pronouns I Writing: Personal Narrative: Story/Sequence of Events/Trait: Word Choice</p>	<p>Certain, field, hundred</p>	<p>pen, pencil, net, magnet, publish, pepper, fuzzy, dinner, bet, better, visit, cabin, certain, field, hundred</p>	<p>aroma, blooming, muscles, prickly, scent, trade</p>	<p>Spelling test/comprehension quiz</p>

<p>Unit 5: Week 3</p>	<p>Genre: Expository Strategy: Adjust Reading Rate Skill: Summarize Draw Conclusions Grammar/Mechanics: Possessive Pronouns/Capitalization Writing: Expository: Research Report/A Strong Paragraph/Trait: Organization</p>	<p>Idea, often, second</p>	<p>human, giant, lady, lazy, crazy, navy, gravy, solo, open, odor, better, magnet, idea, often, second</p>	<p>ancient, hopeful, unable, confirm, valid, site</p>	<p>Spelling test/comprehension test</p>
<p>Unit 5: Week 4</p>	<p>Genre: Fantasy Strategy: Monitor Comprehension: Reread Skill: Make Inference Fantasy/Reality Grammar/Mechanics: Contractions/Contractions/Possessive Pronouns Writing: Friendly Letter/Vary Words/Trait: Word Choice</p>	<p>Group, important, only</p>	<p>lit, little, set, settle, rip, ripple, pad, paddle, middle, bubble, lady, open, group, important, only</p>	<p>fluttered, giggled, peered, recognized, smuggled, vanished</p>	<p>spelling test/comprehension test</p>
<p>Unit 5: Week 5</p>	<p>Genre: Fiction Strategy: Adjust Reading Rate Skill: Make Inferences Sequence of Events Grammar/Mechanics: Pronoun-Verb Agreement/Book Titles</p>	<p>Door, order, remember</p>	<p>no, noble, male, female, baby, basic, bacon, relate, return, lion, little middle</p>	<p>Beloved, promised, wiggled, gleamed, glanced, noble</p>	<p>Spelling Test/Comprehension Test</p>

<p>Skill: Problem and Solutions</p> <p>Compare and Contrast</p> <p>Grammar/Mechanics: Synonyms and Antonyms/Sentence Punctuation</p> <p>Writing: Expository: Composition/Strong Paragraph/Trait: Organization</p>		<p>side, sidewalk, face, inside, these, tadpole, enjoy, display, during, sure, whole</p>	<p>hardest</p>		
<p>Unit 6: Week 4</p> <p>Genre: Expository</p> <p>Strategy: Visualize</p> <p>Skill: Cause and Effect</p> <p>Problem and Solution</p> <p>Grammar/Mechanics: Adjectives that Compare/Apostrophes</p> <p>Writing: Expository: Compare and Contrast/Vary Sentences/Trait: Sentence Fluency</p>	<p>Complete, measure, questions</p>	<p>Wood, wooden, reach, reaches, way, highway, be, between, root, uprooted, inside, replace, complete, measure, questions</p>	<p>violent, beware, prevent, uprooted, destroy, grasslands</p>	<p>Spelling Test/Comprehension Test</p>	
<p>Unit 6: Week 5</p> <p>Genre: Drama</p> <p>Strategy: Visualize</p> <p>Skill: Problem Solution</p> <p>Cause and Effect</p>	<p>Pulled, travel, voice</p>	<p>Jump, jumper, high, higher, star, starry, other, mother,</p>	<p>signal, randomly, agreed, gathered, jabbing</p>	<p>Spelling Test/Comprehension Test</p>	

<p><i>ever, paper, highway, between, pulled, travel, voice</i></p>		<p><i>Grammar/Mechanics: Adverbs/Prepositions and prepositional phrases</i></p> <p><i>Writing: Narrative: Play/Sequence of Events/Trait: Organization</i></p>	
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Last updated: 8/22/2012



H.4. LANGUAGE ARTS 3RD GRADE



3rd Language Arts YSMCS

Unit	Week	PA Common Core Standards	PA Eligible Content	Common Core State Standards	Comprehension Skills	Vocabulary	Spelling	Grammar Focus	Daily Writing	Assessment(s)
Unit 1: Let's Learn	Week 1: Value of Friendship "First Day Jitters"	CC. 1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	E03. A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar character. E03. A-K.1.1.3. Describe characters in a story (e.g. their traits, motivations, feelings,) and explain how their actions contribute to the		Character, Setting, Plot	chuckled, nervous, nonsense, fumbled, trudged	clap, step, sick, rock, luck, crop, snack, mess, head, shut, miss, stamp, jump, click, pond, cat, man, can bathtub	Statements and Questions	Trait: Ideas pg. 6E-6F	Weekly Read Assessment Spelling Test

<p>sequence of events.</p> <p>E03.D.1.1.9</p> <p>Produce simple, compound, and complex sentences.</p>	<p>CC.1.4.3.R</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>auditions, adventure, exploring, sparkling, fantastic, success</p>	<p>date, fine, rose, lake, life, home, safe, rice, globe, plane, wise, smoke, grade, smile, come, clap, sick, crop, sneeze, escape</p>	<p>Commands and Exclamations</p>	<p>Trait: Ideas p. 34E-34F</p>	<p>Weekly Reading Assessment</p> <p>Spelling Test</p>
<p>CC.1.4.3.L</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E03.D.1.1.9</p> <p>Produce simple, compound, and complex sentences.</p>	<p>Cause and Effect</p>	<p>fail, bay, pail, ray, plain, tray, trail map</p>	<p>Complete Subjects</p>	<p>Personal Narrative pg. 66E-66F</p>	<p>Weekly Reading Assessment</p> <p>Spelling Test</p>
<p>Week 2:</p> <p>Animal Teams</p> <p>"Amazing Grace"</p>	<p>CC.1.2.3.A.</p> <p>Determine the main idea of a text.</p>	<p>Main Idea and Details</p>	<p>donate, unaware, members, contribute</p>	<p>Complete Subjects</p>	<p>Personal Narrative pg. 66E-66F</p>	<p>Weekly Reading Assessment</p> <p>Spelling Test</p>
<p>Week 3:</p> <p>Building Schools</p>	<p>E03.B-K.1.1.2</p> <p>Determine the main idea of a text.</p>	<p>Main Idea and Details</p>	<p>fail, bay, pail, ray, plain, tray, trail map</p>	<p>Complete Subjects</p>	<p>Personal Narrative pg. 66E-66F</p>	<p>Weekly Reading Assessment</p> <p>Spelling Test</p>

	"Earth Smart"	<p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>	<p>the key details and explain how they support the main idea.</p>	<p>key details and explain how they support the main idea.</p>			<p>passion, bothering, admire, concentrate, ached, splendid</p>		<p>Compare and Contrast</p>	<p>gold, bowl, soak, sold, snow, loaf, roast, coast, scold, coal, slow, grows, show, float, blow, snail, plain, gray, window, program</p>	<p>Weekly Reading Assessments Spelling Test</p>
	<p>Week 4: Wolves "Wolf!"</p>	<p>E03.A-C.3.1.1. Compare and contrast the themes settings and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).</p>	<p>E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>key details and explain how they support the main idea.</p>	<p>Compare and Contrast</p>	<p>passion, bothering, admire, concentrate, ached, splendid</p>	<p>gold, bowl, soak, sold, snow, loaf, roast, coast, scold, coal, slow, grows, show, float, blow, snail, plain, gray, window, program</p>	<p>Weekly Reading Assessments Spelling Test</p>	<p>Complete Predicates</p>	<p>Trait: Ideas pg. 78E-78F</p>	<p>Weekly Reading Assessments Spelling Test</p>	
<p>Unit 2: March 1. Birth</p>	<p>Week 5: Special Places "My Very Own Room"</p>	<p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>	<p>E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>separate, determination, storage, exact, ruined, luckiest</p>	<p>Make and Confirm Predictions</p>	<p>separate, determination, storage, exact, ruined, luckiest</p>	<p>mild, sky, pie, might, find, fight, tied, right, fry, tight, child, flight, bright, buy, dye, soak, bowl, gold, wind, children</p>	<p>Weekly Reading Assessments Spelling Tests</p>	<p>Compound Sentences</p>	<p>Traits: Ideas pg. 112E-112F</p>	<p>Weekly Reading Assessments Spelling Tests</p>	

UNIT 4:	WEEK 1: DIII	CC.1.4.3.F	E03.A.1.1.1.2	SEQUENCE	SIDEWALKS,	FEET, SEAT,	COMMUNITY	TRAIL IDEAS	WEEKLY MEASURING
Neighborhoods and Communities	of a Town "Boom Town"	Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usages, capitalization, punctuation, and spelling.	Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. E03.D.1.1.2. Form and use regular and irregular plural nouns.		grumbled, traders, blossomed, wailed, lonesome	weak, week .bean, creek, speaks, team, free, green, clean, cream, street, freeze, field, right, pie, child, sixteen, peanut	Proper Nouns	pg. 156E-156F	Assessments Spelling Tests
	Week 2: Starting a Local Business "Home Grown Ruffarflae"	CC.1.4.3.F Demonstrate a grade appropriate command of the	E03.D.1.1.2 Form and use regular and irregular plural nouns. E03.A-K.1.1.1 Ask and answer	Draw Conclusions	disappear, protect, harming, supply, capture, enclosure	wrap, knit, gnat, wrists, knots, wrote, knight, sign, knock,	Singular and Plural Nouns	Trait: Word Choice pg. 190E-190F	Weekly Reading Assessments Spelling Tests

<p>WEEK 3: Communities "Go West!"</p>	<p>conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>	<p>questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>wreck, know, wring, gnaws, write, wrong, week speaks, field, wristwatch, knapsack</p>	<p>Irregular Plural Nouns</p>	<p>Expository pg. 210E-210F</p>	<p>Weekly Reading Assessments Spelling Tests</p>
		<p>Main Idea and Details (stated)</p>	<p>culture, communities, immigrants, established, traditional</p>	<p>thread, scrubs, spree, screams, street, scratch, spread, throne, three, screens, spray, throw, strong, scraped, strength,</p>		
	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of the</p>	<p>E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>E03.D.1.1.2 Form and use regular and irregular plural nouns.</p>				

Unit 3: Express Yourself	Week 1: Being a Writer "Author: A True Story"	CC.1.3.3.D Explain the point of view of the author. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations. E03.D.1.1.4 Form and use regular and irregular verbs.	Author's Purpose	talented, single, proper, excitement, acceptance, useful	turns, first, herds, learn, purr, third, earn, nurse, perch, girls, firm, word, world, serve, worth, he'd, wasn't, didn't, perfect, Thursday	Action Verbs	Trait: Ideas pg. 285E-285F	Weekly Reading Assessments Spelling Tests
Unit 3: Express Yourself	Week 2: Keeping in Touch "Dear Juno"	CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.1.3.H Compare and contrast the themes,	E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series.)	Character, Setting, Plot	crackle, starry, announced, soared, noticed	bark, shorts, sharp, sore, hard, storms, yard, sport, sharks, porch, pour, story, chore, wore, carve, first, third, nurse, orchard, artist	Present-Tense Verbs	Trait: Voice pg. 310E-310F	Weekly Reading Assessments Spelling Tests

<p>settings, plots, of stories written by the same author about the same or similar characters.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p>E03.D.1.1.5 Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.</p>											
<p>Week 3: Let's Communicate "Messaging Mania"</p>	<p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of the standard English grammar.</p>	<p>E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical</p>	<p>Cause and Effect</p>	<p>estimate, focus, record</p>	<p>misfile, unwanted, recycle, undone, presale, misread, recall, precut, unload, misnumber.</p>	<p>Past-Tense Verbs</p>	<p>How-to Letter pg. 346E-346F</p>	<p>Weekly Reading Assessments Spelling Tests</p>				

usage, capitalization, punctuation, and spelling.	procedures in a text, using language that pertains to time, sequence, and cause/effect.	unfair, mistreat, unhappy, retold, preplan, hard, porch, carve, prejudice, uncertain
CC.1.2.3.G Use information gained from text features to demonstrate an understanding of a text.	E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.	E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that		

<p> <i>pertains to</i> time, sequence, and cause/effect. </p>	<p> E03.D.1.1.4 Form and use regular and irregular verbs. </p>
<p> CC.1.4.3.B Identify and introduce the topic. </p>	<p> E03.D.1.1.5 Form and use the simple (e.g., I walked; I walk; I will walk.) verb tenses. </p>
<p> CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a second of closure. </p>	<p> E03.C.1.2.1 Introduce a topic for the intended audience and group related information together to support the writer's purpose. </p>
	<p> E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. </p>

<p>Week 4: Build Background</p> <p>"What Do Illustrators Do?"</p>	<p>CC.1.2.3.D Explain the point of view of the author</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E03.B-C.2.1.1 Explain the point of view from which a text is written.</p> <p>E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>E03.D.1.1.4 Form and use regular and irregular verbs.</p> <p>E03.D.1.1.5 Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>	<p>Sequence</p>	<p>instance, illustrate, style, textures, sketches, suggestions</p>	<p>coy, soil, foil, toil, coins, point, noise, loyal, boiled, spoiled, enjoys, voice, choice, soybean, joyful, unhappy, retold, misread, noisy, checkpoint</p>	<p>Future-Tense Verbs</p>	<p>Trait: Organization</p> <p>pg. 358E-358F</p>	<p>Weekly Reading Assessments</p> <p>Spelling Tests</p>
<p>Week 5: My Art</p> <p>"The Jones Family Express"</p>	<p>CC.1.4.3.D Create an organizational structure that includes information</p>	<p>E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text referring</p>	<p>Make Inferences</p>	<p>annual, potential, expensive, politely, wrapping, innocent</p>	<p>loop, rude, look, clue, spoon, tube, shook, blue, cubes, none</p>	<p>Sentence Combining with Verbs</p>	<p>Trait: Word Choice</p> <p>pg. 392E-392F</p>	<p>Weekly Reading Assessments</p> <p>Spelling Tests</p>

<p>grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>	<p>Week 1: Working as</p>	<p>CC.1.3.3.B Ask and</p>	<p>E03.A-K.1.1.1 Ask and answer</p>	<p>Draw Conclusions</p>	<p>beamed, argued, possessions,</p>	<p>found, town, shout, owl,</p>	<p>Verbs Be, Do, Have</p>	<p>Trait: Voice</p>	<p>Weekly Reading Assessments</p>
<p>explicitly to the text as the basis for the answers.</p> <p>E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E03.C.1.2.3 Introduce a topic for the intended audience and group related information together to support the writer's purpose.</p>						<p>mules, gloom, true, shoe, stew, enjoy, soil, noise, classroom, childhood</p>			

<p>One "Seven Spools of Thread"</p>	<p>answer questions about the text and make inferences from text; refer to text to support responses. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.D.1.1.4 Form and use regular and irregular verbs</p>	<p>fabric, purchased, quarreling</p>	<p>couch, bow, scout, round, plow, crowd, proud, clouds, ground, louder, bounce, spoon, true, shoes, outline, snowplow</p>	<p>Spelling Tests</p>
<p>Week 2: Unique Talents "Nacho and Lolita"</p>	<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a</p>	<p>E03.C.1.2.3. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>Theme brilliance, affection, pleaded, exhausted, guarantee, preparations</p>	<p>Linking Verbs years, twins, trays, states, ashes, foxes, inches, files, cities, ponies, bunches,</p>	<p>Trait: Voice pg. 38E-38F Weekly Reading Assessments Spelling Tests</p>

	<p><i>alleys, lunches, cherries, daisies, town, round, bounce, heroes, libraries</i></p>			<p><i>alleys, lunches, cherries, daisies, town, round, bounce, heroes, libraries</i></p>	
	<p><i>yawn, taught, salt, lawn, halls, hauls, hawks, squawk, bought, bawls, drawing, caused, paused, crawled, coughing, twins, inches, heroes, walrus, autumn</i></p>	<p><i>utilize, awareness, pollution, emphasize.</i></p>	<p><i>utilize, awareness, pollution, emphasize.</i></p>	<p><i>utilize, awareness, pollution, emphasize.</i></p>	<p><i>utilize, awareness, pollution, emphasize.</i></p>
<p><i>E03.A-K.1.1.2 Recount poems, dramas, stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through details in the text.</i></p>	<p><i>concluding statement or section. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</i></p>	<p><i>E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally using temporal words and phrases to signal event order; provide a sense of closure.</i></p>	<p><i>Problem/Solution</i></p>	<p><i>Problem/Solution</i></p>	<p><i>Problem/Solution</i></p>
<p><i>E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally using temporal words and phrases to signal event order; provide a sense of closure.</i></p>	<p><i>CC.1.4.3.P Organize an event sequence that unfolds naturally using temporal words and phrases to signal event order; provide a sense of closure.</i></p>	<p><i>E03.C.1.2.1 Introduce a topic for the intended audience and group related information</i></p>	<p><i>Problem/Solution</i></p>	<p><i>Problem/Solution</i></p>	<p><i>Problem/Solution</i></p>
<p><i>Week 3: Community Teamwork "A Growing Interest"</i></p>					

	<p>topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.2.3.C</p> <p>Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause and effect.</p>	<p>together to support the writer's purpose.</p> <p>E03C.1.2.2.</p> <p>Develop the topic with facts, definitions, and/or details.</p> <p>E03.B-K.1.1.3</p> <p>Describe the relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>					

<p>and events or show the response of characters to situations.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>contribute to the sequence of events.</p> <p>E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.</p> <p>E03.D.1.1.4 Form and use regular and irregular verbs.</p> <p>E03.D.1.1.5 Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.</p>	<p>piece, salt, bought, caused, seen, scene</p>						<p>Weekly Reading Assessments</p> <p>Spelling Tests</p>
								<p>Trait: Word Choice</p> <p>pg. 110E-</p>
								<p>Irregular Verbs</p>
								<p>cell, gems, age, place, gyms, city, cents, price,</p> <p>decisions, communicate, essential, responsible,</p>
								<p>Sequence</p>
								<p>E03.A-K.1.1.3 Describe characters in a story (e.g., their</p>
								<p>Week 5: Astronauts</p> <p>"Out of This ...</p>
								<p>CC.1.4.3.O Use dialogue and descriptions</p>

<p>World: The Ellen Ochoa Story"</p>	<p>of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p>	<p>research, specialist</p>	<p>space, nice, giant, changes, pages, gentle, message, sale, rode, they're, giraffe, celebrate</p>	<p>110F</p>		<p>Trait: Ideas</p>	<p>Weekly Reading</p>
	<p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	<p>E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.</p>				<p>Main Idea and</p>	<p>Pronouns</p>	<p>airplane,</p>
	<p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E03.D.1.1.4 Form and use regular and irregular verbs.</p>				<p>fiere, echoes,</p>		
<p>Unit 5: Those</p>	<p>Week 1:</p>							

<p>Amazing Animals</p>	<p>Antarctic Life "Penguin Chick"</p>			<p>shuffles, huddle, junior, down</p>	<p>daytime, birthday, daylight, hairdo, notebook, birchhouse, barefoot, highlight, sometime, someone, newspaper, sidewalk, basketball, stagecoach, age, gentle, city, somebody, handwriting</p>	<p>pg. 142E-142F</p>	<p>Assessments Spelling Tests</p>
<p>Week 2: Animal Homes "Animal Homes"</p>			<p>Description</p> <p>architects, structures, contain, retreats, shallow, shelter</p>	<p>tries, tried, trying, dries, dried, drying, hurries, hurried, hurrying, studies, studied, studying, plays, played, playing, birthday, birchhouse, someone, obeyed,</p>	<p>Subject/Object Pronouns</p>	<p>Trait: Ideas pg. 172E-172F</p>	<p>Weekly Reading Assessments Spelling Tests</p>

	<p> <i> cure, complain, enjoyed, explaining, poison, remain, repeat, unreal, unclear, reading, detail, able, puzzle, pickle, fourteen, holiday </i> </p>	<p> <i> sister, sailor, dollar, toaster, winter, doctor, layer, dancer, mayor, writer, silver, cellar, trailer, December, author, about, explaining, repeat, circular, editor </i> </p>	<p> <i> magnificent, masterpiece, ingredient, recipes, tasty, tradition </i> </p>	<p> Week 4: Telling Tales "Cook-a-Doodle Doo!" </p>	<p> Weekly Reading Assessments Spelling Tests </p>	<p> Trait: Ideas pg. 348E-348F </p>	<p> Prepositions </p>	<p> Compare and Contrast </p>
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<p>Week 5: Fairy Tales</p> <p>"One Riddle, One Answer"</p>	<p>Character, Setting, Plot</p>	<p>depart, suitable, increases, observed, advised, discouraged</p>	<p>careful, cheerful, helpful, colorful, harmful, peaceful, pitiful, painless, priceless, helpless, sleepless, rainless, helplessly, carefully, peacefully, doctor, dollar, December, wonderful, cloudless</p>	<p>Sentence Combining</p>	<p>Trait: Word Choice</p> <p>pg. 384E-384F</p>	<p>Weekly Reading Assessments</p> <p>Spelling Tests</p>
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H.5. LANGUAGE ARTS 4TH GRADE



Young Scholars of McKeesport Charter School

4th Language Arts YSMCS

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Unit	Week	PA Common Core Standards	PA Eligible Content	Common Core State Standards	Comprehension Skills	Vocabulary	Spelling	Grammar Focus	Daily Writing	Assessment(s)
Unit 1: Growing Up	Week 1: "My Diary from Here to There"	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, punctuation, and capitalization, and spelling. CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences. CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words.	E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade-appropriate words correctly. E04.A-K.1.1.1 Refer to details and examples in a text when explaining what	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific	Making inferences	opportunities border unions strike citizen boycotts	sum, flat, plum, bell, grim, plot, namd. buff, dock, blot, odd, left, cash, mill, past, shelf, wealth, crunch, hint, build. Challenge: heavy, shovel, sash, channel.	Sentences: Basics/Review	Day 1: Write about a moment when you learned something new at school. Day 2: Write about a moment when you received a compliment. Day 3: Write about a moment when you were making something (a science project, a meal, a craft project). Day 4: Write about a moment when	Weekly Reading Assessment Spelling Test English Quiz

<p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.4.E</p> <p>Read with accuracy and fluency to support</p>	<p>the text says explicitly and when drawing inferences from the text.</p> <p>E04.A-V.4.1.1</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>you did something that was easy for you.</p>
<p>comprehension.</p> <p>CC.1.3.4.F</p> <p>Determine the meaning of words and phrases as they</p> <p>are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I</p> <p>Determine or clarify</p>	<p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in</p>	<p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	

the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools	literature (e.g., <i>Herculean effort</i>).
CC.1.3.4.J	
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and	<p>meaning of a word (e.g., <i>photograph</i>, <i>autograph</i>)</p> <p><i>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

<p>that are basic to a particular topic.</p> <p>CC.1.3.4.K</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word</p>	<p>Character, setting, and plot.</p> <p>curious policy</p> <p>ranged temporary several frequently</p> <p>pale, face, crate, clay, stray, cane, slate, today, ball, rail, break, ache, drain, faint, flame, claim, steak, eight, mane, graze.</p> <p>Challenge words: neighbor, railway, maintain, garage</p>	<p>Subjects and Predicates:</p> <p>Simple and Compound</p> <p>Day 1: Write about a moment when you got dressed up.</p> <p>Day 2: Write about a moment when you played with a friend.</p> <p>Day 3: Write about a moment of action as though it were happening in slow-motion.</p> <p>Day 4: Write about a moment when you were getting ready <small>this morning</small></p>	<p>Weekly reading assessment</p> <p>Spelling test</p> <p>English Quiz</p>
<p>that are basic to a particular topic.</p> <p>CC.1.3.4.K</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p> <p>E04.A-K.1.1.3 Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of words and phrases as they</p>	<p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word</p>	<p>Character, setting, and plot.</p> <p>curious policy</p> <p>ranged temporary several frequently</p> <p>pale, face, crate, clay, stray, cane, slate, today, ball, rail, break, ache, drain, faint, flame, claim, steak, eight, mane, graze.</p> <p>Challenge words: neighbor, railway, maintain, garage</p>	<p>Subjects and Predicates:</p> <p>Simple and Compound</p> <p>Day 1: Write about a moment when you got dressed up.</p> <p>Day 2: Write about a moment when you played with a friend.</p> <p>Day 3: Write about a moment of action as though it were happening in slow-motion.</p> <p>Day 4: Write about a moment when you were getting ready <small>this morning</small></p>	<p>Weekly reading assessment</p> <p>Spelling test</p> <p>English Quiz</p>

are used in grade level text, including figurative language.	unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	meanings.
CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., <i>Herculean</i>)	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and	b. Use common, grade Latin affixes	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high

phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	and roots as clues to the meaning of a word (e.g., photograph, autograph	end of the range.
CC.1.3.4.K	E04.A-V.4.1.2	
Read and comprehend literary fiction on grade level, reading independently and proficiently.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CC.1.1.4.D	a. Explain the meaning of similes and metaphors in context.	
Know and apply grade level phonics and word analysis skills in decoding words.	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	
Use combined knowledge of all letter-sound correspondences,	c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	

<p>syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension.</p>	<p>Week 3 "Kid Reporters at Work"</p>	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.3.4.D Compare and contrast an event or topic told from two different points of view. CC.1.1.4.D Know and apply</p>	<p>E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade- appropriate words correctly. E04.B-C.3.1.3 Interpret text features (e.g., h charts, timelines, diagrams) and/or make</p>	<p>RI.4.4. Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus</p>	<p>Compare and contrast</p>	<p>Identified enterprising persistence venture</p>	<p>beam, tea, chief, squeak, three, week, sleek, heal, tease, thief, deal, please, leak, league, reef, deed, feet, breathe, speech, wheeze Challenge Words: freedom,</p>	<p>Simple and compound sentences</p>	<p>For this week: Read each student's writer's notebook, select two of the strongest entries from recent student writing and flag each of them with a sticky note. Explain that you have</p>	<p>Weekly Reading Assessment English Quiz Spelling Test</p>
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grade level phonics and word analysis skills in decoding words.	connections between text and features. being and that are basic to a particular topic.	and the information provided. If the range.	appeal, beliefs, crease	posted a sticky note on two pieces you thought were strong. The student's job is to reread them and choose one of the pieces for you to give an individual Revision Assignment. Give the student a basis for choosing the entry, and post the criteria.
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	CC.1.2.4.K Determine or clarify the meaning of reading and content, choosing flexibly from a range of strategies and tools.			For example: Choose a piece in which you've really used some great detail
CC.1.1.4.E Read with accuracy and fluency to support comprehension.	E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.			Choose a piece that you think will make someone laugh (gasp, cringe, etc.).
Acquire and use accurately grade-appropriate conversational, general academic,	a. Use context			After deciding on a piece write a big check mark on the sticky

note attached to the entry that you want me to read.

and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	(e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph
Read and	c. Determine the meaning of general academic and domain phrases used in a text.
	E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
	a. Explain the

<p>comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>E04.B-C.3.1.3 Interpret text features (e.g., charts, timelines, diagrams) and/or make connections between text and features. being and that are basic to a particular topic.</p>
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CC1.2.4.K Determine or clarify the meaning of reading and content, choosing flexibly from a range of strategies and tools.

E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph

c. Determine the meaning of general academic and domain phrases used in a text.

E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common

infinite

<p>Unit 1: Growing Up</p>	<p>Week 4 "The Astronaut and the Onion"</p>	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text. CC.1.4.D Know and apply grade level phonics and word analysis</p>	<p>E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade- appropriate words correctly. E04.A-K.1.1.3 Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). E04.A-V.4.1.1 Determine or clarify the meaning of</p>	<p>Character</p> <p>endless realistic display sensible protested paralyzed</p>	<p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word</p>	<p>file, drive, kite, pies, die, wipe, inside, height, pride, spy, sigh, shy, prime, sly, pry, climb, minding, fright, twice, sight. Challenge Words: highway, wildlife, disqualify, spider.</p>	<p>Complex Sentences: Independent and Dependent clauses.</p>	<p>Day 1: Write about an item you lost. How would you describe it so that someone would know it is yours if they found it? Day 2: Write about your favorite piece of playground equipment (ball, jump rope, monkey bars). Describe exactly what it looks like and how you use it. Day 3: Write</p>	<p>Weekly Reading Assessment English Quiz Spelling Test</p>
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skills in decoding words.	unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	meanings.	about one tool you would use in art class (paintbrush, watercolors).
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., <i>Herculean</i> effort).	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).	Describe exactly how the tool looks.
unfamiliar multisyllabic words.		<u>RF.4.3.</u> Know and apply grade-level phonics and word analysis skills in decoding words.	Day 4: Write about your favorite school supply (ruler, eraser, glue, compass).
CC.1.1.4.E		<u>RF.4.4.</u> Read with sufficient accuracy and fluency to support comprehension.	Describe how it looks and why it is your favorite.
Read with accuracy and fluency to support comprehension.		RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).	
		RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
		<u>RL.4.10.</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

and roots as
clues to the
meaning of a
word (e.g.,
photograph,
autograph
E04.A-V.4.1.2
Demonstrate
understanding
of figurative
language,
word
relationships,
and nuances in
word
meanings.
a. Explain the
meaning of
similes and
metaphors in
context.
b. Recognize
and explain the
meaning of
common
idioms,
adages, and
proverbs.
c. Demonstrate
understanding
of words by
relating them
to their
antonyms and
synonyms.

Unit 1: Growing Up	Week 5 "Because of Winn-Dixie"	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content,	E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade- appropriate words correctly. E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation). RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4. Read with sufficient accuracy and fluency to support comprehension. DI.1.1 Determine the meaning of	Sequence	peculiar aware positive selecting consisted advanced	goal, mole, stone, stove, chase, shawdow, fold, flow, mold, toll, groan, stole, foam, mows, roasting, lower, sole, blown, bolt, quote. Challenge words: coaster, motor, allowed, explore.	Run on sentences	Day 1: Write about a moment when you were in a place that you thought was beautiful. Day 2: Write about a moment when you were somewhere crowded. Day 3: Write about a moment when you were at a park. Day 4: Write about a moment when you were in a place that was very noisy.	Weekly Reading Assessment English Quiz Spelling Test
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Vocabulary	Strategies	Skills, determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
from a range of strategies and tools	a. Use context (e.g., definitions, examples, or	words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
CC.1.3.4.J	restatements in text) as a clue to the meaning of a word or phrase, including	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific	words or phrases that allude to significant characters found in literature (e.g., Herculean effort).	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph	
CC.1.3.4.K	E04.A-V.4.1.2	
Read and comprehend literary fiction on grade level, reading independently and	Demonstrate understanding of figurative language,	

<p>proficiently.</p> <p>CC.1.1.4.D</p> <p>Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.4.E</p> <p>Read with accuracy and fluency to support comprehension.</p>	<p>word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>
	<p>CC.1.1.4.F</p>

Unit 2: Making a Difference	Week 1: "My Brother Martin"	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. CC.1.3.4.D Compare and contrast an event or topic told from two different points of view. CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade- appropriate words correctly. E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that	Author's purpose	unfair ancestors numerous avoided injustice	unlock, unload, relearn, rewind, incorrect, overheat, preplan, unborn, unlock, resell, imperfect, illegal, subway, supersize, unchain, recall, rewash, indirect, overact, premix. Challenge words: interact, transmit, preoccupied, impatient.	Common and proper nouns.	Day 1: Write about a moment when you tasted something and hated it. Day 2: Write about a moment when you tasted something and thought it was delicious. Day 3: Write about a moment from your favorite vacation or from a visit to a favorite place. Day 4: Write about a moment when you felt very cold.	Weekly Reading Assessment English Quiz Spelling Test

level	allude to significant characters found in mythology (e.g., Herculean).	allude to significant characters found in mythology (e.g., Herculean).
reading and content,	characters found in literature (e.g., Herculean effort).	characters found in literature (e.g., Herculean effort).
choosing flexibly from a range of strategies and tools	b. Use common, grade	b. Use common, grade
CC.1.3.4.J	Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph	Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific	E04.A-V.4.1.2	E04.A-V.4.1.2
words and phrases,	Demonstrate understanding of figurative language,	Demonstrate understanding of figurative language,
including those that	word	word
signal precise	relationships, and nuances in	relationships, and nuances in
actions, emotions, or	word meanings.	word meanings.
states of being and	a. Explain the meaning of similes and	a. Explain the meaning of similes and
that are basic to a particular topic.	metaphors in context.	metaphors in context.
CC.1.3.4.K	b. Recognize and explain the meaning of	b. Recognize and explain the meaning of
Read and comprehend literary		
fiction or drama		

<p> <i> common level, reading independently and proficiently. CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension. </i> </p>	<p> <i> common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. </i> </p>
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Unit 2: Making a Difference	Week 2: "Mighty Jack"	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. CC.1.3.4.D Compare and contrast an event or topic told from two different points of view. CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic	E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade- appropriate words correctly. E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation). RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RL.4.4. Determine the meaning of words and phrases as they are	Author's purpose	legendary muttered gaped snickering insult flinched	choose, kitchen, touch, chance, sketched, ketchup, snatch, stretching, pitcher, chef, rush, thirty, northern, graph, whole, fifth, headphone, whirl, width. Challenge Words: theater, company, chemical, whether.	Singular and Plural Nouns	Day 1: Write about what you do to play your favorite game. Day 2: Write about a time when you were surprised. Day 3: Write about what you do when your parents say you have clean your room. Day 4: Write about what you do at your favorite outdoor place	Weekly Reading Assessment English Quiz Spelling Test
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words.	words or phrases that allude to significant characters	used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
CC.1.1.4.E	characters found in literature (e.g., Hercules)	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Read with accuracy and fluency to support comprehension.	Herculean effort).	
CC.1.3.4.F	b. Use common, grade	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)	
CC.1.3.4.I	E04.A-V.4.1.2	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content,	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
choosing flexibly	a. Explain the meaning of similes and metaphors in context.	
	b. Recognize and explain the	

from a range of strategies and tools	meaning of common idioms, adages, and proverbs.
CC.1.3.4.J	c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	
CC.1.3.4.K	
Read and comprehend literary fiction on grade level, reading independently and proficiently.	

Unit 2: Making a Difference	Week 3: "Making a Splash:	CC.1.2.4.J Acquire and use accurately gradeappropriate conversational, general academic, and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases	E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade- appropriate words correctly. E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. E04.B-C.3.1.3 Interpret text features (e.g., h charts, timelines, diagrams) and/or make connections between text and features. being and that are basic to a particular topic. CC1.2.4.K Determine or clarify the	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.4. Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Main idea and details	similar challenges designed achieved varied	shred, through, sprout, sprawl, split, throb, throat, shrink, screw, shrimp, screech, straighten, sprang, shriek, splashing, straps, strand, script, thrill, throne. Challenge Words: threaten, strictly, scrimmage, straightedge.	Irregular Plural Nouns	Same procedure from week 3 for each unit. *See unit 1 week 3.	Weekly Reading Assessment English Quiz Spelling Test
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based on grade level	meaning of reading and content,
reading and content,	choosing flexibly from a range of strategies and tools.
choosing flexibly from a range of strategies and tools.	E04.B-V.4.1.1
CC.1.2.4.L	Determine or clarify the meaning of unknown and
Read and comprehend	multiple-meaning words and phrases based on
literary non-fiction and informational text on grade level,	grade 4 reading and content,
reading	choosing flexibly from
independently and proficiently.	a range of strategies.
CC.1.1.4.D	a. Use context (e.g., definitions, examples, or
Know and apply	restatements in text) as a clue to the
grade level phonics and word analysis	meaning of a word or phrase.
skills in decoding words.	b. Use
Use combined knowledge of all letter-sound correspondences,	common,
orthographic	grade

patterns, and morphology to read accurately	Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)
unfamiliar multisyllabic words.	c. Determine the meaning of general academic and domain phrases used in a text.
CC.1.1.4.E	E04.B-V.4.1.2
Read with accuracy and fluency to support comprehension.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
	a. Explain the meaning of similes and metaphors in context.
	b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or

phrases that
allude to
significant
characters
found in
literature (e.g.,
Herculean
effort).
b. Use
common,
grade
Latin affixes
and roots as
clues to the
meaning of a
word (e.g.,
photograph,
autograph
E04.A-V.4.1.2
Demonstrate
understanding
of figurative
language,
word
relationships,
and nuances in
word
meanings.
a. Explain the
meaning of
similes and
metaphors in
context.
b. Recognize
and explain the
meaning of

					<p>common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	
<p>Unit 2: Making a Difference</p>	<p>Week 4: "Wild Horses"</p>	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I Determine or clarify</p>	<p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., missed, unborn, slammed) and</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., missed, unborn, slammed) and</p>	<p>Cause and Effect</p> <p>descendants</p> <p>sanctuary</p> <p>threatened</p> <p>emerge</p> <p>fragile</p> <p>habitat</p>	<p>door, dart, fort, morning, carpet, ford, core, cord, spark, award, smart, charge, worn, argue, stormy, bore, guard, ward, warp, backyard.</p> <p>Challenge</p> <p>Words:</p> <p>charcoal, forecast, majority, pillar.</p>
					<p>Possessive Nouns</p>	<p>Day 1: Write about a moment when you were trying to get somewhere quickly.</p> <p>Day 2: Write about a moment when you were very tired but you were trying to stay awake.</p> <p>Day 3: Write about a moment when you were waiting for someone or something.</p> <p>Day 4: Write about a moment when</p>

<p>the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools</p> <p>CC.1.3.4.J Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and</p>	<p>strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters</p> <p>characters found in literature (e.g., Herculesan effort).</p> <p>b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph</p> <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language,</p>	<p>that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).</p> <p><u>RF.4.3.</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>RF.4.4.</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>RL.4.4.</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><u>RL.4.5.</u> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><u>RL.4.10.</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>you were riding a bike up or down a steep hill.</p>
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that are basic to a particular topic.	word relationships, and nuances in word meanings.
CC.1.3.4.K	a. Explain the meaning of similes and metaphors in context.
Read and comprehend literary fiction on grade level,	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
reading independently and proficiently.	c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
CC.1.4.D	
Know and apply grade level phonics and word analysis skills in decoding words.	
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	

<p>CC.1.1.4.E</p> <p>Read with accuracy and fluency to support comprehension.</p>				<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).</p>	<p>E04.D.1.2.1</p> <p>Use correct capitalization.</p> <p>E04.D.1.2.4</p> <p>Spell grade-appropriate words correctly.</p> <p>E04.D.1.2.1</p> <p>Use correct capitalization.</p> <p>E04.D.1.2.4</p> <p>Spell grade-appropriate words correctly.</p>	<p>CC.1.1.4.F</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.4.F</p> <p>Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I</p> <p>Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>Unit 2: Making a Difference</p> <p>Week 5: Mystic Horses</p>	<p>sickly, hardly, quickly, slowly, carefully, wonderful, beautiful, graceful, spoonful, darkness, shapeless, ageless, illness, goodness, spotless, painless, weakness, darkest, clearest, thoughtful.</p> <p>Challenge Words: brilliantly, straightest, deceitful, motionless.</p>	<p>sores</p> <p>loosened</p> <p>mysterious</p> <p>amazement</p> <p>midst</p> <p>responsibility</p>	<p>Plurals and Possessives</p>	<p>Day 1: Write about a moment when you were excited.</p> <p>Day 2: Write about a moment when you were late for school.</p> <p>Day 3: Write about a moment when you were doing a chore or task.</p> <p>Day 4: Write about a moment when you were fixing a meal.</p>	<p>"</p>
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words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	content, choosing flexibly from a range of strategies.	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
reading and content, choosing flexibly from a range of strategies and tools	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the	RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
CC.1.3.4.J	meaning of a word or phrase, including words or phrases that allude to significant	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific	characters found in literature (e.g., Hercules)	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	effort). b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CC.1.3.4.K	photograph, autograph	
Read and		

ENL A.1.1.1 2

comprehend literary fiction on grade level, reading independently and proficiently.	EV.1.1.4.1.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CC.1.1.4.D	a. Explain the meaning of similes and metaphors in context.
Know and apply grade level phonics and word analysis skills in decoding words.	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
CC.1.1.4.E	
Read with accuracy and fluency to	

Unit 3: The Power of Words	Week 1: "When I Went to the Library"	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.4.F</p> <p>Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade</p>	<p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.4 Spell grade- appropriate words correctly.</p> <p>E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><u>L.4.5.</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).</p> <p><u>RF.4.3.</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>RF.4.4.</u> Read with sufficient</p>	<p>Making Inferences</p> <p>apologize genuine harmless ambulance slithered weekdays</p>	<p>dirty, purse, birth, curl, curve, curb, person, shirt, worse, hurl, twirl, swirl, herb, turkey, turnip, purpose, blurred, sternly, serpent, pearl.</p> <p>Challenge Words: spurt, legally, further, swiftly</p>	<p>Action Verbs</p> <p>Day 1: Write about a book you enjoyed reading.</p> <p>Day 2: Write about someone you think is a good friend.</p> <p>Day 3: Write about a time you thought something was unfair.</p> <p>Day 4: Write about a restaurant where you like to eat.</p>	"
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level	accuracy and fluency to support comprehension.
reading and content,	RL.4.4. Determine the meaning of words and phrases as they are
choosing flexibly	used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
from a range of	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
strategies and tools	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CC.1.3.4.J	
Acquire and use	
accurately	
gradeappropriate	
conversational,	
general	
academic,	
and domain-specific	
words and phrases,	
including those that	
signal precise	
actions, emotions, or	
states of being and	
that are basic to a particular topic.	
CC.1.3.4.K	
Read and	
comprehend literary	
fiction on grade	

level,
reading
independently and
proficiently.
CC.1.1.4.D
Know and apply
grade level
phonics
and word analysis
skills in decoding
words.
Use combined
knowledge of all
letter-sound
correspondences,
syllabication
patterns, and
morphology to
read accurately
unfamiliar
multisyllabic
words.
CC.1.1.4.E
Read with
accuracy
and fluency to
support
comprehension.

Unit 3: The Power of Words	Week 2: "Dear Mrs. LaRue"	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, punctuation, and spelling. CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade- appropriate words correctly. E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation). RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RL.4.4. Determine the meaning of words and phrases as they are	Drawing Conclusions	appreciated misunderstood desperate endured obedience	hour, lambs, knew, wrench, kneel, thumbs, honest, answer, honesty, plumber, honor, known, combs, wrapper, knives, doubt, knead, wriggle, hair, wrinkle. Challenge Words: knuckles, wrestle, general, and ceremony.	Verb Tenses	Day 1: Write about something you would like to buy. Day 2: Write about something you think people should do each day. Day 3: Write about something you think people should do each day. Day 4: Write about a book you would recommend to other students.	"
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choosing flexibly from a range of strategies and tools	words or phrases that allude to significant characters	used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
CC.1.3.4.J	characters found in literature (e.g., Hercules)	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	<p>Herculean effort).</p> <p>b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)</p> <p>E04.A-V.4.1.2</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the</p>	<p><u>RL.4.10.</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
CC.1.3.4.K	Read and comprehend literary fiction on grade level, reading independently and	

<p>Unit 3: The Power</p>	<p>Week 3: "Words Add</p>	<p>CC.1.4.4.F Demonstrate a grade appropriate</p> <p>meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>proficiently. CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension.</p>	<p>Unit 3: The Power</p> <p>Week 3: "Words Add</p> <p>E04.D.1.2.1 Use correct</p> <p>RI.4.4. Determine the meaning of general academic and domain-</p> <p>Fact and Opinion</p> <p>dismiss, motivate,</p> <p>center, once scene, germs,</p> <p>Main and Helping Verbs</p> <p>Same as unit 1 week 3 but</p> <p>"</p>
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of Words	Up to Success"	command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. CC.1.2.4.J Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.K Determine or clarify the meaning of reading and content, choosing flexibly from a range of strategies and tools. E04.B-V.4.1.1 Determine or clarify the meaning of unknown and	capitalization. E04.D.1.2.4 Spell grade-appropriate words correctly. RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	interact, conceived, definition.	spice, bridge, badge, circus, cement, glance, strange, police, certain, orange, ounce, ginger, wedge, arrange, sponge, village. Challenge Words: acute, manager, examine, conditioner.	with some changes. Changes: Choose a piece in which you've expressed an opinion that you want to share with others. Choose a piece that you think will convince your audience to think or believe as you do. After deciding on a piece, write a big check mark on the self-stick note attached to the entry that you want me to read.
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phrases based on grade level	multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
reading and content, choosing flexibly from a range of strategies and tools.	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CC.1.2.4.L	b. Use common, grade
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)
CC.1.1.4.D	c. Determine the meaning of general academic and
Know and apply grade level phonics and word analysis skills in decoding words.	
Use combined knowledge of all letter-sound	

Unit 3.	Week 4.	CC.1.4.4.F	English 10 1	1.4.9 Demonstrate command of the	Thema	selfish	elms minte	I in/inn Varhe	Day 1. Write	"
correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	CC.1.1.4.E Read with accuracy and fluency to support comprehension.	<p>domain phrases used in a text.</p> <p>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>								

Unit	Topic	Learning Objectives	Standards	Key Vocabulary	Key Concepts
The Power of Words	"Ranita, The Princess Frog"	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling.	Use correct capitalization. E04.D.1.2.4 Spell grade-appropriate words correctly.	conventions of standard English capitalization, punctuation, and spelling when writing.	cranky commotion exasperated speciality famished
		CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.	E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	props, arches, dresses, parents, caves, glasses, hobbies, engines, couches, arrows, enemies, babies, ranches, patches, mistakes, supplies, mosses, armies.
		CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Challenge Words: batteries, pollutes, raspberries, compasses.
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in grade level text, including figurative language.	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).	
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in grade level text, including figurative language.	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in grade level text, including figurative language.	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in grade level text, including figurative language.	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters	
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in grade level text, including figurative language.	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in grade level text, including figurative language.	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in grade level text, including figurative language.	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		

reading and content,	meaning of a word or	found in mythology (e.g., Hercules).
choosing flexibly from a range of strategies and tools	phrase, including words or phrases that allude to significant characters	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
CC.1.3.4.J	found in literature (e.g.,	RL.4.10. By the end of the year, read and comprehend literature,
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Herculean effort). b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph	including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CC.1.3.4.K	E04.A-V.4.1.2	
Read and comprehend literary fiction on grade level,	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Explain the meaning of similes and	

<p>reading independently and proficiently.</p> <p>CC.1.1.4.D</p> <p>Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.4.E</p> <p>Read with accuracy and fluency to support comprehension.</p>	<p>metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>
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Unit 3: The Power of Words	Week 5: "Me and Uncle Romie"	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text. CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases	E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade- appropriate words correctly. E04.A-K.1.1.3 Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions,	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation). RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.	Character, setting, and plot.	skyscrapers collage barbecue glorious strutting swarms	fishbowl, lookout, backyard, desktop, campfire, overhead, waterproof, grandparent, railroad, snowstorm, loudspeaker, bookcase, bedroom, blindfold, newborn, bedspread, yourself, overdo, clothesline, undertake. Challenge Words: overboard, supernatural, undercover, subdivision.	Irregular Verbs	Day 1: Write about a time you convinced someone to try something new. Day 2: Write about a time you convinced your parents to let you do something. Day 3: Write about a time you convinced someone to see a movie with you. Day 4: Write about a time you convinced your teacher to let the class do something fun.	"	

Phrases	examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to	accuracy and fluency to support comprehension.
based on grade level	restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to	accuracy and fluency to support comprehension.
reading and content,	reading and content,	accuracy and fluency to support comprehension.
choosing flexibly from a range of strategies and tools	choosing flexibly from a range of strategies and tools	accuracy and fluency to support comprehension.
CC.1.3.4.J	CC.1.3.4.J	accuracy and fluency to support comprehension.
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific	Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific	accuracy and fluency to support comprehension.
words and phrases,	words and phrases,	accuracy and fluency to support comprehension.
including those that signal precise actions, emotions, or	including those that signal precise actions, emotions, or	accuracy and fluency to support comprehension.
states of being and that are basic to a particular topic.	states of being and that are basic to a particular topic.	accuracy and fluency to support comprehension.
CC.1.3.4.K	CC.1.3.4.K	accuracy and fluency to support comprehension.
Read and comprehend	Read and comprehend	accuracy and fluency to support comprehension.
		accuracy and fluency to support comprehension.
		accuracy and fluency to support comprehension.
		accuracy and fluency to support comprehension.
		accuracy and fluency to support comprehension.
		accuracy and fluency to support comprehension.
		accuracy and fluency to support comprehension.
		accuracy and fluency to support comprehension.
		accuracy and fluency to support comprehension.

<i>literary</i>	<i>meanings.</i>
<i>fiction on grade level, reading independently and proficiently.</i>	<i>a. Explain the meaning of similes and metaphors in context.</i>
<i>CC.1.1.4.D</i>	<i>b. Recognize and explain the meaning of</i>
<i>Know and apply</i>	<i>common</i>
<i>grade level</i>	<i>idioms,</i>
<i>phonics</i>	<i>adages, and</i>
<i>and word analysis</i>	<i>proverbs.</i>
<i>skills in decoding</i>	<i>c. Demonstrate</i>
<i>words.</i>	<i>understanding</i>
<i>Use combined</i>	<i>of words by</i>
<i>knowledge of all</i>	<i>relating them</i>
<i>letter-sound</i>	<i>to their</i>
<i>correspondences,</i>	<i>antonyms and</i>
<i>syllabication</i>	<i>synonyms.</i>
<i>patterns, and</i>	
<i>morphology to</i>	
<i>read accurately</i>	
<i>unfamiliar</i>	
<i>multisyllabic</i>	
<i>words.</i>	
<i>CC.1.1.4.E</i>	
<i>Read with</i>	
<i>accuracy</i>	
<i>and fluency to</i>	
<i>support</i>	

Unit 4: Working Together	Week 1: "The Cricket in Times Square"	<p>comprehension.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling.</p> <p>CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.F</p> <p>Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.4 Spell grade- appropriate words correctly.</p> <p>E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g.,</p>	<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Theme</p>	<p>eavesdropping acquaintance route jumble scornfully logical</p>	<p>tasted, ripping, forced, flipping, tapped, flipped, scared, flagged, ripped, skipped, tapping, saved, skipping, scaring, flagging, discussed, saving, tasting, forcing, discussing.</p> <p>Challenge Words: outwitted, underscoring, outwitting, outscored.</p>	<p>Pronouns and Antecedents</p>	<p>Day 1: Write about a moment when you argued with someone Day 2: Write about a moment when you explained something new to someone. Day 3: Write about a moment when you met someone new. Day 4: Write about a moment when you talked with your best friend.</p>	<p>"</p>
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words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools	definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).	<u>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</u>
CC.1.3.4.J		<u>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</u>
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	words or phrases that allude to significant characters found in literature (e.g., Herculean effort).	<u>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</u>
CC.1.3.4.K		<u>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
Band and	E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuance in	

read	word meanings
comprehend literary	word meanings.
fiction on grade level,	a. Explain the meaning of similes and metaphors in context.
reading	b. Recognize and explain the meaning of
independently and proficiently.	common
CC.1.1.4.D	idioms, adages, and proverbs.
Know and apply	c. Demonstrate
grade level phonics	understanding of words by
and word analysis	relating them to their
skills in decoding	antonyms and
words.	synonyms.
Use combined	
knowledge of all	
letter-sound	
correspondences,	
syllabication	
patterns, and	
morphology to	
read accurately	
unfamiliar	
multisyllabic	
words.	
CC.1.1.4.E	
Read with	
accuracy	

Unit 4: Working Together	Week 2: "The Life and Times of the Ant"	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade- appropriate words correctly.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Investigates, solitary, territory, communication, nutrients, prehistoric	funnier, families, pennies, worried, replied, varied, marries, carries, easily, silliest, jumper, emptier, merrier, applied, cozily, sorrowful, prettily, lazier, happiest, dizziest.	Types of Pronouns	Day 1: Write about a moment when you went somewhere exciting with a friend. Day 2: Write about a moment when you were angry. Day 3: Write about a moment when someone helped you with something new. Day 4: Write about a moment when you made a new friend.	"			

never	reading and content, choosing flexibly from a range of strategies and tools	word or phrase, including words or phrases that allude to significant characters	comprehension.
CC.1.3.4.J	Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that	including words or phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
	signal precise actions, emotions, or states of being and that are basic to a particular topic.	characters found in literature (e.g., Hercules)	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
	and domain-specific words and phrases, including those that	Herculean effort).	
	signal precise actions, emotions, or states of being and that are basic to a particular topic.	b. Use common, grade	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	and that are basic to a particular topic.	Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)	
CC.1.3.4.K	Read and comprehend literary fiction or grade	E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
		a. Explain the meaning of similes and metaphors in	

level,	context.
reading independently and proficiently.	b. Recognize and explain the meaning of common
CC.1.1.4.D	idioms, adages, and proverbs.
Know and apply	c. Demonstrate understanding of words by
grade level phonics and word analysis	relating them to their
skills in decoding	antonyms and
words.	synonyms.
Use combined knowledge of all	
letter-sound	
correspondences,	
syllabication	
patterns, and	
morphology to	
read accurately	
unfamiliar	
multisyllabic	
words.	
CC.1.1.4.E	
Read with	
accuracy	
and fluency to	
support	
comprehension.	

Unit 4: Working Together	Week 3: Time for Kids: "The Power of Oil"	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.J Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	E04.D.1.1.8 Ensure subject-verb and pronoun agreement.* E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade-appropriate words correctly. E04.B-C.3.1.1 Explain how an author uses reasons and to support particular points in a text. E04.B-C.3.1.3 Interpret text features (e.g., h charts, timelines, diagrams) and/or make connections between text and and features. being and that are basic to a particular topic. CC1.2.4.K Determine or	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Author's Purpose electrical, globe, fuels, decayed	zoom, tunes, brooks, you'll, wool, mood, suits, crew, spool, stool, cookie, food, used, grew, group, stoop, move, stew, huge, should. Challenge Words: crooked, juicy, humorous, gloomy	Pronoun-verb agreement	Same as unit 1, week 3. However, with some changes. Changes: Choose a piece in which you've developed an interesting story with plenty of action. Choose a piece that you think will make someone laugh (gasp, cringe, feel sad, etc.) After deciding on a piece, write a big check mark on the sticky note attached to the entry that you want me to read.	"
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CC.1.2.4.K	clarify the meaning of reading and content, choosing flexibly from a range of strategies and tools.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level	E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
reading and content, choosing flexibly from a range of strategies and tools.	
based on grade level	
reading and content,	
choosing flexibly from a range of strategies and tools.	
CC.1.2.4.L	grade 4 reading and content, choosing flexibly from a range of strategies.
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	b. Use common

<p>proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>Week 4: "Ima and the Great Texas Ostrich Race"</p>	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I Determine or</p>	<p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered) when discussing animal preservation).</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.4.4. Determine the meaning of</p>	<p>Draw conclusions</p> <p>anticipation, enormous, encouraged, slender, released, glanced.</p>	<p>flower, voices, tower, mound, cowboy, gown, frown, south, howling, annoy, noises, pound, hound, pouch, thousand, wound, grouch, cough, grown, voyage.</p> <p>Challenge Words: drought, downtown, pronounce, coward</p>	<p>Possessive Pronouns</p>	<p>Day 1: Write about your favorite storybook character.</p> <p>Day 2: Write about a person you find funny.</p> <p>Day 3: Write about a person you admire.</p> <p>Day 4: Write about a person in your neighborhood.</p>	<p>"</p>
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variety	words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
the meaning of unknown and multiple-meaning words and phrases based on grade level	strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
reading and content, choosing flexibly from a range of strategies and tools	b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)
CC.1.3.4.J	E04.A-V.4.1.2
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and	Demonstrate understanding of figurative language,

that are basic to a particular topic.	word relationships, and nuances in word meanings.
CC.1.3.4.K	a. Explain the meaning of similes and metaphors in context.
Read and comprehend literary fiction on grade level, reading independently and proficiently.	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
CC.1.4.D	c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
Know and apply grade level phonics and word analysis skills in decoding words.	
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	

<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension.</p>				<p>Author's perspective</p>	<p>assembled, unstable, applauded, headlines, hoisting, assured</p>	<p>walker, chalk, laws, stalk, bald, caught, drawn, halt, strawberry, fought, caller, half, straw, small, thought, talking, awe, shawl, false, squall. Challenge Words: wallpaper, awkward, waltz, aroma.</p>	<p>Pronouns and Homophones</p>	<p>Day 1: Write about a moment when you gave a presentation to the class. Day 2: Write about a moment when you went someplace new. Day 3: Write about a moment when you celebrated something special. Day 4: Write about a moment when you had a good time at a school function.</p>	<p>"</p>
<p>CC.1.4.4.E Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, punctuation, and spelling.</p>	<p>Week 5: "My Brother's Flying Machine"</p>	<p>E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade-appropriate words correctly.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>Author's perspective</p>	<p>assembled, unstable, applauded, headlines, hoisting, assured</p>	<p>walker, chalk, laws, stalk, bald, caught, drawn, halt, strawberry, fought, caller, half, straw, small, thought, talking, awe, shawl, false, squall. Challenge Words: wallpaper, awkward, waltz, aroma.</p>	<p>Pronouns and Homophones</p>	<p>Day 1: Write about a moment when you gave a presentation to the class. Day 2: Write about a moment when you went someplace new. Day 3: Write about a moment when you celebrated something special. Day 4: Write about a moment when you had a good time at a school function.</p>	<p>"</p>
<p>CC.1.4.4.F Compare and contrast an event or topic told from two different points of view.</p>	<p>Week 5: "My Brother's Flying Machine"</p>	<p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Author's perspective</p>	<p>assembled, unstable, applauded, headlines, hoisting, assured</p>	<p>walker, chalk, laws, stalk, bald, caught, drawn, halt, strawberry, fought, caller, half, straw, small, thought, talking, awe, shawl, false, squall. Challenge Words: wallpaper, awkward, waltz, aroma.</p>	<p>Pronouns and Homophones</p>	<p>Day 1: Write about a moment when you gave a presentation to the class. Day 2: Write about a moment when you went someplace new. Day 3: Write about a moment when you celebrated something special. Day 4: Write about a moment when you had a good time at a school function.</p>	<p>"</p>
<p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p>	<p>Week 5: "My Brother's Flying Machine"</p>	<p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Author's perspective</p>	<p>assembled, unstable, applauded, headlines, hoisting, assured</p>	<p>walker, chalk, laws, stalk, bald, caught, drawn, halt, strawberry, fought, caller, half, straw, small, thought, talking, awe, shawl, false, squall. Challenge Words: wallpaper, awkward, waltz, aroma.</p>	<p>Pronouns and Homophones</p>	<p>Day 1: Write about a moment when you gave a presentation to the class. Day 2: Write about a moment when you went someplace new. Day 3: Write about a moment when you celebrated something special. Day 4: Write about a moment when you had a good time at a school function.</p>	<p>"</p>
<p>CC.1.3.4.I</p>	<p>Week 5: "My Brother's Flying Machine"</p>	<p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Author's perspective</p>	<p>assembled, unstable, applauded, headlines, hoisting, assured</p>	<p>walker, chalk, laws, stalk, bald, caught, drawn, halt, strawberry, fought, caller, half, straw, small, thought, talking, awe, shawl, false, squall. Challenge Words: wallpaper, awkward, waltz, aroma.</p>	<p>Pronouns and Homophones</p>	<p>Day 1: Write about a moment when you gave a presentation to the class. Day 2: Write about a moment when you went someplace new. Day 3: Write about a moment when you celebrated something special. Day 4: Write about a moment when you had a good time at a school function.</p>	<p>"</p>

Determine or clarify	examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
the meaning of unknown and multiple-meaning words and phrases	meaning of a word or phrase, including words or phrases that allude to significant characters	RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
based on grade level	words or phrases that allude to significant characters	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
reading and content,	characters found in literature (e.g., Hercules)	
choosing flexibly from a range of strategies and tools	Herculean effort).	
CC.1.3.4.J	b. Use common, grade	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Acquire and use accurately	Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
gradeappropriate conversational, general academic, and domain-specific words and phrases,	E04.A-V.4.1.2 Demonstrate understanding of figurative language,	
including those that signal precise actions, emotions, or states of being	word relationships, and nuances in word	

and that are basic to a particular topic. CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic	meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
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<p>words.</p> <p>CC.1.1.4.E</p> <p>Read with accuracy and fluency to support comprehension.</p>	<p>Week 1: "A Walk in the Desert"</p>	<p>Unit 5: Habitats</p>	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I Determine or clarify the meaning of words and phrases based on multiple-meaning words and phrases.</p>	<p>E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., than a red small bag).</p> <p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on multiple-meaning words and phrases.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation)</p>	<p>Main Idea and Details</p> <p>shimmer, eerie, lurk, climate, silken, lumbering</p>	<p>dinner, blanket, willow, plastic, welcome, summer, dipper, foggy, thriller, ticket, swallow, picket, witness, slender, nodded, planner, member, fossil, rumbles, blossom. Challenge Words: cupboard, sincerely, pummel, friendly</p>	<p>Adjectives</p>	<p>Day 1: Describe a time when you made a mess.</p> <p>Day 2: Write about a moment when you tasted something delicious.</p> <p>Day 3: Write a letter to a friend. Tell about a moment when you saw something amazing.</p> <p>Day 4: Write a letter to a friend. Tell about a moment that made you laugh.</p>	<p>"</p>
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multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools	choosing flexibly from a range of strategies.	<u>RF.4.3.</u> Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.3.4.J Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., <i>Herculean</i> effort).	<u>RF.4.4.</u> Read with sufficient accuracy and fluency to support comprehension. <u>RL.4.4.</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). <u>RL.4.5.</u> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. <u>RL.4.10.</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)	
	E04.A-V.4.1.2	

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CC.1.3.4.K	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Read and comprehend literary fiction on grade level, reading independently and proficiently.	a. Explain the meaning of similes and metaphors in context.
CC.1.1.4.D	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
Know and apply grade level phonics and word analysis skills in decoding words.	c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	
CC.1.1.4.E	
Read with	

<p>accuracy and fluency to support comprehension.</p>	<p>Week 2: "Roadrunner's Dance"</p>	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, punctuation, and spelling.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in</p>	<p>Problem and Solution</p>	<p>interfere awkward proclaimed agile guardian convinced</p>	<p>river, level, never, talent, radar, limit, diver, finish, famous, spoken, cabin, wiper, habit, bison, cider, stolen, promise, razor, pity, easel. Challenge Words: enlighten, allowable, sequence, vivid.</p>	<p>Articles</p>	<p>Day 1: Write about the ways you and your best friends are alike and different.</p> <p>Day 2: Write about two sports you like to watch or play. Tell how they are alike and different.</p> <p>Day 3: Write about two classes you enjoy in school. Tell how they are alike and different.</p> <p>Day 4: Write a letter to a friend. Tell how your two favorite books are alike and different.</p>
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based on grade level	in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters	decoding words.
reading and content,		<u>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</u>
choosing flexibly from a range of strategies and tools		<u>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</u>
CC.1.3.4.J		<u>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</u>
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that	characters found in literature (e.g., Herculean effort).	<u>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
signal precise actions, emotions, or states of being and that are basic to a particular topic.	b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)	
CC.1.3.4.K		
Read and comprehend literary	E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Explain the meaning of	

fiction on grade level, reading independently and proficiently. CC.1.1.4.D	meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E	
Read with accuracy and fluency to support comprehension.	

Unit 5 Habitats	Week 3: Time for Kids: "Animals Come Home to Our National Parks"	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. CC.1.2.4.J Acquire and use accurately grade-appropriate	E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., than a red small bag). E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade-appropriate words correctly. E04.B-C.3.1.3 Interpret text features (e.g., charts, timelines, diagrams) and/or make connections between text and features. being and that are basic to a particular topic. CC1.2.4.K Determine or clarify the meaning of	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Main Idea and Details	roamed, relocated, completed, journey, natural	airfare, staircase, between, persuade, discount, compound, beneath, sleepless, oatmeal, eighteen, baboon, mermaid, trainer, repeat, approach, afloat, defeat, reveal, increase, domain. Challenge Words: employee, reindeer, counselor, bargain	Adjectives and Compare	Same as unit 1, week 1. Changes: Choose a piece in which you've talked about how two things are alike or different. Choose a piece that you think that audience for your letter will be interested in reading. After deciding on a piece write a big check mark on the sticky note attached to the entry and you want me to read.	"
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and that are basic to a particular topic. CC.1.2.4.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	reading and content, choosing flexibly from a range of strategies and tools.
the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CC.1.2.4.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade
CC.1.2.4.J		

Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)
CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly	c. Determine the meaning of general academic and domain phrases used in a text. E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
	a. Explain the meaning of similes and metaphors in context.
	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	c. Demonstrate

<p><i>from a range of strategies and tools.</i></p> <p>CC.1.2.4.L</p> <p><i>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</i></p> <p>CC.1.1.4.D</p> <p><i>Know and apply grade level phonics and word analysis skills in decoding words.</i></p> <p><i>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately</i></p>	<p><i>understanding of words by relating them to their antonyms and synonyms.</i></p>
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<p>unfamiliar multisyllabic words.</p> <p>CC.1.1.4.E</p> <p>Read with accuracy and fluency to support comprehension.</p>	<p>Week 4: "At Home in the Coral Reef"</p>	<p>CC.1.4.4.F</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling.</p> <p>CC.1.3.4.D</p> <p>Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.3.4.F</p> <p>Determine the meaning of words and phrases as they are used in grade level text, including figurative</p>	<p>E04.D.1.2.1</p> <p>Use correct capitalization.</p> <p>E04.D.1.2.4</p> <p>Spell grade-appropriate words correctly.</p> <p>E04.A-V.4.1.1</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on</p> <p>multiple-meaning words and phrases based on</p> <p>grade 4 reading and content, choosing flexibly from a range of</p> <p>strategies.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.</p>	<p>Compare and Contrast</p> <p>reef, partnership, current, eventually, brittle, suburbs</p> <p>grocer, pepper, barber, grader, polar, tanker, singer, enter, odor, collar, zipper, powder, danger, cheddar, popular, harbor, anchor, elevator, daughter, victor.</p> <p>Challenge</p> <p>Words: conductor, waiter, leather, survivor.</p>	<p>Comparing with more and most</p> <p>Day 1: Write to compare two computer or board games.</p> <p>Day 2: Write about two different ways to get to school.</p> <p>Day 3: Write to compare two kinds of animals.</p> <p>Day 4: Write a letter to friend that compares two movies you like.</p>	<p>"</p>
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language.	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters	<p><i>לשון המשפחה היא מושג חשוב במחקר ההיסטורי.</i> (e.g., <i>wildlife</i>, <i>conservation</i>, <i>endangered</i> when discussing animal preservation).</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <i>verse</i>, <i>rhythm</i>, <i>meter</i>) and drama (e.g., <i>casts of characters</i>, <i>settings</i>, <i>descriptions</i>, <i>dialogue</i>, <i>stage directions</i>) when writing or speaking about a text.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
CC.1.3.4.I		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools	<p>characters found in literature (e.g., <i>Herculean</i> effort).</p> <p>b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>autograph</i>)</p> <p>E0.4.A-V.4.1.2 Demonstrate understanding of figurative language, word</p>	
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise		

actions, emotions, or states of being and that are basic to a particular topic.	relationships, and nuances in word meanings.
CC.1.3.4.K	a. Explain the meaning of similes and metaphors in context.
Read and comprehend literary fiction on grade level, reading independently and proficiently.	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
CC.1.4.D	c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
Know and apply grade level phonics and word analysis skills in decoding words.	
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately	

<p>unfamiliar multisyllabic words.</p> <p>CC.1.1.4.E</p> <p>Read with accuracy and fluency to support comprehension.</p>	<p>CC.1.4.4.F</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling.</p> <p>CC.1.3.4.F</p> <p>Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I</p> <p>Determine or</p>	<p>Week 5: "Adelina's Whales"</p>	<p>Unit 5: Habitats</p>	<p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and</p>	<p>Sequence</p> <p>rumbling</p> <p>unique</p> <p>encounter</p> <p>dove</p> <p>massive</p> <p>tangles</p>	<p>uncle, turtle, total, pencil, oral, pebble, channel, local, paddie, pupli, symbol, medal, bubble, settle, vessel, bugle, pedal, special, ankle, docile.</p> <p>Challenge</p> <p>Words: animal, snorkel, chisel, quarrel</p>	<p>Comparing with good and bad</p> <p>Day 1: Write about your neighborhood for a friend and for a town meeting.</p> <p>Day 2: Write about celebration you took part in for the local paper and for your young cousin.</p> <p>Day 3: Write about something you learned from a class or family trip for a classmate and for the school</p>	<p>"</p>
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clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools	strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters	that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation). <u>RF.4.3.</u> Know and apply grade-level phonics and word analysis skills in decoding words. <u>RF.4.4.</u> Read with sufficient accuracy and fluency to support comprehension. <u>RL.4.4.</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	principal. Day 4: Write about a time when you saw something unusual or amazing for a child and an adult.
CC.1.3.4.J Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and	characters found in literature (e.g., Hercules effort). b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph) E04.A-V.4.1.2 Demonstrate understanding of figurative language,	<u>RL.4.5.</u> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. <u>RL.4.10.</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

that are basic to a particular topic.	word relationships, and nuances in word meanings.
CC.1.3.4.K	
Read and comprehend literary fiction on grade level, reading independently and proficiently.	a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
CC.1.1.4.D	
Know and apply grade level phonics and word analysis skills in decoding words.	
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	

<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension.</p>					<p>Problem and Solution</p>	<p>items, clustered, overflowing, sturdy, glistened, bidding</p>	<p>robin, button, bacon, reason, cotton, sunken, eleven, cousin, woven, raisin, wagon, muffin, widen, wooden, ridden, common, proven, often, penguin, skeleton. Challenge Words: violin, explanation, vitamin, imagination</p>	<p>Contractions & Negatives</p>	<p>Day 1: Write about a moment when you got a special gift. Day 2: Write about a moment when you learned something interesting. Day 3: Write about a moment when you looked up at the sky. Day 4: Write about a moment when you visited a special place.</p>	<p>"</p>		
<p>CC.1.1.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling.</p>	<p>Week 1: "Leah's Pony"</p>	<p>Unit 6: Problem Solving</p>	<p>CC.1.1.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p>	<p>CC.1.3.4.I Determine or clarify the meaning of unknown and</p>	<p>E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade-appropriate words correctly. E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conversation, and endangered when</p>	<p>items, clustered, overflowing, sturdy, glistened, bidding</p>	<p>robin, button, bacon, reason, cotton, sunken, eleven, cousin, woven, raisin, wagon, muffin, widen, wooden, ridden, common, proven, often, penguin, skeleton. Challenge Words: violin, explanation, vitamin, imagination</p>	<p>Contractions & Negatives</p>	<p>Day 1: Write about a moment when you got a special gift. Day 2: Write about a moment when you learned something interesting. Day 3: Write about a moment when you looked up at the sky. Day 4: Write about a moment when you visited a special place.</p>	<p>"</p>

multiple-meaning words and phrases based on grade level	(e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters	<i>W.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</i>
reading and content,	meaning of a word or phrase, including words or phrases that allude to significant characters	<i>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</i>
choosing flexibly from a range of strategies and tools	words or phrases that allude to significant characters	<i>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</i>
CC.1.3.4.J	characters found in literature (e.g., Hercules)	<i>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</i>
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases,	characters found in literature (e.g., Hercules)	<i>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>
including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)	
CC.1.3.4.K	E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships,	

Read and comprehend literary fiction on grade level, reading independently and proficiently.	and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
CC.1.1.4.D	
Know and apply grade level phonics and word analysis skills in decoding words.	
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	
CC.1.1.4.E	

Read with

<p>new will accuracy and fluency to support comprehension.</p>	<p>Week 2: "The Gold Rush Game"</p>	<p>Unit 6: Problem Solving</p>	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>E04.D.1.1.5 Form and use propositional phrases.E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).</p>	<p>Cause and effect</p>	<p>reference, disappoint, circular, outstretched, conducted, annoyed.</p>	<p>root, tale, wade tail, prince, dough, moose, prints, we've, weave, whose, who's, route, boulder, bolder, weighed, patience, patients, doe, mousse. Challenge Words: straight, strait, bizarre, bazaar</p>	<p>Prepositions</p>	<p>Day 1: Write about a moment when you explored something new. Day 2: Write about your favorite animal. Day 3: Write about something you learned at school last week. Day 4: Write about an activity that you love to do.</p>	<p>"</p>
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words and phrases based on grade level	meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).	<u>RF.4.3.</u> Know and apply grade-level phonics and word analysis skills in decoding words.
reading and content, choosing flexibly from a range of strategies and tools	Herculean effort).	<u>RF.4.4.</u> Read with sufficient accuracy and fluency to support comprehension.
CC.1.3.4.J	characters found in literature (e.g., Herculean effort).	<u>RL.4.4.</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases,	b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph	<u>RL.4.5.</u> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<u>RL.4.10.</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CC.1.3.4.K	a. Explain the meaning of similes and	
Read and	metaphors in	

Unit 6: Problem Solving	Week 3: Time for Kids: "Taking the Lead"	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, punctuation, and spelling.</p> <p>CC.1.2.4.J Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p> <p>E04.B-C.3.1.3 Interpret text features (e.g., charts, timelines, diagrams) and/or make connections between text and features.</p> <p>being and that are basic to a particular topic.</p> <p>CC1.2.4.K Determine or clarify the meaning of reading and</p>	<p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Fact and Opinion</p> <p>decades, active, transform, volunteer, violated</p>	<p>discourage, disappoint, disbelief, distrust, disloyal, misplace, mislabel, mislead, misstep, misnumber, nonfat, nonfiction, nonsense, nonstop, unable, unplug, uncertain, uncomfortable, uncover, unclean. Challenge Words: mishap, unravel, disapproval, unpredictable</p>	<p>interjections</p> <p>Same as unit 1, week 3. Changes: Choose a piece with topic you'd like to learn more about by doing research. Choose a piece with a topic that readers will enjoy learning about. After deciding on a piece, write a big check mark on the self-stick note attached to the entry that you want me to read.</p>
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CC.1.2.4.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	content, choosing flexibly from a range of strategies and tools.
		E04.B-V.4.1.1
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
		grade 4
		reading and content, choosing flexibly from a range of strategies.
		a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
		b. Use common, grade level Latin affixes

and word analysis skills in decoding words.	and roots as clues to the meaning of a word (e.g., photograph, autograph
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately	c. Determine the meaning of general academic and domain phrases used in a text.
unfamiliar multisyllabic words.	E04.B-V.4.1.2 Demonstrate understanding of figurative language,
CC.1.1.4.E	word relationships, and nuances in word meanings
Read with accuracy and fluency to support comprehension.	a. Explain the meaning of similes and metaphors in context.
	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	c. Demonstrate understanding

Unit 6: Problem Solving	Week 4: "Snowflake Bentley"	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, punctuation, and spelling. CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning	of words by relating them to their antonyms and synonyms.	E04.D.1.2.1 Use correct capitalization. E04.D.1.2.4 Spell grade-appropriate words correctly.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Drawing Conclusions	technique, foolishness, inspire, evaporate, magnify, annual	spotless, sunny, furry, really, hairy, barely, tasteless, handful, lifeless, illness, hopefully, happiness, goodness, sorrowful, gently, sickness, joyfully, aimless, breathless, certainly Challenge Words: superbly, successful, accordingly, doubtful	Reviewing all parts of speech	Day 1: Write about a moment when one thing happened to you as a result of something else. Day 2: Write about a moment when you got caught outside in bad weather. Day 3: Write about a moment when you explained something to a friend. Day 4: Write about a moment when something unexpected happened to you.	"	

words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools	restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
CC.1.3.4.J	characters found in literature (e.g., Hercules)	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that	Herculean effort). b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
signal precise actions, emotions, or states of being and that are basic to a particular topic.	E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CC.1.3.4.K		
Read and		

comprehend literary fiction on grade level, reading independently and proficiently.	<p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of</p>
CC.1.1.4.D	common
Know and apply grade level phonics	<p>idioms, adages, and proverbs.</p> <p>c. Demonstrate</p>
and word analysis skills in decoding words.	<p>understanding of words by relating them to their</p> <p>antonyms and synonyms.</p>
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	
CC.1.1.4.E	
Read with accuracy and fluency to	

Unit 6: Problem Solving	Week 5: "How Ben Franklin Stole the Lightning"	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, punctuation, and spelling.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>figurative language</i>.</p>	<p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>figurative language</i>, word relationships, and nuances in word meanings.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered when discussing animal preservation).</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support</p>	<p>Author's Perspective</p> <p>hilarious, mischief, independence, came in handy, dizzy, nowadays</p> <p>unchanged, unnamed, restate, reverse, infrequent, invisible, prepaid, displease, action, establishment, oversized, prejudice, interstate, intersect, deflated, semiweekly, happily, kindness, finally, fearful</p> <p>Challenge Words: transplant, superhuman, biology, preventable</p>	<p>Reviewing parts of speech</p>	<p>Day 1: Write about a moment when you discovered something that surprised you or interested you about any topic.</p> <p>Day 2: Write about a moment when you watched a sports game.</p> <p>Day 3: Write about a moment when you shared information about your favorite athlete or entertainer.</p> <p>Day 4: Write about a moment when you told a friend about something you learned in school or on</p>
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reading and content,	word	accuracy and ability to support comprehension.	the news.
choosing flexibly	phrase, including		
from a range of	words or	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	
strategies and tools	phrases that allude to significant characters		
CC.1.3.4.J	found in literature (e.g., Hercules)	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific	b. Use common, grade		
words and phrases,	Latin affixes and roots as	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
including those that	clues to the meaning of a word (e.g., photograph, autograph)		
signal precise	E04.A-V.4.1.2		
actions, emotions, or	Demonstrate understanding		
states of being and	of figurative language,		
that are basic to a particular topic.	word relationships, and nuances in word meanings.		
CC.1.3.4.K			
Read and comprehend literary	a. Explain the meaning of similes and metaphors in		
fiction on grade level,			

reading independently and proficiently.	context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
CC.1.1.4.D	
Know and apply grade level phonics and word analysis skills in decoding words.	c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately	
unfamiliar multisyllabic words.	
CC.1.1.4.E	
Read with accuracy and fluency to support comprehension.	

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H.6. LANGUAGE ARTS 5TH GRADE



Young Scholars of McKeesport Charter School

5th Language Arts YSMCS

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Unit	Week	PA Common Core Standards	PA Eligible Content	Common Core State Standards	Comprehension Skills	Vocabulary	Spelling	Grammar Focus	Daily Writing	Assessment(s)
Unit 1: Taking a Stand	Week 1: "Going Somewhere Special!"	CC.1.3.5.C – Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	E.05.A-K.1.1.3 – Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact)	RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Analyzing Story Structure Character and Setting	scald, permission, autograph, fare, blurted, clenched, spectacular, approached	jut, nick, tenth, shrug, stuff, sense, damp, cot, fling, notch, gush, scan, batch, rough, stump, tough, laugh, guess, lead, dove, past, dock, plum, cinch, blond	Sentences Punctuation	TM pages 6E & 6F M: Write about a time you stood up for your point of view. T: Write a paragraph describing how your school might honor civil rights. How would you celebrate? W: Write a description of a civil rights memorial you would like to design. Th: Write an	Vocab Quiz Spelling Test Story Quiz

poem.	and run-on sentences.	RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	advice column suggesting a course of action for someone whose civil rights have been denied.
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E05.D.2.1.1 – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	F: Write a proposal that would establish a day to celebrate people from different cultures.
CC.1.4.5.E – Write with an awareness of style.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing	
CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade			

<p>to reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply arade level</p>	<p>meanings.</p> <p>E05.D.1.2.5 – Spell grade-appropriate words correctly.</p>	<p>flexibly from a range of strategies.</p> <p>L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking,</p>
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<p>phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>reading, or listening.</p>	<p>Analyze Story Structure</p> <p>Make Inferences</p> <p>Character and Setting</p>	<p>injury, mournful, sympathy, delivering, shrieks, decency, couple</p>	<p>paste, bride, shave, spice, greed, plead, greet, heap, paid, coach, theme, type, oak, growth, yolk, folks, aim, prey, tow, grind, tenth, damp, stuff, decay, lifetime</p>	<p>Subjects and Predicates</p> <p>Commas in a Series and in Appositives</p>	<p>TM page 34E & 34F</p> <p>M: List questions you would ask about volunteering at an animal adoption center.</p> <p>T: Write a letter to a friend about organizing a club to support animals that need protection.</p> <p>W: Write a speech supporting the</p>	<p>Vocab Quiz</p> <p>Spelling Test</p> <p>Weekly Story Quiz</p>
<p>Week 2: "Shiloh"</p>	<p>CC.1.3.5.C – Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.5.E – Explain how a series of chapters, scenes or stanzas fits together to provide the overall</p>	<p>E.05.A-K.1.1.3 – Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact)</p> <p>E.05.A-K.1.1.1 – Quote accurately from a text when explaining</p>	<p>RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>RL.5.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a</p>				

structure of a particular story, drama, or poem.	what the text says explicitly and when drawing inferences and/or making generalizations from the text.	particular story, drama, or poem.	worthwhile efforts of a local animal center.
CC.1.3.5.B – Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	E05.D.1.1.6 – Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Th: Write a haiku about an animal that helps humans.
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E05.D.1.2.1 – Use punctuation to separate items in a series.	RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	F: Suppose that you're a veterinarian. Write a journal entry describing what a typical day might be like.
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	E05.D.1.2.2 – Use a comma to separate an introductory element from the rest of the sentence.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	
	E05.D.1.2.3 – Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	

CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	L.5.1 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	L.5.1 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.2 – Demonstrate command of the conventions of standard English
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.2 – Demonstrate command of the conventions of standard English

<p>English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>dedicated, equality, artifacts, exhibits, site</p>	<p>tuna, duty, lose, few, doom, bamboo, soothe, crooks, hoof, hooks, booth, handbook, prove, mute, amuse, plume, hue, view, bruise, union, theme, coach, bride, strewn,</p>	<p>Summarize Main Ideas Making Inferences</p>	<p>RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p>	<p>E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content,</p>	<p>Week 3: Time for Kids: "Maya Lin, Architect of Memory"</p>	<p>dedicated, equality, artifacts, exhibits, site</p>	<p>dedicated, equality, artifacts, exhibits, site</p>	<p>dedicated, equality, artifacts, exhibits, site</p>
	<p>TM Pages 60E & 60F</p> <p>M: What do you think it was like for people on the Underground Railroad? Write a diary entry from such a perspective</p>	<p>Sentence Combining Punctuate Compound Sentences</p>							<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>		

CC.1.3.5.J – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	choosing flexibly from a range of strategies.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	perspective.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	T: Think of an object you own, and write a paragraph about it's importance to you as an artifact.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	W: If you could build a monument, what would it be? Write a proposal that describes that monument.
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard	E05.D.1.1.6 – Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Th: What words and phrases do you find inspiring? Write a list of these and explain their significance to you.
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard	E05.D.2.1.1 – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			F: If you could speak with anyone from the past, who would it be? Write several questions you would ask.

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English grammar, usage, capitalization, punctuation, and spelling.	E05.B-K.1.1.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.	E05.B-K.1.1.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.4.5.E – Write with an awareness of style.	L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CC.1.2.5.A – Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.	CC.1.2.5.B –	RI.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

	<p>Week 4: "The Night of San Juan"</p>	<p>Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p>	<p>CC.1.3.5.C – Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;</p>	<p>E.05.A-K.1.1.3 – Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact)</p> <p>E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a story or drama</p>	<p>Summarize Problem and Solution Character and Setting</p>	<p>forbidden, reluctant, gossiped, irresistible, elegant, mischievous, hesitation, purchased</p>	<p>heart, swear, aboard, squares, swore, chart, scorn, starch, source, fare, barge, thorn, marsh, force, harsh, scarce, coarse, flare, course, sword, soothe, prove, hoof, uproar, gorge</p>	<p>Sentence Combining/Complex Sentences Commas, Colons, and Capital Letters</p>	<p>TM page 72E & 72F</p> <p>M: Based on what you have learned about Puerto Rico, write a brief fictional narrative about a possible adventure there.</p> <p>T: Write and illustrate an advertising slogan for a Caribbean island.</p> <p>W: Write a letter to a pen pal in the Caribbean about a typical day at school.</p> <p>Th: Write a</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>
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summarize the text.	challenges or how the speaker in a poem reflects upon a topic; summarize the text.	poem reflects upon a topic; summarize the text.	paragraph comparing Puerto Rico's seasons to the seasons where you live.
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	F. Write a brief essay explaining why it is important to learn about different places and cultures around the world.
CC.1.3.5.J – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases	

<p>phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and</p>
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		its conventions when writing, speaking, reading, or listening.	Summarize Draw Conclusions Problem and Solutions	navigation, instruct, patriots, tyrant, stark, governor, inspect	clear, nerve, squirt, verse, surf, lurk, year, stern, spurts, lurch, blurt, thirst, spur, engineer, jeer, sneer, dreary, squirm, swerve, yearns, aboard, barge, scarce, smear, rehearse	Run-on Sentences Correcting Fragments	TM page 96E & 96F M: Suppose you are a colonist. Write a letter to a friend in Europe explaining why you have decided to support the colonial revolt. T: Write a journal entry of a British soldier in the colonies. Describe his hardships and his opinion of the colonists. W: Write questioned that you would ask George Washington, Thomas Jefferson, or any other Revolutionary	Vocab Quiz Spelling Test Weekly Story Quiz
Week 5: "Sleds on Boston Common"	CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Summarize Draw Conclusions Problem and Solutions	navigation, instruct, patriots, tyrant, stark, governor, inspect	Run-on Sentences Correcting Fragments	TM page 96E & 96F M: Suppose you are a colonist. Write a letter to a friend in Europe explaining why you have decided to support the colonial revolt. T: Write a journal entry of a British soldier in the colonies. Describe his hardships and his opinion of the colonists. W: Write questioned that you would ask George Washington, Thomas Jefferson, or any other Revolutionary	Vocab Quiz Spelling Test Weekly Story Quiz
	CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	E.05.A-K.1.1.1 – Quote accurately from a text when explaining what the text says explicitly and make inferences.	RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Summarize Draw Conclusions Problem and Solutions	navigation, instruct, patriots, tyrant, stark, governor, inspect	Run-on Sentences Correcting Fragments	TM page 96E & 96F M: Suppose you are a colonist. Write a letter to a friend in Europe explaining why you have decided to support the colonial revolt. T: Write a journal entry of a British soldier in the colonies. Describe his hardships and his opinion of the colonists. W: Write questioned that you would ask George Washington, Thomas Jefferson, or any other Revolutionary	Vocab Quiz Spelling Test Weekly Story Quiz
	CC.1.3.5.B – Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	E.05.A-K.1.1.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	RF.5.3 – Know and apply	Summarize Draw Conclusions Problem and Solutions	navigation, instruct, patriots, tyrant, stark, governor, inspect	Run-on Sentences Correcting Fragments	TM page 96E & 96F M: Suppose you are a colonist. Write a letter to a friend in Europe explaining why you have decided to support the colonial revolt. T: Write a journal entry of a British soldier in the colonies. Describe his hardships and his opinion of the colonists. W: Write questioned that you would ask George Washington, Thomas Jefferson, or any other Revolutionary	Vocab Quiz Spelling Test Weekly Story Quiz

they are used in grade level text, including interpretation of figurative language.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	grade-level phonics and word analysis skills in decoding words.	War figure.
CC.1.3.5.J – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	Th: Write a short poem about Paul Revere from the point of view of a colonist.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	F: Write an article that might have appeared in a newspaper in 1774 about sledding on Boston Common.
	E05.D.1.1.6 – Produce complete sentences, recognizing and correcting inappropriate fragments and run-on	L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

<p>CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Summarize Main Idea and Details Sequence</p>	<p>species, survive, alert, vibrates, surroundings, prey,</p>	<p>rattlers, fangs, countries, liberties, potatoes, rodeos, taxes,</p>	<p>Singular and Plural Nouns Capitalization and Abbreviation in Letters</p>	<p>TM pages 158E & 158F M: Write a postcard to a friend</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>
<p>Week 2: "Rattlers!"</p> <p>CC.1.3.5.A – Determine a theme of a text from details in the text</p> <p>E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from</p>	<p>RL.5.2 – Determine a theme of a story, drama, or poem from</p>	<p>Summarize Main Idea and Details Sequence</p>	<p>species, survive, alert, vibrates, surroundings, prey,</p>	<p>rattlers, fangs, countries, liberties, potatoes, rodeos, taxes,</p>	<p>Singular and Plural Nouns Capitalization and Abbreviation in Letters</p>	<p>TM pages 158E & 158F M: Write a postcard to a friend</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>

including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. CC.1.3.5.C – Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. E.05.A-K.1.1.3 – Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact)	details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RF.5.3 – Know and apply	predators, lunging	reptiles, surroundings, beliefs, difficulties, batches, abilities, lashes, identities, losses, possibilities, notches, zeroes, eddies, brought, counter, coil, mangoes, sinews	describing a snake you saw at a zoo. T: Describe a snake in three descriptive sentences. W: Write a journal entry describing a day in the life of a snake in the wild from the snake's point of view. Th: Suppose you have a pet snake. Write a note to a friend who is afraid of snakes explaining why he or she has nothing to fear. F: List three questions about snakes to ask an expert or park ranger.
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multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	choosing flexibly from a range of strategies. E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	grade-level phonics and word analysis skills in decoding words. RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation,		L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<p>and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>investigating, observed, inhibit, conquer, insight</p>	<p>jogging, dripping, skimmed, accepted, amusing, easing, regretted, forbidding, referred, injured, deserved, applied, relied,</p>	<p>More Plural Nouns Plural Forms; Appositives</p>	<p>TM pages 180E & 180F M: Write a list of medical advances you think we may see in the future due to the identification of</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>
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CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	content, choosing flexibly from a range of strategies.	similes. RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	renewing, complicated, qualified, threatening, gnarled, envied, fascinated, difficulties, notches, rodeos, adoring, diaries	the LUNA structure. T: If you were inventing a robot, what kind of creature would you base it on and what tasks would you program it to perform? W: Write about a scientific experiment you would like to perform. Th: Write a paragraph explaining how the polio vaccine has helped people. F: What scientific discovery would you like to learn more about? Why?
E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension. L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
E05.D.1.2.5 – Spell grade-appropriate words correctly.	E05.D.1.2.5 – Spell grade-appropriate words correctly.			
E05.B-C.3.1.1 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	E05.B-C.3.1.1 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings		
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.			
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of	CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of			

standard English grammar, usage, capitalization, punctuation, and spelling.	key details; summarize the text.	L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.		L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.		L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CC.1.2.5.H – Determine how an author supports particular points in a text through reasons and evidence		RI.5.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons
CC.1.2.5.A – Determine two or more main ideas in a text and explain how		

		<p>and evidence support which point(s)</p> <p>RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>they are supported by key details; summarize the text.</p>	<p>CC.1.1.5.E – Read with accuracy and fluency to support comprehension.</p> <p>CC.1.3.5.D – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.3.5.B – Cite textual evidence by quoting accurately from</p>	<p>E.05.A-C.2.1.1 – Describe how a narrator's or speaker's point of view influences how events are described;</p> <p>RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>E.05.A-K.1.1.1 – Quote accurately from a text when explaining</p>	<p>launched, particles, dense, inflate, anchored, companion, scientific, hydrogen</p>	<p>you've, she'd, that's, what's, doesn't, there's, you're, wasn't, we'll, we've, we're, couldn't, I've, didn't, they're, shouldn't, wouldn't, he'd, don't, isn't, dripping, applied, diaries, won't, aren't</p>	<p>Possessive Nouns Adding s or 's</p>	<p>TM pages 192E & 192F</p> <p>M: Suppose you could fly like a bird. Describe the details of your flight including your destination and how you felt.</p> <p>T: Suppose you helped make balloon flight possible. Write a letter to a friend explaining why your work is important.</p> <p>W: Prepare a</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>
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the text to explain what the text says explicitly and make inferences.	CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	are used in a text, including figurative language such as metaphors and similes.	RF.5.3 – Know	dialogue between a mother goose and her young about having seen a balloon for the first time.
the text to explain what the text says explicitly and make inferences.	CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	are used in a text, including figurative language such as metaphors and similes.	RF.5.3 – Know	Th: Design a postal stamp celebrating balloon flight. Write a note to a friend explaining your design.
the text to explain what the text says explicitly and make inferences.	CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	are used in a text, including figurative language such as metaphors and similes.	RF.5.3 – Know	F: If you were traveling in a hot-air balloon near where you live, describe what you would see.

<p>general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently</p>	<p>understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
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	<p>and proficiently.</p> <p>Week 5: "Hurricanes"</p> <p>CC.1.3.5.C – Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.5.E – Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>CC.1.3.5.B – Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and</p>	<p>E.05.A-K.1.1.3 – Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact)</p> <p>E.05.A-K.1.1.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E.05.A-C.2.1.1 – Describe how a narrator's or speaker's</p>	<p>RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>RL.5.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.6 –</p>	<p>Analyze Text Structure Description Fact and Opinion</p>	<p>damages, property, available, contact, atmosphere, destruction, surge</p>	<p>dentist, jogger, fifteen, flatter, submit, mustang, absent, hollow, empire, blizzard, culture, goggles, summon, champion, kennel, valley, fragment, gallop, vulture, pigment, won't, shouldn't, we're, clammy, hammock</p>	<p>Plurals and Possessives Punctuating Titles</p>	<p>TM pages 218E & 218F</p> <p>M: Write a paragraph describing yesterday's weather. Use sensory details.</p> <p>T: Write a letter to a friend in which you describe a beautiful sunset.</p> <p>W: Write a journal entry describing the most exciting weather event that you have experienced.</p> <p>Th: Write a brief article in which you describe ways to prepare for extreme weather.</p> <p>F: Write a journal entry about the lessons you</p>	<p>Vocab Quiz</p> <p>Spelling Test</p> <p>Weekly Story Quiz</p>
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make inferences.	point of view influences how events	Describe how a narrator's or	have learned from your experiences with the forces of nature.
CC.1.3.5.D – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	are described; describe an author's purpose of a text and explain how it is conveyed in the text. E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	speaker's point of view influences how events are described. RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	how the speaker in a poem reflects upon a topic; summarize the text. E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RF.5.3 – Know	
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative	grade 5		

language.	reading and content, choosing flexibly from a range of strategies.	and apply grade-level phonics and word analysis skills in decoding words.
CC.1.3.5.J – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and phrases	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CC.1.4.5.R – Demonstrate a grade appropriate command of the	E05.D.1.2.4 – Use underlining, quotation marks, or italics to indicate titles of work.	L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<p>conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>wares, treasurer, merchandise, instruct, educate, burdens, appreciation, unfortunate</p> <p>minus, loser, humor, closet, recent, student, equal, profile, local, comet, vacant, punish, cavern, shiver, decent, linen, legal, panic,</p>	<p>Analyze Story Structure Theme Character and Setting</p>	<p>RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing</p> <p>E.05.A-K.1.1.3 – Compare and contrast two or more characters, settings, or events in a story, drama, or</p>	<p>Unit 3: Using Your Wits</p> <p>Week 1: "The Catch of the Day: A Trickster Play"</p>
				<p>TM pages 250E & 250F</p> <p>M: Write a play that displays common sense. Make the main character an</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>

on specific details in the text.	poem, drawing on specific details in the text (e.g., how characters interact)	on specific details in the text.	smoky, tyrant, valley, fifteen, culture, fatigue, fugitive	animal.
CC.1.3.5.E – Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.5.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		T: Write a letter to friends telling them about something funny that happened in your family or at school.
CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		W: In many cultures, storytellers carry a staff or another object. Describe and then draw what you would hold if you were a storyteller.
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including		RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including		Th: Write a review of your favorite trickster tale.
				Describe what you like and what you don't like about it.
				F: Write an original trickster tale. You can use characters from a tale with which you are familiar.

including interpretation of figurative language.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	text, including figurative language such as metaphors and similes.
CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.1.3 – Use verb tense to convey various times, sequences, states, and conditions.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.
	E05.D.1.1.8 – Ensure subject-verb and pronoun-antecedent agreement.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
		L.5.5 – Demonstrate understanding of figurative

<p>appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>language, word relationships, and nuances in word meanings.</p> <p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Summarize</p>	<p>dismiss, intentions,</p>	<p>video, poet, riot, piano, diary,</p>	<p>Verb Tenses</p>	<p>TM pages 278E & 278F</p>	<p>Vocab Quiz</p>
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The Firebird, and the Magic Ring"	theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Sequence Theme	despair, descended, seek, accompanym, delicacies, consented	radio, ideas, ruin, diet, patriot, fluid, rodeo, cruel, genuine, casual, trial, fuel, meteor, diameter, meander, recent, closet, minus, situation, variety	Capitalization and Punctuation in Poetry	Mr. Write about a goal or quest that could be the center of a fairy tale. Include a brief outline of the story. T: Design a castle for a modern-day fairy tale. Describe how the modern castle would look and then draw it. W: Write a fairy tale in which you replace the royal characters with people in today's society. Use descriptive details. Th: In fairy tales, people are often transformed into animals. Write a brief essay explaining what a character can learn from this.	Spelling Test Weekly Story Quiz
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clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	grade 5 reading and content, choosing flexibly from a range of strategies.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	F: Describe an object you own. What special power could it have in a fairy tale?
E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar,	E05.D.1.1.3 – Use verb tense to convey various times, sequences, states, and conditions.	L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	E05.D.1.1.4 – Recognize and correct inappropriate shifts in verb tense.		

<p>usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>Week 3: Time for Kids: "Tricky Tales"</p> <p>CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including</p> <p>E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p>RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>	<p>generations, globe, preserve, reveal, amusing</p> <p>Summarize Compare and Contrast Sequence</p>
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interpretation of figurative language.	based on grade 5 reading and content,	language such as metaphors and similes.	features make it your favorite,
CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	choosing flexibly from a range of strategies.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	T: Think about something mysterious in nature. Write a short story about how it got to be that way.
5 reading and content, choosing flexibly from a range of strategies and tools.	language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	W: If you were a storyteller,
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	what kind of methods would you use? Write a paragraph describing things you would do.
CC.1.4.5.R – Demonstrate a	E05.B-K.1.1.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the	L.5.5 – Demonstrate understanding of figurative language,	Th: Write a journal entry describing why people like to listen to stories.
	or more main ideas of a text and explain how they are supported by key details; summarize the		F: Choose a story you know well and write a new ending.

grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	text. E05.B-K.1.1.3 – Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	word relationships, and nuances in word meanings. L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.		
CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.		
CC.1.2.5.A – Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.		

<p>CC.1.2.5.C – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p>	<p>they are supported by key details; summarize the text.</p> <p>RI.5.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Visualize Theme Compare and Contrast</p>	<p>consulted, recover, tasks, previous, pursued, proceeded, urgency, detected</p>	<p>stable, saddle, table, noble, cattle, stumble, terrible, beetle, kettle, eagle, royal, cripple, hospital, legal, label, vocal, journal, medal, several, sample, entertain, encounter, southern, impossible, people</p>	<p>Linking Verbs Use Quotation Marks in Dialogue</p>	<p>TM pages 320E & 320F Mr. Describe a time when you were worried about something. T: Compose a short poem about facing a challenging task. W: Write a short dialogue between two</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>
<p>CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the</p>	<p>E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the</p>	<p>Week 4: "Blancaflor"</p>				

CC.1.3.5.H – Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	text. E.05.A-C.3.1.1 – Compare and contrast stories in the same genre on their approaches to similar themes and topics.	text. RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	horses in a race to win. Th: Explain how baking bread is a form of "kitchen alchemy." F: Write a letter to thank a friend for helping with an impossible task.
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	
CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. E05.D.1.2.5 – Spell grade-	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and	

CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	appropriate words correctly. E05.D.1.1.3 – Use verb tense to convey various times, sequences, states, and conditions.	content, choosing flexibly from a range of strategies. L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.		L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.1.3.5.K –		L.5.3 – Use knowledge of language and its conventions when writing,

		speaking, reading, or listening.		Visualize Author's Perspective Theme	corridor, reservation, enlisted, invasion, shield, location, creased, transmission	sugar, gentler, scissors, founder, director, scholar, saucer, labor, commander, error, crater, pillar, splendor, peddler, professor, shatter, governor, vapor, equator, soldier, terrible, legal, journal, refrigerator, remainder	Irregular Verbs Correct Verb Usage	TM pages 350E & 350F M: Write a note that mixes up the letters in each word. Have your classmate try to decode your note. T: Number the letters of the alphabet from 1 to 26. Using numbers for letters, write a message to a friend. W: Describe a code that your family uses, or create one. Th: Describe how the way a pet communicates a need without using words can be	Vocab Quiz Spelling Test Weekly Story Quiz
Read and comprehend literary fiction on grade level, reading independently and proficiently.	Week 5: "The Unbreakable Code"	CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.5.6 – Describe how a narrator's or speaker's point of view influences how events are described.	RL.5.4 – Determine the meaning of words and	CC.1.3.5.D – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CC.1.3.5.F – Determine the meaning of	

words and phrases as they are used in grade level text, including interpretation of figurative language.	text and explain how it is conveyed in the text.	phrases as they are used in a text, including figurative language such as metaphors and similes.	compared to a code.
CC.1.3.5.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	F: Make up a code using colors, shapes, or numbers. Use it to write a letter to a classmate.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	
		L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
		L.5.5 –	

other logical relationships.

CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.

CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit 4: Team Up to Survive	Week 1: "Spirit of Endurance"	<p>CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CC.1.3.5.D – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative</p>	<p>E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>E.05.A-C.2.1.1 – Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose of a text and explain how it is conveyed in the text.</p> <p>E05.A-V.4.1.1 –</p>	<p>Generate Questions</p> <p>Problem and Solution</p> <p>Author's Perspective</p>	<p>frigid, treacherous, triumph, uninhabited, expeditions, labor, dismantled, abandon</p> <p>slogan, woolen, listen, heron, frighten, lengthen, captain, mountain, sandal, signal, global, bushel, marvel, barrel, practical, pretzel, fable, chuckle, angle, nozzle, scissors, pillar, governor, dungeon, salmon</p>	<p>Pronouns and Antecedents</p> <p>Pronoun-Antecedent Agreement</p>	<p>TM pages 386E & 386F</p> <p>M: How would you feel if you were in Shackleton's crew? Write a paragraph describing your feelings about the expedition.</p> <p>T: Write a journal entry for a typical day near the North or South Pole. Describe weather and daily tasks.</p> <p>W: Write a descriptive poem about spending a winter holiday in a cold place, such as the North Pole.</p> <p>Th: Suppose you are a scientist studying your neighborhood. Write a letter to a friend describing the</p>	<p>Vocab Quiz</p> <p>Spelling Test</p> <p>Weekly Story Quiz</p>
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language.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	similes.	organisms and other life you observe there.
CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	F: Write directions for walking from your classroom to the front door of the school using the words east, west, north, and south.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	
CC.1.4.5.R – Demonstrate a grade appropriate command of the	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
	E05.D.1.1.8 – Ensure subject-verb and pronoun-antecedent agreement.	L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in	

<p>conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>word meanings.</p> <p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Generate Questions</p> <p>Main Idea and Details</p> <p>Problem and Solution</p>	<p>mission, disasters, environment, zone, gravity, maze, adjusted, function</p>	<p>unusual, underwater, regain, repaired, unaware, unfriendly, unfinished, unimportant,</p>	<p>Subject and Object</p> <p>Pronouns</p> <p>Appositives</p>	<p>TM pages 414E & 414F</p> <p>M: Write an e-mail to a friend about a job you might like to have in outer</p>	<p>Vocab Quiz</p> <p>Spelling Test</p> <p>Weekly Story Quiz</p>
<p>Week 2: "Ultimate Field Trip 5: Blasting Off to Space Academy"</p>	<p>CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters</p>	<p>E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text,</p>	<p>RL.5.2 – Determine a theme of a story, drama, or poem from details in the text,</p>				

in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	refreeze, replenish, reunite, rediscover, rewrap, disconnect, discourage, dishonest, nonspecific, misguide, overwhelm, submerge, listen, signal, fable, impatiently, inaccurate	space. T: Write a letter to the editor and give your opinion on government funding for space exploration. W: Identify your favorite planet and write a paragraph about what you like about it. Th: Design a postcard from another planet. Write a note on the back and include an address. F: Prepare interview questions for an astronaut who has just returned from outer space.
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		
CC.1.3.5.J – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		
CC.1.3.5.J – Acquire and use accurately	E05.D.1.2.5 – Spell grade-appropriate	including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		
words.	words.	Determine or comprehend.		
		L.5.4 – Determine or		

<p>Grade— appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade</p>	<p>write correctly.</p> <p>E05.D.1.1.1 – Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p>clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization,</p>
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		<p>punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>				<p>impact, supplies, survived, violent, involved</p>	<p>contest, content, protest, combat, permits, rebel, present, insert, desert, subject, minute, compact, conduct, contract, refuse, conflict, research, excuse, entrance, extract, unusual, rewrap, dishonest, effect, affect</p>	<p>Pronoun-Verb Agreement Abbreviations</p>	<p>TM pages 438E & 438F</p> <p>M: Write a list of situations that require emergency assistance.</p> <p>T: Write a flyer or brochure telling people what kinds of items they should have on hand for emergencies.</p> <p>W: Write an advertisement for classes that teach people how they can help others in a disaster.</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>	
<p>level, reading independently and proficiently.</p>	<p>Week 3: Time for Kids "Heroes in Time of Need"</p>	<p>CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p>CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word</p>	<p>E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word</p>	<p>Monitor Comprehension Fact and Opinion Main Idea and Details</p>	<p>RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.4 – Read with sufficient accuracy and fluency to</p>	<p>Monitor Comprehension Fact and Opinion Main Idea and Details</p>	<p>impact, supplies, survived, violent, involved</p>	<p>contest, content, protest, combat, permits, rebel, present, insert, desert, subject, minute, compact, conduct, contract, refuse, conflict, research, excuse, entrance, extract, unusual, rewrap, dishonest, effect, affect</p>	<p>Pronoun-Verb Agreement Abbreviations</p>	<p>TM pages 438E & 438F</p> <p>M: Write a list of situations that require emergency assistance.</p> <p>T: Write a flyer or brochure telling people what kinds of items they should have on hand for emergencies.</p> <p>W: Write an advertisement for classes that teach people how they can help others in a disaster.</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>

range or strategies and tools.	meanings. E05.D.1.2.5 – Spell grade-appropriate words correctly.	support comprehension. L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	Th: Write a letter to the President or a member of Congress asking for emergency aid after a disaster.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.B-K.1.1.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	F: Write a letter to the editor about the importance of preparing for a natural disaster.
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding		L.5.2 – Demonstrate	

<p>... words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.2.5.A – Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p>	<p>command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>robot, defective, meteor, rotated, staggered, reversed, dangling, tokens</p> <p>rancher, searcher, pressure, future, butcher, measure, pleasure, mixture, treasure, feature, pasture,</p>	<p>Monitor Comprehension Draw Conclusions Fact and Opinion</p>	<p>RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>E.05.A-K.1.1.1 – Quote accurately from a text when explaining what the text says explicitly and when</p>	<p>CC.1.3.5.B – Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and</p>	<p>Week 4: "Zathura"</p>	<p>Possessive Pronouns Using Hyphens</p>	<p>TM pages 450E & 450F M: Write a short description of the appliances you think will be found in a kitchen in the</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>
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make inferences. CC.1.1.5.E – Read with accuracy and fluency to support comprehension. CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. E05.D.1.2.5 – Spell grade-appropriate words correctly.	drawing inferences and/or making generalizations from the text. E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. E05.D.1.2.5 – Spell grade-appropriate words correctly.	RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4 – Read with sufficient accuracy and fluency to support comprehension. L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a	creature, lecture, gesture, nature, fracture, moisture, stretcher, legislature, azure, contest, desert, entrance, miniature, disclosure	future. T: It is the year 2030. Write an e-mail to a friend describing the features of your family car. W: Make a list of things you hope will be invented in the future and describe each one. Th: Write a short essay that gives your opinion of robots. Do robots offer more advantages or disadvantages to society? F: You have just interviewed a talking robot about the work it does. Write a brief personal narrative about the interview.
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<p>grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction</p>	<p>range of strategies.</p> <p>L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or</p>
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		on grade level, reading independently and proficiently.	Week 5: "Skunk Scout"	<p>CC.1.3.5.C – Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.5.B – Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.1.5.E – Read with accuracy and fluency to support comprehension.</p> <p>CC.1.3.5.F – Determine the</p>	<p>E.05.A-K.1.1.3 – Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact)</p> <p>E.05.A-K.1.1.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.A-V.4.1.1 – Determine or clarify the</p>	listening.	<p>Monitor Comprehension</p> <p>Character Setting</p> <p>Draw Conclusions</p>	<p>guaranteed, supervise, frustrated, ease, scenery, coordination, bundle, fused</p>	<p>distance, importance, balance, attendance, absence, performance, dependence, substance, disturbance, appearance, assistance, ignorance, brilliance, ambulance, residence, radiance, resistance, reluctance, persistence, hesitance, creature, measure, rancher, vigilance, inference</p>	<p>Pronouns, Contractions, and Homophones</p> <p>Apostrophes and Possessives</p>	<p>TM pages 484E & 484F</p> <p>M: Write a letter to your family or friends about a camping trip that you have taken or would like to take.</p> <p>T: Suppose you are lying in a tent in the woods.</p> <p>Describe the sounds that you would hear as you drift off to sleep.</p> <p>W: You are going on a camping trip for two weeks.</p> <p>Make a list of essential items you would pack. Explain why you need those items.</p> <p>Th: You are attending a</p>	<p>Vocab Quiz</p> <p>Spelling Test</p> <p>Weekly Story Quiz</p>
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meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	camp where each camper wants to face a challenge. Describe a challenge you would like to face.
CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	F: Write a job description for a camping buddy in the form of a newspaper ad. Explain skills and personality traits that your camping buddy should have.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	E.05.D.1.1.7 – Correctly use frequently confused words.	L.5.1 – Demonstrate command of the conventions of standard English grammar and usage	

<p>Unit 5: The American West</p>	<p>Week 1: "Valley of the Moon: The</p>	<p>CC.1.3.5.B – Cite textual evidence by</p>	<p>E.05.A-K.1.1.1 – Quote accurately</p>	<p>RL.5.3 – Compare and contrast two or</p>	<p>Monitor Comprehension Cause and Effect</p>	<p>obedience, obvious, projects,</p>	<p>serious, furious, eruption, destruction,</p>	<p>Independent and Dependent Clauses Appositives</p>	<p>TM pages 524E & 524F M: List</p>	<p>Vocab Quiz Spelling Test</p>
<p>other logical relationships.</p> <p>CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>									

Diary of	quoting	from a text	more	Draw Conclusions	eldest, refuge,	direction,	questions you	Weekly Story Quiz
María	accurately from	when	characters,				would ask	
Rosalía de	the text to	explaining	settings, or			position,	about	
Milagros"	explain what the	what the text	events in a			forgetful,	volunteering at	
	text says	says explicitly	story or			comfortable,	a historic site.	
	explicitly and	and when	drama, drawing			finally, usually,	T: Write a letter	
	make	drawing	on specific			apparently,	to a friend	
	inferences.	inferences	details in the			completely,	about	
	CC.1.1.5.E –	and/or making	text.			eventually,	organizing a	
	Read with	generalizations	RL.5.4 –			carefully,	history club.	
	accuracy and	from the text.	Determine the			microscopic,		
	fluency to	E.05.A-K.1.1.3	meaning of			allergic,	W: Write a	
	support	– Compare and	words and			scientific,	speech	
	comprehension.	contrast two or	phrases as they			safety, activity,	supporting the	
	CC.1.3.5.C –	more	are used in a			sickness,	worthwhile	
	Compare and	characters,	text, including			distance,	efforts of a	
	contrast two or	settings, or	figurative			ambulance,	local museum.	
	more	events in a	language such			substance,		
	characters,	story,	as metaphors			aquatic,	Th: Write a	
	settings or	drama, or	and			mathematics	haiku about a	
	events in a	poem, drawing	and				historical	
	story or	on specific	similes.				figure.	
	drama, drawing	details in the	RF.5.3 – Know				F: Suppose	
	on specific	text (e.g., how	and apply				that you're a	
	details in the	characters	grade-level				historical	
	text.	interact)	phonics and				figure. Write a	
	CC.1.3.5.F –	E05.A-V.4.1.1 –	word				journal entry	
	Determine the	Determine or	analysis skills				describing	
	meaning of	clarify the	in decoding				what a typical	
	words and	meaning of	words.				day might be	
	phrases as	unknown	RF.5.4 – Read				like.	
	they are used in	and multiple-	with sufficient					
	grade level text,	meaning words	accuracy and					
	including	and phrases	fluency to					
	interpretation of	based on	support					
	figurative	grade 5	comprehension.					
	language.	reading and	L.5.4 –					
	CC.1.3.5.I –	content,	Determine or					
	Determine or	choosing	clarify the					
		flexibly from a	meaning of					

clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	range of strategies. E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.2.5 – Spell grade-appropriate words correctly. E05.D.2.1.2 – Choose words and phrases to convey ideas precisely. E05.D.2.1.4 – Choose words and phrases for effect.	L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English		L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

<p>grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.5.E - Write with an awareness of style.</p>	<p>when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>				<p>vastness, enthusiasm, horizon, ravine, presence, swerved, suspended, distinct</p>	<p>sweet, prey, peer, pole, poll, pray, waste, manner, current, manor, pier, waist, curranths, presents, counsel, presence, council, stationary, stationery, estate, estate</p>	<p>Independent and Dependent Clauses</p> <p>Using a Colon</p>	<p>TM pages 550E & 550F</p> <p>M: Write a character sketch of a cowboy or cowgirl.</p> <p>T: Write a journal entry about a day</p>	<p>Vocab Quiz</p> <p>Spelling Test</p> <p>Weekly Story Quiz</p>
<p>grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.5.E - Write with an awareness of style.</p>	<p>when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>				<p>vastness, enthusiasm, horizon, ravine, presence, swerved, suspended, distinct</p>	<p>sweet, prey, peer, pole, poll, pray, waste, manner, current, manor, pier, waist, curranths, presents, counsel, presence, council, stationary, stationery, estate, estate</p>	<p>Independent and Dependent Clauses</p> <p>Using a Colon</p>	<p>TM pages 550E & 550F</p> <p>M: Write a character sketch of a cowboy or cowgirl.</p> <p>T: Write a journal entry about a day</p>	<p>Vocab Quiz</p> <p>Spelling Test</p> <p>Weekly Story Quiz</p>
<p>grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.5.E - Write with an awareness of style.</p>	<p>when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>				<p>vastness, enthusiasm, horizon, ravine, presence, swerved, suspended, distinct</p>	<p>sweet, prey, peer, pole, poll, pray, waste, manner, current, manor, pier, waist, curranths, presents, counsel, presence, council, stationary, stationery, estate, estate</p>	<p>Independent and Dependent Clauses</p> <p>Using a Colon</p>	<p>TM pages 550E & 550F</p> <p>M: Write a character sketch of a cowboy or cowgirl.</p> <p>T: Write a journal entry about a day</p>	<p>Vocab Quiz</p> <p>Spelling Test</p> <p>Weekly Story Quiz</p>

CC.1.1.5.E – Read with accuracy and fluency to support comprehension.	analyze literary generalizations from the text. E.05.A-K.1.1.3 – Compare and contrast two or more characters, settings or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact)	contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	stammering, suite, eruption, forgetful, allergic, kernel, colonel	spent with a cowboy or cowgirl. W: List qualities cowboys and cowgirls need and prepare a Help Wanted ad for a local newspaper. Th: Write a poem about the life of a cowboy or cowgirl. F: Prepare a letter persuading a friend to become a cowboy or cowgirl on your ranch.
CC.1.3.5.C – Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4 – Read with sufficient accuracy and fluency to support comprehension. L.5.4 – Determine or clarify the		
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships,			

content, choosing flexibly from a range of strategies and tools.	and nuances in word meanings. E05.D.1.2.5 – Spell/grade-appropriate words correctly.	meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.		L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.1.1.5.D – Know and apply grade level		L.5.2 – Demonstrate command of the conventions of standard English capitalization,

		<p>punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Analyze Text Structure</p> <p>Cause and Effect</p> <p>Main Ideas and Details</p>	<p>instill, combined, naturalist, vacant, diverse</p>	<p>prewash, disable, discolor, mistaken, preheats, mistrust, incorrect, disconnect, preview, prejudice, misjudge, discomfort, dismount, misunderstand, disobey, dishonest, injustice, disapprove, inexpensive, indefinite, presence, stationary, current, prehistoric.</p>	<p>Adjectives that Compare</p> <p>Capitalization and Punctuation</p>	<p>TM pages 578E & 578F</p> <p>M. Many scientific discoveries come from observing nature. Write a list of some of these discoveries.</p> <p>T: What if a band of explorers came to your classroom? Write a diary entry about the experience.</p> <p>W: Write a journal entry describing the</p>	<p>Vocab Quiz</p> <p>Spelling Test</p> <p>Weekly Story Quiz</p>
<p>phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Week 3: Time for Kids: "A Historic Journey"</p>	<p>CC.1.3.5.D – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p>CC.1.3.5.I –</p>	<p>E.05.A-C.2.1.1 – Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose of a text and explain how it is conveyed in the text.</p> <p>E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-</p>	<p>RL.5.6 – Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RF.5.3 – Know and apply</p>				

grammar, or usage, capitalization, punctuation, and spelling.	concepts, or information and text features in two or more texts.	command of the conventions of standard English grammar and usage when writing or speaking.
CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.	E05.B-K-1.1.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.		L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CC.1.2.5.E – Use text structure, in and among texts, to interpret information.		RI.5.5 – Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
CC.1.2.5.A – Determine two or more main ideas in a text and explain how they are supported by key details; summarize the		RI.5.2 – Determine two or more main

		text.	ideas of a text and explain how they are supported by key details; summarize the text.	Analyze Story Structure Plot and Setting Make Inferences	posed, original, writing, advertisement, commenced, impress, elected, sauntered	sadness, gladness, needless, harmless, darkness, fullness, stillness, hopeless, fearless, weakness, bottomless, foolishness, fondness, effortless, meaningless, emptiness, forgiveness, motionless, ceaseless, fierceness, disobey, mistrust, preview, weightlessness, thoughtlessness	Comparing with more and most Using more and most	TM pages 590E & 590F M: Not everyone becomes a hero. Write about the qualities heroes display. T: Write a journal entry from the point of view of a hero you admire. W: Write to the hero you selected. Describe the pros and cons of being a hero. Th: Write about another real-life hero. Draw one line under facts and two lines under	Vocab Quiz Spelling Test Weekly Story Quiz
Week 4: "Davy Crockett Saves the World"	CC.1.3.5.C – Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	E.05.A-K.1.1.3 – Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact)	RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. RL.5.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.1 – Quote accurately from a text when	Analyze Story Structure Plot and Setting Make Inferences	posed, original, writing, advertisement, commenced, impress, elected, sauntered	sadness, gladness, needless, harmless, darkness, fullness, stillness, hopeless, fearless, weakness, bottomless, foolishness, fondness, effortless, meaningless, emptiness, forgiveness, motionless, ceaseless, fierceness, disobey, mistrust, preview, weightlessness, thoughtlessness	Comparing with more and most Using more and most	TM pages 590E & 590F M: Not everyone becomes a hero. Write about the qualities heroes display. T: Write a journal entry from the point of view of a hero you admire. W: Write to the hero you selected. Describe the pros and cons of being a hero. Th: Write about another real-life hero. Draw one line under facts and two lines under	Vocab Quiz Spelling Test Weekly Story Quiz
	CC.1.3.5.E – Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	E.05.A-K.1.1.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making	RL.5.1 – Quote accurately from a text when	Analyze Story Structure Plot and Setting Make Inferences	posed, original, writing, advertisement, commenced, impress, elected, sauntered	sadness, gladness, needless, harmless, darkness, fullness, stillness, hopeless, fearless, weakness, bottomless, foolishness, fondness, effortless, meaningless, emptiness, forgiveness, motionless, ceaseless, fierceness, disobey, mistrust, preview, weightlessness, thoughtlessness	Comparing with more and most Using more and most	TM pages 590E & 590F M: Not everyone becomes a hero. Write about the qualities heroes display. T: Write a journal entry from the point of view of a hero you admire. W: Write to the hero you selected. Describe the pros and cons of being a hero. Th: Write about another real-life hero. Draw one line under facts and two lines under	Vocab Quiz Spelling Test Weekly Story Quiz

evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	generalizations from the text. E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	explaining what the text says explicitly and when drawing inferences from the text. RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	opinions. F: Write five questions that you would like to ask the person you wrote about yesterday.
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.1.3.5.J – Acquire and	E05.D.1.2.5 – Spell grade-appropriate words correctly, choosing flexibly from a range of strategies and tools.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension. L.5.4 – Determine or clarify the meaning of unknown and	

<p><i>use accurately</i> <i>grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</i></p> <p><i>CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</i></p> <p><i>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</i></p> <p><i>CC.1.3.5.K – Read and comprehend</i></p>	<p><i>multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</i></p> <p><i>L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>
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meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	and/or making generalizations from the text.	meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	student explaining the rights and responsibilities of U.S. Citizens.
CC.1.3.5.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.	F: Write an editorial about why it is important for women and minorities to run for public office.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	
	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	

other logical relationships.

CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard

English grammar, usage, capitalization, punctuation, and spelling.

CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.

CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.

L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit 6: Changes	Week 1: "Miss Alaineus"	CC.1.3.5.C – Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	E.05.A-K.1.1.3 – Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Generate Questions Character and Plot Theme	slumped, soggy, capable, categories, strands, gigantic, credit, luminous	astronaut, telephone, automobile, photography, mechanical, myth, television, phonics, automatic, photograph, telescope, mythical, telegraph, mechanic, telegram, telephoto, autograph, astronomer, disaster, homophone, correction, discussion, decoration, videophone, photogenic	Adverbs Use Good and Well	TM pages 654E & 654F M: Write a list of several reasons why you would enter a contest. T: Write a letter to your principal in which you propose a school contest. W: Write a paragraph describing talents you have that would help you win a contest. Th: Write a journal entry about the class spelling bee from the point of view of Sage's classmate. F: List possible interview questions for the new spelling bee champion.	Vocab Quiz Spelling Test Weekly Story Quiz
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language.	and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	language such as metaphors and similes.
CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.
CC.1.4.5.R – Demonstrate a grade appropriate command of the	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L.5.5 – Demonstrate understanding of figurative language,

<p>conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>word relationships, and nuances in word meanings.</p> <p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Monitor Comprehension Problem and</p> <p>warily, suspicious, jubilant, debris, parched,</p> <p>subtraction, transportation, missile, portable, export,</p>	<p>Adverbs that Compare Using More and Most, and -er and -est Correctly</p>	<p>TM pages 686E & 686F M: Write a</p>	<p>Vocab Quiz Spelling Test Weekly Story Quiz</p>
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characters, settings or events in a story or drama, drawing on specific details in the text.	characters, settings, or events in a story, drama, or poem, drawing on specific details in the text.	characters, settings, or events in a story or drama, drawing on specific details in the text.	Solution Character and Plot	frayed, sensation, abruptly	committee, respect, transport, tractor, spectator, attraction, dismiss, inspector, distract, spectacle, inspect, mission, import, intermission, suspect, telescope, astronaut, photograph, spectacular, protractor	comic strip from the point of view of a superhero saving a water supply T: Choose a wild animal that needs ample food and water. Write a paragraph telling how the animal finds these resources. W: Describe the world from the point of view of a fish. Write a paragraph about a typical day. Th: Write a short story from the point of view of a rabbit lost in the forest. Describe what you would do to find water. F: Write a letter to a fourth-grade student about how to survive fifth
characters, settings or events in a story or drama, drawing on specific details in the text. CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact) E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	characters, settings, or events in a story or drama, drawing on specific details in the text. RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.				
CC.1.1.5.E – Read with accuracy and fluency to support comprehension.	CC.1.1.5.E – Read with accuracy and fluency to support comprehension.	RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.				
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5	RF.5.3 – Know				

interpretation of figurative language.	reading and content, choosing flexibly from a range of strategies.	and apply grade-level phonics and word analysis skills in decoding words.	grade.
CC.1.3.5.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.	
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.2.5 – Spell grade-appropriate words correctly.	L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
CC.1.4.5.R – Demonstrate a		L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
grade			

<p>appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>elementary, physical, rigid, interact, wheelchair</p> <p>clothes, January, cereal, mortal, lunar, atlas, ocean, salute, fury, echo, cycle, cyclone, gigantic, Chernobyl</p>	<p>Monitor Comprehension Persuasion Author's Purpose</p> <p>Negatives Correct Double Negatives</p> <p>TM pages 714E & 714F M: What would gym class be like if you could plan it? Write a letter to your principal</p> <p>Vocab Quiz Spelling Test Weekly Story Quiz</p>
<p>Week 3: Time for Kids: "A Dream Comes True"</p>	<p>CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of</p>	<p>RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such</p>	<p>E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on</p>

<p>figurative language.</p> <p>CC.1.3.5.J – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.4.5.R – Demonstrate a grade appropriate</p>	<p>grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>E05.D.1.2.5 – Spell grade-appropriate words correctly.</p> <p>E05.B-C.3.1.1 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)</p>	<p>as metaphors and similes.</p> <p>RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.5 – Demonstrate understanding of figurative language, word</p>	<p>territory, terrace, parasol, fortune, furious, gracious, suspect, inspect, mission, jovial, venerable</p>	<p>about the changes you would make.</p> <p>T: If you could invent something that could help someone with a disability, what would it be? Write about your invention.</p> <p>W: Choose a sport. Write a list of suggestions that would allow this sport to include more disabled athletes.</p> <p>Th: Write a diary entry about your favorite sport or athletic activity.</p> <p>F: Write a short story that begins "It was almost time for the big game when something surprised us."</p>
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command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	relationships, and nuances in word meanings.
English grammar, usage, capitalization, punctuation, and spelling.	L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.	L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.	L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CC.1.2.5.H – Determine how an author supports particular points in a text through reasons and evidence	RI.5.8 - Explain how an author uses reasons and evidence to support particular

							<p>points in a text, identifying which reasons and evidence support which point(s)</p>				
<p>Week 4: "Weslandia"</p>	<p>CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p>CC.1.3.5.J – Determine or</p>	<p>E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content.</p>	<p>RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>Generate Questions</p> <p>Theme</p> <p>Persuasion</p>	<p>shortage, founding, outcast, reflected, strategy, civilization, traditional, complex</p>	<p>tripod, triplet, unicorn, uniform, unison, biweekly, triple, bicycle, tricycle, unicycle, triangle, bisect, trio, unify, centipede, centimeter, century, binoculars, universe, university, cereal, terrace, atlas, bilingual, trilogy</p>	<p>Prepositions/Prepositional Phrases</p> <p>Commas with Prepositional Phrases and Appositives</p>	<p>TM Pages</p> <p>726E & 726F</p> <p>M: Write about a new fruit that you just discovered on a tree.</p> <p>T: Write an invitation and a menu for a banquet you are hosting for a friend.</p> <p>W: Write a letter to the cafeteria manager asking that a favorite food be served.</p> <p>Explain how to make it.</p> <p>Th: You are a scientist in a pasta factory. Write about a new kind of pasta you have</p>	<p>Vocab Quiz</p> <p>Spelling Test</p> <p>Weekly Story Quiz</p>		

clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	choosing flexibly from a range of strategies. E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4 – Read with sufficient accuracy and fluency to support comprehension. L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	invented and give it a name. F: Write a radio or television announcement encouraging people to feed the hungry. Explain what they can do to help.
CC.1.3.5.J – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.D.1.2.5 – Spell grade-appropriate words correctly. E05.D.1.1.1 - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		
Demonstrate a grade appropriate command of the conventions of standard English grammar,			

usage, capitalization, punctuation, and spelling.	L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.5.10 – By the end of the year, read and comprehend literature, including stories,	enjoyable, breakable, favorable, likable, usable, respectable, affordable, possible,	Sentence Combining Using Colons	TM pages 750E & 750F M: Whales communicate through sounds. Write a dialogue	Vocab Quiz Spelling Test Weekly Story Quiz
CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.	CC.1.3.5.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.	E.05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text,	CC.1.3.5.A – Determine a theme of a text from details in the text, including how characters	Generate Questions Summarize Theme	ventured, emerged, unreasonable, attraction, inquire, discussions, sprawled,			
Week 5: "The Girl Gr1 Tree"								

in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	dramas, and poetry, at the end of grades 4-5 text complexity band independently and proficiently.	focused	unreasonable, laughable, comfortable, convertible, invisible, honorable, capable, sensible, unbelievable, bearable, collapsible, suitable, uniform, bicycle, triangle, manageable, tangible	between two whales. T: Describe a possible interaction between yourself and a whale. Give details. W: If you could live like a whale, where would you go? How would you describe life in the seas?
CC.1.3.5.F – Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;			Th: Write a conversation between a baleen and a toothed whale. Include dialogue about their differences.
CC.1.3.5.J – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;			F: Write a humorous description from the point of view of a whale about an encounter with humans in wet suits.

grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	words correctly. E05.D.1.1.6 – Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E05.D.2.1.1 – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	summarize the text. RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RF.5.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4 – Read with sufficient accuracy and fluency to support comprehension. L.5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and
CC.1.4.5.R – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
CC.1.1.5.D – Know and apply grade level phonics and word analysis skills in decoding words.		
CC.1.3.5.K – Read and comprehend literary fiction		

on grade
level, reading
independently
and proficiently.

CC.1.4.5.E –
Write with an
awareness of
style.

content,
choosing
flexibly from a
range of
strategies.

L.5.5 –
Demonstrate
understanding
of figurative
language,
word
relationships,
and nuances in
word meanings.

L.5.1 –
Demonstrate
command of the
conventions of
standard
English
grammar and
usage
when writing or
speaking.

L.5.2 –
Demonstrate
command of the
conventions of
standard

English
capitalization,
punctuation,
and spelling
when writing.

L.5.3 – Use
knowledge
of language and
its conventions



H.7. WRITING 4TH GRADE



Young Scholars of McKeesport Charter School

4th Writing YSMCS

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Genre	PA Common Core Standards	PA Eligible Content	Common Core State Standards	Objective(s)	Duration
Poem (Autobiography)	CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and	E04.D.2.1.1 Choose words and phrases to convey ideas precisely.* E04.D.2.1.2 Choose punctuation for effect. E04.D.2.1.3 Choose words and phrases for effect.* E04.D.1.2.1 Use correct	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate	TSWBAT demonstrate their knowledge of writing a poem and a rough draft. TSWBAT demonstrate their knowledge of peer editing a rough draft of a poem. TSWBAT	2-3 weeks

examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	capitalization. E04.D.1.2.2 Use commas and quotation marks to mark speech and quotations from a text. E04.D.1.2.3 Use a comma before a coordinating compound sentence. E04.D.1.2.4 Spell grade-appropriate words correctly. E.04.D.1.1.1 Use relative pronouns (e.g. which, that) and relative adverbs (why). E04.D.1.1.2 Form and use the progressive	with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <u>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u>	demonstrate their knowledge of writing a final draft and cursive writing skills by writing their final draft for their autobiography poems.
CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a			

concluding statement or section;	(e.g. am walking; I will be walking
include	
formatting	E04.D.1.1.3
when useful to aiding	Use modal auxiliaries (e.g.,
comprehension.	convey
CC.1.4.4.E	various conditions.
Use precise language	E04.D.1.1.4
and domain-specific	Order adjectives within
vocabulary to inform	sentences according
about or explain the topic.	conventional patterns (e.g., than a red small bag).
CC.1.4.4.K	E04.D.1.1.5
Choose words and	Form and use
phrases to	prepositional phrases.

convey ideas precisely.	E04.D.1.1.6 Produce complete sentences, recognizing correcting inappropriate fragments and sentences.*
CC.1.4.4.K Choose words and phrases to convey ideas precisely.	E04.D.1.1.7 Correctly use frequently confused words (e.g., too, two; there, their, they're)
CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	E04.D.1.1.8 Ensure subject-verb and pronoun agreement.* E04.D.1.2.1 Use correct

spelling.	capitalization.
CC.1.4.4.T	E04.D.1.2.4
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Spell grade-appropriate words correctly.
CC.1.4.4.F	
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization,	

	punctuation, and spelling.	<p>CC.1.4.4.C</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p>	<p>E04.D.2.1.1 Choose words and phrases to convey ideas precisely.*</p> <p>E04.D.2.1.2 Choose punctuation for effect.</p> <p>E04.D.2.1.3 Choose words and phrases for effect.*</p> <p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.2 Use commas and quotation marks to mark speech and quotations from a text.</p> <p>E04.D.1.2.3 Use a comma before a coordinating compound sentence.</p> <p>E04.D.1.2.4</p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TSWBAT</p> <p>demonstrate their knowledge of prewriting for a descriptive writing piece by filling out a sensory chart</p> <p>TSWBAT</p> <p>demonstrate their knowledge of prewriting by making a list to organize their details.</p> <p>TSWBAT to demonstrate their knowledge of prewriting by writing their first paragraph for their descriptive writing piece.</p> <p>TSWBAT to demonstrate their knowledge of</p>	2 months
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CC.1.4.4.D	Spell grade-appropriate words correctly.	prewriting by writing their middle paragraph for their descriptive writing piece.
Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;	E.04.D.1.1.1 Use relative pronouns (e.g. which, that) and relative adverbs (why).	TSWBAT to demonstrate their knowledge of prewriting by writing their ending paragraph for their descriptive writing piece.
provide a concluding statement or section;	E04.D.1.1.2 Form and use the progressive (e.g. am walking; I will be walking	TSWBAT to demonstrate their knowledge of editing by revising their papers based on their conference with the teacher.
include formatting when useful to aiding comprehension.	E04.D.1.1.3 Use modal auxiliaries (e.g., convey various	TSWBAT to demonstrate their knowledge of editing by completing their writing pieces.
CC.1.4.4.E		

Use precise language and domain-specific vocabulary to inform about or explain the topic.	conditions. E04.D.1.1.4 Order adjectives within sentences according conventional patterns (e.g., than a red small bag).
CC.1.4.4.K Choose words and phrases to convey ideas precisely.	E04.D.1.1.5 Form and use prepositional phrases. E04.D.1.1.6 Produce complete sentences, recognizing correcting inappropriate fragments and sentences.*
CC.1.4.4.L Choose words and phrases to convey ideas precisely.	

<p><i>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</i></p> <p><i>CC.1.4.4.T</i></p> <p><i>With guidance and support form peers and adults, develop and strengthen</i></p>	<p><i>E04.D.1.1.7</i></p> <p><i>Correctly use frequently confused words (e.g., too, two; there, their, they're</i></p> <p><i>E04.D.1.1.8</i></p> <p><i>Ensure subject-verb and pronoun agreement.*</i></p> <p><i>E04.D.1.2.1</i></p> <p><i>Use correct capitalization.</i></p> <p><i>E04.D.1.2.4</i></p> <p><i>Spell grade-appropriate words correctly.</i></p>
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<p>writing as needed by planning, revising, and editing.</p>	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Letter (Veteran's Day Letter)</p>
<p></p>	<p></p>	<p>E04.D.2.1.1 Choose words and phrases to convey ideas precisely.* E04.D.2.1.2 Choose punctuation</p>
<p></p>	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.4.5. With guidance and support from peers and</p>	<p>TSWBAT demonstrate their knowledge of prewriting for a letter piece by brainstorming ideas</p>
<p></p>	<p></p>	<p>2 weeks</p>

concrete details,	for effect. E04.D.2.1.3 Choose words and phrases for effect.*	adults, develop and strengthen writing as needed by planning, revising, and editing.	onto a chart. TSWBAT to demonstrate their knowledge of
quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	E04.D.1.2.1 Use correct capitalization. E04.D.1.2.2 Use commas and quotation marks to mark speech and quotations from a text. E04.D.1.2.3 Use a comma before a coordinating compound sentence. E04.D.1.2.4 Spell grade-appropriate words correctly.	W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	prewriting by writing their first draft for their letters. TSWBAT to demonstrate their knowledge of editing by revising their letters based on their conference with the teacher. TSWBAT to demonstrate their knowledge of editing by completing their letters.
CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of	E.04.D.1.1.1 Use relative pronouns (e.g. which, that) and relative adverbs (



<i>information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the</i>	<i>why). E04.D.1.1.2 Form and use the progressive (e.g. am walking; I will be walking E04.D.1.1.3 Use modal auxiliaries (e.g., convey various conditions. E04.D.1.1.4 Order adjectives within sentences according conventional patterns (e.g., than a red</i>
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<i>topic.</i>	<i>small bag).</i>
CC.1.4.4.K	E04.D.1.1.5
Choose words and phrases to convey ideas precisely.	Form and use prepositional phrases.
CC.1.4.4.K	E04.D.1.1.6
Choose words and phrases to convey ideas precisely.	Produce complete sentences, recognizing correcting inappropriate fragments and sentences.*
CC.1.4.4.L	E04.D.1.1.7
Demonstrate a grade appropriate command of the conventions of standard English	Correctly use frequently confused words (e.g., too, two; there, their, they're
	E04.D.1.1.8
	Ensure

<i>grammar, usage, capitalization, punctuation, and spelling.</i>	<i>subject-verb and pronoun agreement.*</i>
<i>CC.1.4.4.T</i>	<i>E04.D.1.2.1</i>
<i>With guidance and support form peers and adults, develop and strengthen</i>	<i>Use correct capitalization.</i>
<i>writing as needed by planning, revising, and editing.</i>	<i>E04.D.1.2.4</i>
<i>CC.1.4.4.F</i>	<i>Spell grade-appropriate words correctly.</i>
<i>Demonstrate a grade</i>	

<p>appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and</p>	<p>E04.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally the writer's purpose; establish a controlling point. E04.C.1.3.2 Use narrative techniques</p>	<p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of</p>	<p>TSWBAT demonstrate their knowledge of prewriting for a personal narrative writing piece by filling out the prewriting packet. TSWBAT demonstrate their knowledge of prewriting by making a list to organize their details. TSWBAT to</p>	<p>2 months</p>
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introducing a narrator	such as description to develop experiences and events or show the responses of characters to situations.	keyboarding skills to type a minimum of one page in a single sitting.	demonstrate their knowledge of
and/or characters.	E04.C.1.3.3	<u>W.4.10.</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	prewriting by writing their first paragraph for their personal narrative.
CC.1.4.4.O	Use a variety of transitional words and phrases to manage the sequence of events.		TSWBAT to demonstrate their knowledge of
Use dialogue and	E04.C.1.3.4		prewriting by writing their middle
descriptions to	Use concrete words and phrases and sensory details to convey experiences and events precisely.		paragraph for their personal narrative.
develop	E04.C.1.3.5		TSWBAT to demonstrate their knowledge of
experiences	Provide a conclusion that follows from the narrated experiences or events.		prewriting by writing their ending
and events or	E04.D.2.1.1		paragraph for their personal narrative.
show	Choose words and		TSWBAT to demonstrate their knowledge of editing
the responses			by revising their papers based on their conference with the teacher.
of			
characters to			
situations; use			
concrete words			
and			
phrases and			
sensory			
details to			
convey			

experiences and events precisely.	phrases to convey ideas precisely.*
CC.1.4.4.P	E04.D.2.1.2
Organize an event	Choose punctuation for effect.
sequence that unfolds	E04.D.2.1.3
naturally, using a variety of transitional words and phrases to manage the sequence of events;	Choose words and phrases for effect.*
provide a conclusion that follows from the narrated experiences	E04.D.1.2.1
	Use correct capitalization.
	E04.D.1.2.2
	Use commas and quotation marks to mark speech and quotations from a text.
	E04.D.1.2.3
	Use a comma before a coordinating compound sentence.
	E04.D.1.2.4
	Spell grade-appropriate words correctly.
	E.04.D.1.1.1
	Use relative pronouns

and events.	(e.g. which, that) and relative adverbs (why).
CC.1.4.4.Q	E04.D.1.1.2 Form and use
Choose words and phrases to convey ideas precisely.	the progressive (e.g. am walking; I will be walking
CC.1.4.4.F	E04.D.1.1.3 Use modal auxiliaries (e.g., convey various conditions.
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E04.D.1.1.4 Order adjectives within sentences
CC.1.4.4.C	
Develop the topic with facts, definitions,	

concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	according to conventional patterns (e.g., than a red small bag).
CC.1.4.4.D	E04.D.1.1.5
Group related information in paragraphs and sections, linking ideas within categories of	Form and use prepositional phrases.
	E04.D.1.1.6
	Produce complete sentences, recognizing correcting inappropriate fragments and sentences.*
	E04.D.1.1.7
	Correctly use frequently confused words (e.g., too, two;

<i>information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</i>	<i>there, their, they're</i>
<i>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the</i>	<i>E04.D.1.1.8 Ensure subject-verb and pronoun agreement.*</i>
	<i>E04.D.1.2.1 Use correct capitalization.</i>
	<i>E04.D.1.2.4 Spell grade-appropriate words correctly.</i>

grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.4.T

With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

<p>Persuasive</p>	<p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J Create an organizational</p>	<p>E04.C.1.1.1 Introduce a topic or text for the state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>E04.C.1.1.2 Provide reasons that are supported by facts details.</p> <p>E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, E04.C.1.1.4</p> <p>E04.C.1.1.4 Provide a concluding statement or section the opinion presented.</p> <p>E04.D.2.1.1</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TSWBAT demonstrate their knowledge of prewriting for a persuasive writing piece by filling out the prewriting packet.</p> <p>TSWBAT demonstrate their knowledge of prewriting by making a list to organize their details.</p> <p>TSWBAT demonstrate their knowledge of prewriting by writing their first paragraph for their persuasive writing piece.</p> <p>TSWBAT demonstrate their knowledge of prewriting by writing their middle</p>	<p>2 months</p>
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structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.	Choose words and phrases to convey ideas precisely.* E04.D.2.1.2 Choose punctuation for effect. E04.D.2.1.3 Choose words and phrases for effect.* E04.D.1.2.1 Use correct capitalization. E04.D.1.2.2 Use commas and quotation marks to mark speech and quotations from a text. E04.D.1.2.3 Use a comma before a coordinating compound sentence. E04.D.1.2.4 Spell grade-appropriate words correctly. E.04.D.1.1.1	paragraph for their persuasive writing piece. TSWBAT to demonstrate their knowledge of prewriting by writing their ending paragraph for their persuasive writing piece. TSWBAT to demonstrate their knowledge of editing by revising their papers based on their conference with the teacher.
CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or		

<i>other</i>	<i>Use relative pronouns (e.g. which, that) and relative adverbs (why).</i>
<i>information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</i>	<i>E04.D.1.1.2 Form and use the progressive (e.g. am walking; I will be walking</i>
<i>CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using</i>	<i>E04.D.1.1.3 Use modal auxiliaries (e.g., convey various conditions. E04.D.1.1.4 Order adjectives</i>

<i>words and phrases;</i>	<i>within sentences according</i>
<i>provide a concluding statement or section;</i>	<i>conventional patterns (e.g., than a red small bag).</i>
<i>include formatting</i>	<i>E04.D.1.1.5</i>
<i>when useful to aiding comprehension.</i>	<i>Form and use prepositional phrases.</i>
<i>CC.1.4.4.E</i>	<i>E04.D.1.1.6</i>
<i>Use precise language and domain-specific vocabulary to inform</i>	<i>Produce complete sentences, recognizing correcting inappropriate fragments and</i>
<i>about or explain the topic.</i>	<i>sentences.*</i>
<i>CC.1.4.4.K</i>	<i>E04.D.1.1.7</i>
	<i>Correctly use frequently confused</i>

Choose words and phrases to convey ideas precisely.	words (e.g., too, two; there, their, they're
CC.1.4.4.K	E04.D.1.1.8
Choose words and phrases to convey ideas precisely.	Ensure subject-verb and pronoun agreement.*
CC.1.4.4.L	E04.D.1.2.1
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage,	Use correct capitalization.
	E04.D.1.2.4
	Spell grade- appropriate words correctly.

*capitalization,
punctuation,
and
spelling.*

CC.1.4.4.T

*With guidance
and*

*support form
peers*

*and adults,
develop*

and strengthen

*writing as
needed by*

*planning,
revising, and*

editing.

*CC.1.4.4.F
Demonstrate a
grade*

*appropriate
command
of the*

*conventions of
standard
English
grammar,
usage,
capitalization,
punctuation,
and
spelling.*

Last updated: 8/22/2012



H.8. WRITING 5TH GRADE



Young Scholars of McKeesport Charter School

5th Writing YSMCS

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Genre	PA Common Core Standards	PA Eligible Content	Common Core State Standards	Objective(s)	Duration
Personal Narrative	<p>CC.1.4.5.M - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.5.O - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use</p>	<p>E05.C.1.3.1 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; maintain a controlling point.</p> <p>E05.C.1.3.2 - Use narrative techniques, such as dialogue,</p>	<p>W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,</p>	<p>The students will be able to write a narrative based on a personal experience.</p>	6 weeks

<p>concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.5.P - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.5.Q - Write with an awareness of style.</p> <p>CC.1.4.5.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>description, and pacing, to develop experiences and events or to show the responses of characters to situations.</p> <p>E05.C.1.3.3 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>E05.C.1.3.4 - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E05.C.1.3.5 - Provide a conclusion that follows from the narrated experiences or events.</p>	<p>rewriting, or trying a new approach.</p> <p>W.5.6 - With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</p> <p>W.5.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>6 weeks</p>
<p>Persuasive Essay</p> <p>CC.1.4.5.G - Write opinion pieces on topics or texts.</p> <p>CC.1.4.5.H - Introduce the topic and state an opinion on the topic.</p>	<p>E05.C.1.1.1 - Introduce a topic or text for the intended audience, state an opinion, and create an</p>	<p>W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>	<p>The students will be able to focus on key aspects of</p>

<p>CC.1.4.5.I - Provide reasons that are supported by facts and details; draw from credible sources.</p> <p>CC.1.4.5.J - Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinions and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p>CC.1.4.5.K - Write with an awareness of style.</p>	<p>organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>E05.C.1.1.2 - Provide logically ordered reasons that are supported by facts and details.</p> <p>E05.C.1.1.3 - Link opinion and reasons using words, phrases, and clauses.</p> <p>E05.C.1.1.4 - Establish and maintain a formal style</p> <p>E05.C.1.1.5 - Provide a concluding section related to the opinion presented.</p>	<p>W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>persuasion to write a persuasive essay on a topic of their choice.</p>
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<p>Fictional Narrative</p> <p>CC.1.4.5.M - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.5.O - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.5.P - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.5.Q - Write with an awareness of style.</p>	<p>E05.C.1.3.1 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; maintain a controlling point.</p> <p>E05.C.1.3.2 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</p> <p>E05.C.1.3.3 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>E05.C.1.3.4 - Use concrete words and phrases and sensory details to convey</p>	<p>W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.10 - Write routinely over extended time frames and shorter time frames for a range of</p>	<p>The students will be able to create a fictional narrative based on a prompt provided by the teacher.</p>	<p>6 weeks</p>
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		<p>experiences and events precisely.</p> <p>E05.C.1.3.5 - Provide a conclusion that follows from the narrated experiences or events.</p>	<p>discipline-specific tasks, purposes, and audiences.</p>	
<p>Expository Essay</p>	<p>CC.1.4.5.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E05.C.1.2.1 - Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</p> <p>E05.C.1.2.2 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E05.C.1.2.3 - Link ideas within and across categories of information using words, phrases,</p>	<p>W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as</p>	<p>The students will be able to explain an activity or item that they are very familiar with by writing an expository essay.</p> <p>6 weeks</p>

<p>concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.E - Write with an awareness of style.</p> <p>CC.1.4.5.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>and clauses.</p> <p>E05.C.1.2.4 - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E.05.C.1.2.5 - Establish and maintain a formal style.</p> <p>E.05.C.1.2.6 - Provide a concluding section related to the information or explanation presented.</p>	<p>well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Research Report</p> <p>CC.1.4.5.B - Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to</p>
<p>Research Report</p>	<p>E05.E.1.1.1 - Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's</p>	<p>W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,</p>	<p>The students will be able to conduct research to gather enough relevant information to write a research</p> <p>6 weeks</p>

aiding comprehension.	purpose.	rewriting, or trying a new approach.	report.
<p>CC.1.4.5.D - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>	<p>E05.E.1.1.2 - Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences.</p>	<p>W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	
<p>CC.1.4.5.E - Write with an awareness of style.</p>	<p>E05.E.1.1.3 - Link ideas within and across categories of information using words, phrases, and clauses.</p>	<p>W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	
<p>CC.1.4.5.H - Introduce the topic and state an opinion on the topic.</p>	<p>E05.E.1.1.4 - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	
<p>CC.1.4.5.I - Provide reasons that are supported by facts and details; draw from credible sources.</p>	<p>E05.E.1.1.5 - Establish and maintain a formal style.</p>	<p>W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>CC.1.4.5.J - Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p>	<p>E05.E.1.1.6 - Provide a concluding section related to the analysis presented.</p>		
<p>CC.1.4.5.K - Write with an</p>			

<p>awareness of style.</p> <p>CC.1.4.5.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p>		<p>W.5.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>How-to Letter</p> <p>CC.1.4.5.A - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B - Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.5.D - Group related information logically linking ideas within and across categories of</p>	<p>E05.C.1.2.1 - Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</p> <p>E05.C.1.2.2 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E05.C.1.2.3 - Link ideas within and across</p>	<p>W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 - With some guidance and support from adults, use</p>	<p>6 weeks</p> <p>The students will be able to explain something by writing a how-to letter.</p>

<p>information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.E - Write with an awareness of style.</p> <p>CC.1.4.5.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>categories of information using words, phrases, and clauses.</p> <p>E05.C.1.2.4 - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E.05.C.1.2.5 - Establish and maintain a formal style.</p> <p>E.05.C.1.2.6 - Provide a concluding section related to the information or explanation presented.</p>	<p>technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
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Last updated: 8/22/2012



H.9. MATHEMATICS KINDERGARTEN



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Units	Concepts	OCDEL Standards	Common Core Standards	Vocabulary	Assessment(s)	Duration
Section 1	Number and Numeration Operations and Computation	2.1.1 Count and Compare Numbers	K.CC.1 Count to 100 by ones and by tens.	about the same	A variety of Formative and Summative Assessments will be used throughout the Unit.	16 Lessons
		2.1.2 Represent Numbers in Equivalent Form	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	above below bigger		
		2.1.3 Concepts of Numbers and Relationships	K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	coins compare count data graph		
	Measurement and Reference Frames Geometry	K.CC.4 (a, b, c) Understand the relationship between numbers and quantities; connect counting to cardinality.				
		K.CC.5 Count to answer "how many"				

Patterns, Functions and Algebra	and Applications of Operations	questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 20 things arranged in a scattered configuration; given a number from 1-20, count out that many objects.	heads
2.2.1 Fluency in Basic Facts	2.2.2 Computation	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	hexagon
2.2.4 Numerical Estimation	2.3.1 Concepts of Measurement	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	length
2.3.2 Units and Tools of Measurement	2.3.3 Calculations	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.	less
2.3.4 Coverions	2.3.6 Measurement and Estimation	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	longer
2.4.1 Reasoning		K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).	match
			more
			next to
			none
			number
			pattern
			rectangle
			repeat
			rhombus
			rotate
			same
			same length
			set
			shape

2.4.2	Connections	K.OA.4 For any number from 1-9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	shorter
2.5.1	Problem Solving	K.OA.5 Fluently add and subtract within 5.	smaller
2.5.2	Communication	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	sort
2.6.1	Collection of Data	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	square
2.6.2	Organization and Display of Data	K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference.	tails
2.6.3	Numerical Summaries	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by	taller
2.6.5	Interpretation of Data		ten frame
2.7.4	Display of Simple Spaces		total
2.7.5	Compare Theoretical and Experimental Probabilities		trapezoid
2.8.1	Algebraic		triangle
			volume
			zero

Properties	count.
2.8.2 Algebraic Manipulations	K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2.8.3 Patterns	
2.8.4 Functions	
2.8.5 Modeling	K.G.2 Correctly name shapes regardless of their orientations or overall size.
2.8.6 Interpret	
Results of Modeling	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
2.9.1	
Definitions , Properties, and Relations	K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/" corners") and other attributes (e.g., having sides of equal length).
2.9.2	
Transforming and Symmetry	
2.9.3	
Coordinate Geometry	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
2.11.1 Extreme Values	K.G.6 Compose simple shapes to form larger shapes.
2.12.2 Rates	

Section 2	Number and Numeration Operations and Computation Data and Chance Measurement and Reference Frames Geometry Patterns, Functions, and Algebra	2.1.1 Count and Compare Numbers 2.1.2 Represent Numbers in Equivalent Form 2.1.3 Concepts of Numbers and Relationships 2.1.6 Concepts and Applications of Operations 2.2.1 Fluency in Basic Facts 2.2.2 Computation 2.2.4 Numerical Estimation 2.3.1 Concepts of Measurement	K.CC.1 Count to 100 by ones and by tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.4 (a, b, c) Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5 Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 20 things arranged in a scattered configuration; given a number from 1-20, count out that many objects. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	about above add all together around behind below beside between circle coins corner curve digit dime down equal estimate	A variety of Formative and Summative Assessments will be used throughout the Unit.	16 Lessons
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2.3.2 Units and Tools of Measurement	K.OA.1 Represent addition and subtraction with objects, finers, mental images, drawings, sounds (e.g, claps), acting out situations, verbal explanations, expressions, or equations.	flat inside join least left less line match more nickel most number story outside over pattern penny rectangle remove right
2.3.3 Calculations	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
2.3.4 Coverisons	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).	
2.3.6 Measurement and Estimation	K.OA.4 For any number from 1-9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	
2.4.1 Reasoning	K.OA.5 Fluently add and subtract within 5.	
2.4.2 Connections	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$); understand that these	
2.5.1 Problem Solving		
2.5.2 Communication		
2.6.1 Collection of Data		
2.6.2 Organization and Display of Data		

2.6.3 Numerical Summaries	<i>numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</i>	<i>round</i>
2.6.5 Interpretation of Data	<i>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</i>	<i>same</i>
2.7.4 Display of Simple Spaces	<i>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference.</i>	<i>shape</i>
2.7.5 Compare Theoretical and Experimental Probabilities	<i>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</i>	<i>side</i>
2.8.1 Algebraic Properties	<i>K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</i>	<i>square</i>
2.8.2 Algebraic Manipulations	<i>K.G.2 Correctly name shapes regardless of their orientations or overall size.</i>	<i>straight</i>
2.8.3 Patterns	<i>K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</i>	<i>subtract</i>
2.8.4 Functions		<i>symmetrical</i>
2.8.5 Modeling		<i>symmetry</i>
2.8.6 Interpret Results of Modeling		<i>take away</i>
2.9.1 Definitions, Properties, and		<i>teen</i>
		<i>top</i>
		<i>triangle</i>
		<i>2-dimensional</i>
		<i>under</i>
		<i>up</i>

<p>Relations</p> <p>2.9.2 <i>Transforming and Symmetry</i></p> <p>2.9.3 <i>Coordinate Geometry</i></p> <p>2.11.1 <i>Extreme Values</i></p> <p>2.12.2 <i>Rates</i></p>	<p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p>	<p>Section 3</p> <p>Number and Numeration</p> <p>Operations and Computation</p> <p>Data and Chance</p> <p>Measurement and Reference</p>
<p>2.1.1 Count and Compare Numbers</p> <p>2.1.2 Represent Numbers in Equivalent Form</p> <p>2.1.3 Concepts of Numbers and</p>	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4 (a, b, c) Understand the relationship between numbers and quantities; connect</p>	<p>16 Lessons</p> <p>A variety of Formative and Summative Assessments will be used throughout the Unit.</p>
<p>1s. 10s</p> <p>add</p> <p>all</p> <p>approximate</p> <p>balance</p> <p>bar graph</p> <p>bigger</p> <p>certain</p>		

Frames	Relationships	counting to cardinality.	chance
Patterns, Functions, and Algebra	2.1.6 Concepts and Applications of Operations	K.CC.5 Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 20 things arranged in a scattered configuration; given a number from 1-20, count out that many objects.	column
	2.2.1 Fluency in Basic Facts	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	compare
	2.2.2 Computation	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	count back
	2.2.4 Numerical Estimation	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.	count on
	2.3.1 Concepts of Measurement	K.OA.2 Solve addition and subtraction problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	counting by 10s
	2.3.2 Units and Tools of Measurement	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and	equal
	2.3.3 Calculations		forward
	2.3.4 Coverions		half
	2.3.6 Measurement and Estimation		heavier
			high
			how many
			impossible
			least
			less
			level
			lighter
			likely
			low

2.4.1 Reasoning	record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).	match
2.4.2 Connections	K.OA.4 For any number from 1-9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	maybe
2.5.1 Problem Solving	K.OA.5 Fluently add and subtract within 5.	measure
2.5.2 Communication	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	might happen
2.6.1 Collection of Data	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	more
2.6.2 Organization and Display of Data	K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference.	most
2.6.3 Numerical Summaries	K.MD.3 Classify objects into given	none
2.6.5 Interpretation of Data		number line
2.7.4 Display of Simple Spaces		order
2.7.5 Compare Theoretical and Experimental		pan balance
		pattern
		possible
		predict
		probably
		remove
		repeat
		row
		same
		skip counting

Probabilities	categories; count the numbers of objects in each category and sort the categories by count.	smaller
2.8.1 Algebraic Properties	K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	some subtract take away teen ten
2.8.2 Algebraic Manipulations	K.G.2 Correctly name shapes regardless of their orientations or overall size.	unlikely
2.8.3 Patterns	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	weight
2.8.4 Functions	K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	
2.8.5 Modeling	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
2.8.6 Interpret Results of Modeling	K.G.6 Compose simple shapes to form larger shapes.	
2.9.1 Definitions, Properties, and Relations		
2.9.2 Transforming and Symmetry		
2.9.3 Coordinate Geometry		
2.1.1.1 Extreme Values		

Section 4	Number and Numeration Operations and Computation Data and Chance Geometry Patterns, Functions, and Algebra	2.12.2 Rates 2.1.1 Count and Compare Numbers 2.1.2 Represent Numbers in Equivalent Form 2.1.3 Concepts of Numbers and Relationships 2.1.6 Concepts and Applications of Operations 2.2.1 Fluency in Basic Facts 2.2.2 Computation 2.2.4 Numerical Estimation	K.CC.1 Count to 100 by ones and by tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.4 (a, b, c) Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5 Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 20 things arranged in a scattered configuration; given a number from 1-20, count out that many objects. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1s, 10s add all together angle attribute calculator chance circle clear continue corner count back count on digits display edge equal	A variety of Formative and Summative Assessments will be used throughout the Unit.	16 Lessons
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2.3.1 Concepts of Measurement	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	extend
2.3.2 Units and Tools of Measurement	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g, claps), acting out situations, verbal explanations, expressions, or equations.	hexagon higher join less likely
2.3.3 Calculations	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	lower minus minus sign
2.3.4 Coverisons	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).	more number line number sentence
2.3.6 Measurement and Estimation	K.OA.4 For any number from 1-9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	number story parallelogram patterns
2.4.1 Reasoning	K.OA.5 Fluently add and subtract within 5.	plus
2.4.2 Connections	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or	plus sign probability
2.5.1 Problem Solving		rectangle
2.5.2 Communication		
2.6.1 Collection of Data		
2.6.2		

Organization and Display of Data	<i>decomposition by a drawing or equation (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</i>	<i>repeat</i>
2.6.3 Numerical Summaries	<i>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</i>	<i>rotate</i> <i>shape</i> <i>side</i>
2.6.5 Interpretation of Data	<i>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference.</i>	<i>sorting rule</i> <i>square</i>
2.7.4 Display of Simple Spaces	<i>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</i>	<i>subtract</i> <i>sum</i> <i>symbol</i> <i>take away</i> <i>template</i>
2.7.5 Compare Theoretical and Experimental Probabilities	<i>K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</i>	<i>thick</i> <i>thin</i> <i>trapezoid</i>
2.8.1 Algebraic Properties	<i>K.G.2 Correctly name shapes regardless of their orientations or overall size.</i>	<i>triangle</i> <i>turn</i>
2.8.2 Algebraic Manipulations	<i>K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-</i>	
2.8.3 Patterns		
2.8.4 Functions		
2.8.5 Modeling		
2.8.6 Interpret Results of Modeling		

<p>2.9.1 Definitions , Properties, and Relations</p> <p>2.9.2 Transforming and Symmetry</p> <p>2.9.3 Coordinate Geometry</p> <p>2.11.1 Extreme Values</p> <p>2.12.2 Rates</p>	<p>dimensional ("solid").</p> <p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p>	<p>16 Lessons</p> <p>A variety of Formative and Summative Assessments will be used throughout the Unit.</p>
<p>Section 5</p> <p>Number and Numeration</p> <p>Operations and Computation</p> <p>Data and Chance</p>	<p>2.1.1 Count and Compare Numbers</p> <p>2.1.2 Represent Numbers in Equivalent Form</p> <p>2.1.3 Concepts</p>	<p>12-inch rulers</p> <p>add</p> <p>after</p> <p>afternoon</p> <p>all clear</p> <p>attributes</p> <p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>

Measurement and Reference Frames	of Numbers and Relationships	K.CC.4 (a, b, c) Understand the relationship between numbers and quantities; connect counting to cardinality.	bar graph
Patterns, Functions, and Algebra	2.1.6 Concepts and Applications of Operations	K.CC.5 Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 20 things arranged in a scattered configuration; given a number from 1-20, count out that many objects.	before
	2.2.1 Fluency in Basic Facts	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	clear
	2.2.2 Computation	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	column
	2.2.4 Numerical Estimation	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.	digit
	2.3.1 Concepts of Measurement	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	equal
	2.3.2 Units and Tools of Measurement	K.OA.3 Decompose numbers less than or	evening
	2.3.3 Calculations		exchange
	2.3.4 Conversions		fewer
	2.3.6		first
			foot
			heel to toe
			large
			last
			left
			measure
			medium
			minus
			more

Measurement and Estimation	equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).	morning
2.4.1 Reasoning	K.OA.4 For any number from 1-9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	next
2.4.2 Connections	K.OA.5 Fluently add and subtract within 5.	nonstandard
2.5.1 Problem Solving	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	number grid
2.5.2 Communication	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	order
2.6.1 Collection of Data	K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the	pattern
2.6.2 Organization and Display of Data		plus
2.6.3 Numerical Summaries		right
2.6.5 Interpretation of Data		row
2.7.4 Display of Simple Spaces		scale
2.7.5 Compare		second
		skip count
		small
		standard
		standard foot
		subtract
		take away
		tally marks
		thick

<i>Theoretical and Experimental Probabilities</i>	<i>attribute, and describe the difference.</i>	<i>thin</i>
<i>2.8.1 Algebraic Properties</i>	<i>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</i>	<i>third time total</i>
<i>2.8.2 Algebraic Manipulations</i>	<i>K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</i>	<i>trade unit</i>
<i>2.8.3 Patterns</i>		
<i>2.8.4 Functions</i>		
<i>2.8.5 Modeling</i>	<i>K.G.2 Correctly name shapes regardless of their orientations or overall size.</i>	
<i>2.8.6 Interpret Results of Modeling</i>	<i>K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</i>	
<i>2.9.1 Definitions, Properties, and Relations</i>	<i>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</i>	
<i>2.9.2 Transforming and Symmetry</i>		
<i>2.9.3 Coordinate Geometry</i>	<i>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</i>	
<i>2.11.1 Extreme</i>		

Section 6	Number and Numeration Operations and Computation Data and Chance Measurement and Reference Frames Geometry Patterns, Functions and Algebra	Values 2.12.2 Rates 2.1.1 Count and Compare Numbers 2.1.2 Represent Numbers in Equivalent Form 2.1.3 Concepts of Numbers and Relationships 2.1.6 Concepts and Applications of Operations 2.2.1 Fluency in Basic Facts 2.2.2 Computation	K.G.6 Compose simple shapes to form larger shapes. K.CC.1 Count to 100 by ones and by tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.4 (a, b, c) Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5 Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 20 things arranged in a scattered configuration; given a number from 1-20, count out that many objects. K.CC.6 Identify whether the number of objects in one group is greater than, less	2-dimensional 3-dimensional attributes cent circle coin comparison number story cone count by 2s cube cylinder data difference dime	A variety of Formative and Summative Assessments will be used throughout the Unit.	16 Lessons
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2.2.4 Numerical Estimation	than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	divide
2.3.1 Concepts of Measurement	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	equal even exchange
2.3.2 Units and Tools of Measurement	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.	graph half halves nickel
2.3.3 Calculations	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	odd one half pair
2.3.4 Coverions	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).	part pattern penny plus
2.3.6 Measurement and Estimation	K.OA.4 For any number from 1-9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	rectangle repeat represent
2.4.1 Reasoning	K.OA.5 Fluently add and subtract within 5.	seconds
2.4.2 Connections		
2.5.1 Problem Solving		
2.5.2 Communication		
2.6.1 Collection		

of Data	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	skip count
2.6.2 Organization and Display of Data		sphere
2.6.3 Numerical Summaries		square
2.6.5 Interpretation of Data		steady pace
2.7.4 Display of Simple Spaces	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	survey
2.7.5 Compare Theoretical and Experimental Probabilities	K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference.	symbol
2.8.1 Algebraic Properties	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	trade
2.8.2 Algebraic Manipulations	K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	triangle
2.8.3 Patterns		uneven
2.8.4 Functions		value
2.8.5 Modeling		whole
		worth

<p>2.8.6 Interpret Results of Modeling</p> <p>2.9.1 Definitions, Properties, and Relations</p> <p>2.9.2 Transforming and Symmetry</p> <p>2.9.3 Coordinate</p> <p>Geometry</p> <p>2.11.1 Extreme Values</p> <p>2.12.2 Rates</p>	<p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p>	<p>Section 7</p> <p>Number and Numeration</p> <p>Operations and Computation</p>	<p>2.1.1 Count and Compare Numbers</p> <p>2.1.2 Represent Numbers in</p>	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>2-dimensional shapes names</p> <p>3-dimensional shape names</p>	<p>A variety of Formative and Summative Assessments will be used throughout</p>	<p>16 Lessons</p>
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Data and Chance	Equivalent Form	K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.4 (a, b, c) Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5 Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 20 things arranged in a scattered configuration; given a number from 1-20, count out that many objects. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. K.OA.1 Represent addition and subtraction with objects, finers, mental images, drawings, sounds (e.g, claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition and subtraction word	add addition bundle cent combinations count on difference dime dimension dollar equal equivalent names exchange larger largest minus name collection nickel number grid	the Unit.
Measurement and Reference Frames	2.1.3 Concepts of Numbers and Relationships			
Geometry Patterns, Functions, and Algebra	2.1.6 Concepts and Applications of Operations 2.2.1 Fluency in Basic Facts 2.2.2 Computation 2.2.4 Numerical Estimation 2.3.1 Concepts of Measurement 2.3.2 Units and Tools of Measurement 2.3.3 Calculations			

2.3.4	problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	number sentence
Coverseions		
2.3.6		number story
Measurement and Estimation		ones
2.4.1	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).	order
Reasoning		pattern
2.4.2	K.OA.4 For any number from 1-9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	penny
Connections		plus
2.5.1 Problem Solving		quarter
2.5.2		repeat
Communication		rule
2.6.1 Collection of Data	K.OA.5 Fluently add and subtract within 5.	scroll
2.6.2	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	smaller
Organization and Display of Data		smallest
2.6.3 Numerical Summaries		stratagy
2.6.5 Interpretation of Data	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single	subtract
		subtraction
		sum
		symbol

	object.	tens
2.7.4 Display of Simple Spaces	K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference.	value
2.7.5 Compare Theoretical and Experimental Probabilities	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
2.8.1 Algebraic Properties	K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	
2.8.2 Algebraic Manipulations	K.G.2 Correctly name shapes regardless of their orientations or overall size.	
2.8.3 Patterns	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	
2.8.4 Functions	K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	
2.8.5 Modeling		
2.8.6 Interpret Results of Modeling		
2.9.1 Definitions ,		
Properties, and Relations		
2.9.2 Transforming and Symmetry		
2.9.3		

<p>Section 8</p>	<p>Number and Numeration Operations and Computation Measurement and Reference Frames Patterns, Functions, and Algebra</p>	<p>Coordinate Geometry 2.11.1 Extreme Values 2.12.2 Rates</p>	<p><i>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</i> <i>K.G.6 Compose simple shapes to form larger shapes.</i></p>	<p><i>add</i> <i>addition sign</i> <i>all clear</i> <i>analog</i> <i>balance</i> <i>clear</i> <i>compare</i> <i>count on</i> <i>digit</i> <i>dollar</i> <i>dollar sign</i> <i>equal sign</i></p>	<p><i>A variety of Formative and Summative Assessments will be used throughout the Unit.</i></p>	<p>16 Lessons</p>
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Basic Facts	from 1-20, count out that many objects.	equals
2.2.2 Computation	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	exchange faster
2.2.4 Numerical Estimation		function machine
2.3.1 Concepts of Measurement	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	halfway between
2.3.2 Units and Tools of Measurement	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g, claps), acting out situations, verbal explanations, expressions, or equations.	hour hour hand hundreds
2.3.3 Calculations	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	just after just before
2.3.4 Coverions		level
2.3.6 Measurement and Estimation	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).	minus minute minute hand
2.4.1 Reasoning		missing number
2.4.2 Connections	K.OA.4 For any number from 1-9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a	name collection number

2.5.2	drawing or equation.	sentence
Communication	K.OA.5 Fluently add and subtract within 5.	number story
2.6.1 Collection of Data	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	o'clock one-dollar bill ones reverse rule slower
2.6.2 Organization and Display of Data		
2.6.3 Numerical Summaries		
2.6.5 Interpretation of Data	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	subtract ten-dollar bill tens
2.7.4 Display of Simple Spaces		
2.7.5 Compare Theoretical and Experimental Probabilities	K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference. K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	total trade unit weigh
2.8.1 Algebraic Properties		
2.8.2 Algebraic Manipulations	K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using	
2.8.3 Patterns		

<p>2.8.4 Functions</p>	<p>terms such as above, below, beside, in front of, behind, and next to.</p>	
<p>2.8.5 Modeling</p>	<p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p>	
<p>2.8.6 Interpret Results of Modeling</p>	<p>K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	
<p>2.9.1 Definitions, Properties, and Relations</p>	<p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>	
<p>2.9.2 Transforming and Symmetry</p>	<p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	
<p>2.9.3 Coordinate Geometry</p>	<p>K.G.6 Compose simple shapes to form larger shapes.</p>	
<p>2.11.1 Extreme Values</p>		
<p>2.12.2 Rates</p>		

Last updated: 8/22/2012



H.10. MATHEMATICS 1ST GRADE



Young Scholars of McKeesport Charter School

1st Mathematics YSMCS

Units	Concepts	OCDEL Standards	Common Core Standards	Vocabulary	Assessment(s)	Duration
Unit 1 Establishing Routines	Daily Routines, Investigating the Number Line, Tools for Doing Math, Number-Writing Practice, One More, One Less, Comparing Numbers, Recording Tally Counts, Investigating Equally Likely Outcomes, The Calendar, Working in Small Groups, Exploring Math Math Materials, Weather and Temperature Routines, Number Stories, Progress Check	<p>2.1: Numbers, Number Systems and Number Relationships</p> <p>A. Count using whole numbers to 100 by 1's, 2's, 5's, 10's and 25's.</p> <p>C. Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols to 100.</p> <p>F. Apply number patterns (even and odd) and compare numbers on the hundred chart</p> <p>G. Use concrete objects to count, order and group to 100</p> <p>H. Demonstrate an understanding of one-to-one correspondence up to 100</p> <p>I. Apply place-value concepts and numeration to counting and ordering numbers up to 100</p> <p>J. Estimate and approximate number quantities in at least a set of ten</p> <p>K. Recognize the inverse relationship between addition and subtraction</p> <p>L. Demonstrate knowledge of basic addition and subtraction facts</p>	<p>CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.</p> <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts.</p>	<p>Base-10 blocks, calendar, date, degree, exploration, Fahrenheit, geoboard, number line, number story, pattern blocks, Pattern-Block Template, slate, tally mark, temperature, thermometer, tool kit</p>	<p>Daily Assessments T.E. pg 8.</p> <p>Progress Check 1 T.E. pg 76.</p>	17 days

<p>Unit 2 Everyday Uses of Numbers</p>	<p>Number Grids, Numbers All Around, Complements of 10, Unit Labels for Numbers, Analog Clocks, Telling Time to the Hour, Exploring Lengths, Straightedges, and Dominos, Pennies, Nickels, Counting Pennies and Nickels, Number Models, Subtraction Number Models, Number Stories, Progress Check 2</p>	<p>2.1: Numbers, Number Systems, and Number Relationships</p> <p>A. Count using whole numbers to 100 by 1's, 2's, 5's, 10's and 25's</p> <p>B. Use whole numbers and fractions (halves, thirds and fourths) to represent quantities</p> <p>C. Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols to 100</p> <p>D. Use drawings or models to show the concept of a fraction as part of a whole</p> <p>E. Count, compare and make change up to one dollar using a collection of coins (pennies, nickels, dimes and quarters)</p> <p>F. Apply number patterns (even and odd) and compare numbers on the hundred chart</p> <p>G. Use concrete objects to count, order and group to 100</p> <p>H. Demonstrate an understanding of one-to-one correspondence up to 100</p> <p>I. Apply place-value concepts and numeration to counting and ordering numbers up to 100</p> <p>J. Estimate and approximate number quantities in at least a set of ten</p> <p>K. Recognize the inverse relationship between addition and subtraction</p> <p>L. Demonstrate knowledge of basic addition and subtraction facts</p> <p>2.3: Measurement and Estimation:</p> <p>D. Determine and compare lengths of time</p> <p>E. Tell time (analog and digital) to the minute</p> <p>F. Determine appropriate unit of measure</p> <p>G. Demonstrate that a single object has different attributes that can be measured in different ways (e.g., length, mass/weight, time, area, temperature, capacity, perimeter)</p>	<p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.</p> <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts.</p>	<p>add, A.M., analog clock, cent, clockwise, estimate, hour hand, is equal to, Math Boxes, midnight, minus, minute hand, nickel, noon, number grid, number model, penny, plus, P.M., ruler, subtract, ten frame, unit, unit box</p>	<p>Daily Assessments T.E. pg 86. Progress Check 2 T.E. pg. 142.</p>	<p>19 days</p>
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<p>Unit 3</p> <p>Visual Patterns, Number Patterns, and Counting</p>	<p>Visual Patterns, Even and Odd Number Patterns, Number-Grid Patterns, Exploring Number Patterns, Shapes, and Patterns, Counting on the Number Line, Adding and Subtracting on a Number Line, Telling Time to the Half-Hour, Intro. to the Frames and Arrows Problems, Counting with a Calculator, Dimes, Counting Dimes, Nickels, and Pennies, Data Day, Domino Addition, Progress Check 3</p>	<p>2.1 Numbers, Number Systems and Number Relationships</p> <p>A. Count using whole numbers to 100 by 1's, 2's, 5's, 10's and 25's</p> <p>B. Use whole numbers and fractions (halves, thirds and fourths) to represent quantities</p> <p>C. Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols to 100</p> <p>D. Use drawings or models to show the concept of a fraction as part of a whole</p> <p>E. Count, compare and make change up to one dollar using a collection of coins (pennies, nickels, dimes and quarters)</p> <p>F. Apply number patterns (even and odd) and compare numbers on the hundred chart</p> <p>G. Use concrete objects to count, order and group to 100</p> <p>H. Demonstrate an understanding of one-to-one correspondence up to 100</p> <p>2.8: Algebra and Functions:</p> <p>A. Recognize and extend patterns based on shape, size, color, sound or number</p> <p>B. Identify the rule for a repeating pattern that could be extended infinitely</p> <p>C. Identify the rule for a number sequence that could be extended infinitely</p> <p>D. Choose the correct operation (addition or subtraction) to solve a story problem</p>	<p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.</p> <p>CC.2.3.1.A.1 Compose and distinguish between two- and three-dimensional shapes based on their attributes.</p>	<p>arrow, arrow rule, column, decimal point, dime, dollars-and-cents notation, even number, frame, Frames-and-Arrows diagram, half-past, line plot, negative number, number line, odd number, pattern, program, row</p>	<p>Daily Assessments T.E. pg 172.</p> <p>Progress Check T.E. pg 257.</p>	<p>19 days</p>
<p>Unit 4</p> <p>Measurement and Basic</p>	<p>Math Message and Reading a Thermometer,</p>	<p>2.3: Measurement and Estimation</p> <p>A. Compare two objects using direct comparison</p>	<p>CC.2.2.1.A.1 Represent and solve problems involving addition and</p>	<p>addition facts, arm span, bar graph, cubit, degree, digit,</p>	<p>Daily Assessment T.E. pg 266.</p> <p>Progress Check 4</p>	<p>17 days</p>

<p>Facts</p> <p>Nonstandard Linear Measurement, Personal "Foot" and Standard Foot, The Inch, The 6-inch Ruler, Measuring with a Tape Measure, Exploring Data, Shapes, and Base-10 Blocks, Telling Time on the Quarter-Hour, Timelines, Number Scrolls, Introducing Fact Power, Good Fact Habits and Making Ten, Progress Check 4</p>	<p>D. Estimate, measure and compare the lengths of objects using non-standard units C. Estimate, measure and compare the lengths of objects using standard units of measure D. Determine and compare lengths of time E. Tell time (analog and digital) to the minute F. Determine appropriate unit of measure G. Demonstrate that a single object has different attributes that can be measured in different ways (e.g., length, mass/weight, time, area, temperature, capacity, perimeter) 2.3: Computation and Estimation A. Solve addition and subtraction in everyday situations using concrete objects with one and two digit numbers (no regrouping) B. Solve addition and subtraction in everyday situations with one and two digit numbers (no regrouping)</p>	<p>SUBTRACTION WITHIN 20. CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p>	<p>double fact, estimate, fact power, Fahrenheit, feet, foot, half-past, hand, hand span, in-, inch, length, Math Message, measure, quarter-after, quarter-before, quarter-past, quarter-to, scroll, standard foot, sum, tape measure, temperature, timeline, turn-around fact, typical, unit, yard</p>	<p>T.E. pg 341.</p>
<p>Unit 5 Place Value, Number Stories, and Basic Facts</p>	<p>Place Value: Tens and Ones, Place Value with Calculators, Relations: Greater Than, Less Than, and Equal To, Exploring Area, Weight, and Counting, Animal Weights, More Than and Less Than Number Stories, Comparison Number Stories, Solving Number Stories, Dice Sums, Facts Using</p>	<p>2.1: Numbers, Number Systems and Number Relationships I. Apply place-value concepts and numeration to counting and ordering numbers up to 100 J. Estimate and approximate number quantities in at least a set of ten K. Recognize the inverse relationship between addition and subtraction L. Demonstrate knowledge of basic addition and subtraction facts 2.3: Computation and Estimation A. Solve addition and subtraction in everyday situations using concrete objects with one and two digit numbers (no regrouping) B. Solve addition and subtraction in everyday situations with one and two digit numbers (no regrouping) C. Determine the sum of the same three</p>	<p>area, base-10, cubes, difference, digit, doubles-plus-1 fact, doubles-plus-2 fact, flat, function machine, hundreds, is less than, is more than, longs, multiple of 10, ones place, pan balance, rule, tens place</p>	<p>Daily Assessment T.E. pg 350. Progress Check 5 T.E. pg 425.</p>
<p>Unit 5 Place Value, Number Stories, and Basic Facts</p>	<p>2.1: Numbers, Number Systems and Number Relationships I. Apply place-value concepts and numeration to counting and ordering numbers up to 100 J. Estimate and approximate number quantities in at least a set of ten K. Recognize the inverse relationship between addition and subtraction L. Demonstrate knowledge of basic addition and subtraction facts 2.3: Computation and Estimation A. Solve addition and subtraction in everyday situations using concrete objects with one and two digit numbers (no regrouping) B. Solve addition and subtraction in everyday situations with one and two digit numbers (no regrouping) C. Determine the sum of the same three</p>	<p>CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction. CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100. CC.2.1.1.B.2</p>	<p>area, base-10, cubes, difference, digit, doubles-plus-1 fact, doubles-plus-2 fact, flat, function machine, hundreds, is less than, is more than, longs, multiple of 10, ones place, pan balance, rule, tens place</p>	<p>Daily Assessment T.E. pg 350. Progress Check 5 T.E. pg 425.</p>

<p>Doubles, Fact Strategy Review, "What's My Rule", Applying Rules, Progress Check 5</p>	<p>one-digit numbers (e.g., 5+5+5) D. Determine the difference by forming equal groups E. Make estimates of objects in a set up to and including 100 using groups of ten as a reference and verify estimate F. Compare estimate with verified answer G. Explain and describe the process of addition and subtraction</p> <p>2.5 Mathematical Problem Solving and Communication</p> <p>A. Use appropriate problem-solving strategies (e.g., make a model, draw a picture, guess and check, working backwards) B. Determine when sufficient information is present to solve a problem and explain how to solve a problem</p>	<p>Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.</p>		
<p>Unit 6 Developing Fact Power</p>	<p>The Addition/Subtraction Facts Table, Equivalent Names, Fact Families, Fact Triangles, Using Strategies to Solve Subtraction Facts, The Centimeter, Exploring Pattern Blocks, Addition Facts, and Triangles, Addition Fact Practice with "What's My Rule?", Quarters, Digital Clocks, Intro. My Reference Book, Data Landmarks, Progress Check 6</p>	<p>2.3 Measurement and Estimation</p> <p>A. Compare two objects using direct comparison B. Estimate, measure and compare the lengths of objects using non-standard units C. Estimate, measure and compare the lengths of objects using standard units of measure D. Determine and compare lengths of time E. Tell time (analog and digital) to the minute F. Determine appropriate unit of measure G. Demonstrate that a single object has different attributes that can be measured in different ways (e.g., length, mass/weight, time, area, temperature, capacity, perimeter)</p> <p>2.6: Statistics and Data Analysis</p> <p>A. Recognize and extend patterns based on shape, size, color, sound or number B. Identify the rule for a repeating pattern that could be extended infinitely C. Identify the rule for a number sequence that could be extended infinitely</p>	<p>CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.</p> <p>CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100.</p> <p>CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.</p> <p>CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p>	<p>Addition/Subtraction Facts Table, centimeter, cm, digital clock, equivalent names, fact family, Fact Triangle, metric system, middle value, My Reference Book, name-collection box, quarter, range, table of contents</p> <p>Daily Assessments T.E. pg. 528, Progress Check 6 T.E. pg. 604</p> <p>19 days</p>

<p>D. Choose the correct operation (addition or subtraction) to solve a story problem</p> <p>E. Write an equation to solve a story problem</p> <p>F. Use concrete objects and trial and error to solve addition or subtraction number sentences and check if solutions are accurate</p> <p>G. Find a missing addend that makes a number sentence true</p> <p>H. Explain how solutions to equations or missing addends are determined</p> <p>I. Identify the missing symbol (+, -, =)</p>			
<p>Unit 7 Geometry and Attributes</p>	<p>2.9 Geometry</p> <p>A. Name and label geometric shapes in two and three dimensions (e.g., circle, square, triangle, rectangle, sphere, cube, pyramid and prism)</p> <p>B. Build geometric shapes using concrete objects</p> <p>C. Create two- and three-dimensional shapes</p> <p>D. Find and describe geometric figures in real life</p> <p>E. Identify and draw lines of symmetry in geometric figures</p> <p>F. Identify lines of symmetry in nature</p> <p>G. Fold paper to demonstrate the reflection of a line</p> <p>H. Show relationships between and among figures using reflections</p> <p>I. Predict how shapes can be changed by combining or dividing them</p>	<p>Attribute Rules, Exploring Attributes, Designs, and Fact Platters, Pattern-Block and Template Shapes, Making Polygons, Spheres, Cylinders, and Rectangular Prisms, Pyramids, Cones, and Cubes, Symmetry Progress Check 7</p>	<p>CC.2.3.1.A.1 Compose and distinguish between two- and three-dimensional shapes based on their attributes.</p> <p>CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters</p>
		<p>attribute, circle, cone, corner, cube, cylinder, face, hexagon, polygon, pyramid, rectangle, rectangular prism, rhombus, side, sphere, square, square corner, surface, symmetrical, symmetry, trapezoid, triangle</p>	<p>Daily Assessment T.E. pg. 614 Progress Check 7 T.E. pg. 658</p>
			<p>12 days</p>

Unit 8	Review Money, Dollars, Place Value: Hundreds, Tens, and Ones, Application: Shopping at the School Store, Making Change, Equal Shares, Fractions, Sharing Pennies, Exploring Fractional Parts and Addition Facts, Progress Check 8	2.1 Numbers, Number Systems, and Number Relationships A. Count using whole numbers to 100 by 1's, 2's, 5's, 10's and 25's B. Use whole numbers and fractions (halves, thirds and fourths) to represent quantities C. Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols to 100 D. Use drawings or models to show the concept of a fraction as part of a whole E. Count, compare and make change up to one dollar using a collection of coins (pennies, nickels, dimes and quarters) F. Apply number patterns (even and odd) and compare numbers on the hundred chart G. Use concrete objects to count, order and group to 100 H. Demonstrate an understanding of one-to-one correspondence up to 100 I. Apply place-value concepts and numeration to counting and ordering numbers up to 100 J. Estimate and approximate number quantities in at least a set of ten K. Recognize the inverse relationship between addition and subtraction L. Demonstrate knowledge of basic addition and subtraction facts	CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction. CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100.	decimal point, equal parts, fourths, fraction, fractional part, halves, hundreds, hundreds place, near doubles, ones, ones place, tens, tens place, thirds, to make change, whole	Daily Assessments T.E. pg. 668 Progress Check 8 T.E. pg. 724	14 days
Mental Arithmetic, Money, and Fractions	<p>2.2 Computation and Estimation:</p> <p>A. Solve addition and subtraction in everyday situations using concrete objects with one and two digit numbers (no regrouping)</p> <p>B. Solve addition and subtraction in everyday situations with one and two digit numbers (no regrouping)</p> <p>C. Determine the sum of the same three one-digit numbers (e.g., 5+5+5)</p> <p>D. Determine the difference by forming equal groups</p> <p>E. Make estimates of objects in a set up to and including 100 using groups of ten as</p>					

<p>a reference and verify estimate F. Compare estimate with verified answer G. Explain and describe the process of addition and subtraction</p>	<p>2.1 Number, Number Systems, and Number Relationships: A. Count using whole numbers to 100 by 1's, 2's, 5's, 10's and 25's B. Use whole numbers and fractions (halves, thirds and fourths) to represent quantities C. Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols to 100 D. Use drawings or models to show the concept of a fraction as part of a whole E. Count, compare and make change up to one dollar using a collection of coins (pennies, nickels, dimes and quarters) F. Apply number patterns (even and odd) and compare numbers on the hundred chart G. Use concrete objects to count, order and group to 100 H. Demonstrate an understanding of one-to-one correspondence up to 100 I. Apply place-value concepts and numeration to counting and ordering numbers up to 100 J. Estimate and approximate number quantities in at least a set of ten K. Recognize the inverse relationship between addition and subtraction L. Demonstrate knowledge of basic addition and subtraction facts</p>	<p>denominator, number-grid puzzle, numerator</p>	<p>Daily Assessments T.E. pg. 734 Progress Check 9 T.E. pg. 783</p>	<p>15 days</p>
<p>Unit 9 Place Value and Fractions</p>	<p>CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100. CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.</p>	<p>mixed review</p>	<p>Daily Assessments T.E. pg. 794 Progress Check 10</p>	<p>13 days</p>
<p>Unit 10 Year-End</p>	<p>2.1: Numbers, Number Concepts and Number Relationships A. Count using whole numbers to 100 by</p>	<p>CC.2.1.A.2 Understand and apply properties of operations and the</p>	<p>Daily Assessments T.E. pg. 794 Progress Check 10</p>	<p>13 days</p>

Mathematical Practices

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

Last updated: 7/2/2012



H.11. MATHEMATICS 2ND GRADE



Young Scholars of McKeesport Charter School

2nd Mathematics YSMCS

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Units	Concepts	OCDEL Standards	Common Core Standards	Vocabulary	Assessment(s)	Duration
Unit 1: Introduction	-Math Messages and number sequence	2. 0A. 2 Operations and Algebraic Thinking	2.1.2.B Numbers, Number Systemes and Number Relationship	base-10 blocks	Daily Assessments pg. 8 and Unit 1 Assessment	17 days
	-Tools and Coins	2.0A.3	2.2.2.A Computation and Estimation	calendar		
	-Calendars and Clocks	2.NBT.1 Number and Operations in Base Ten	2.3.2.A,B,C,D Measurement and Estimation	cube		
	-Partner Study Routines	2.NBT.2,3 Understand Place Value		equivalent		
	-Grouping by Tens			even number		
	-Math Boxes			exploration		
	-Working in Small Groups			fahrenheit		
				flat		
				is equal to		

<p><i>- Number Grids</i></p> <p><i>-Equivalent names for numbers</i></p> <p><i>- Counting Patterns</i></p> <p><i>-Relations and home links</i></p> <p><i>-Explorations</i></p> <p><i>-Progress check</i></p>	<p><i>understanding and properties to and subtract</i></p>	<p><i>is greater than</i></p> <p><i>is less than</i></p> <p><i>long</i></p> <p><i>lost-and found box</i></p> <p><i>number line</i></p> <p><i>number scroll</i></p> <p><i>odd number</i></p> <p><i>ordinal number</i></p> <p><i>pattern block</i></p> <p><i>template</i></p> <p><i>program</i></p> <p><i>slate</i></p>	<p><i>Unit 2: Addition and Subtraction Facts</i></p> <p><i>Addition Number Stories</i></p> <p><i>Review Easy Addition Facts</i></p> <p><i>Double Facts</i></p> <p><i>Turn-Around Facts</i></p>	<p><i>2.0A.1,2,3 - Operations and Algebraic Thinking</i></p> <p><i>2.NBT.2,8,9</i></p> <p><i>Understand Place Value and use place value</i></p>	<p><i>2.1.2.A & E Numbers, Number systems and Number Relationships</i></p> <p><i>2.3.2.F Measurement and Estimation</i></p>	<p><i>0-9 Facts +/-</i></p> <p><i>addition fact</i></p> <p><i>addition number story</i></p> <p><i>arrow</i></p>	<p><i>Daily Assessment - pg. 86 Unit 2 Test</i></p> <p><i>17 Days</i></p>
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and the +9	understanding and properties to add and subtract	arrow rule
Addition strategies that use double facts		column
Fact Families		diagonal
Explorations: Exploring Weights and scales		difference
Name Collections		double facts
Frames-and Arrows Routines		fact family
"What's My Rule?" Routines		fact power
Counting Strategies for Subtraction		facts table
Shortcuts for "Harder" subtraction Facts		fact triangle frame
Progress Check 2		Frames-and-arrows diagrams
		function machine
		heavier
		in balance (balanced)
		label
		lighter
		name-collection box
		number model
		ounce
		pan balance

		<p><i>pound</i></p> <p><i>row</i></p> <p><i>spring scale</i></p> <p><i>subtraction number story</i></p> <p><i>sum</i></p> <p><i>turn-around facts</i></p> <p><i>unit box</i></p>			<p><i>Numeration and Place Value</i></p> <p><i>Using Coins to Buy Things</i></p> <p><i>Telling Time</i></p> <p><i>Explorations: Exploring Numbers, Time, and Geoboards</i></p> <p><i>Data Day: Pockets</i></p> <p><i>Frames and Arrows having Two Rules</i></p>	<p><i>Unit 3 Place Value, Money, and Time</i></p>
	<p><i>Daily Assessment</i></p> <p><i>pg. 176/Unit 3 Assessment</i></p>	<p><i>Analog clock</i></p> <p><i>bar graph</i></p> <p><i>base-10 blocks</i></p> <p><i>clock face</i></p> <p><i>digital clock</i></p> <p><i>dime</i></p> <p><i>exact change light</i></p> <p><i>hour hand</i></p> <p><i>make change by counting up</i></p>	<p><i>2.1.2.A Numbers, Number Systems and Relationships</i></p> <p><i>2.2.2.A Computation and Estimation</i></p> <p><i>2.5.2.B Mathematical Problem Solving and Communication</i></p>	<p><i>2.0A.1.2 Operations and Algebraic Thinking</i></p> <p><i>2.NBT.1, 1a</i></p> <p><i>Understand place value</i></p> <p><i>2.NBT.2., 3, 4</i></p> <p><i>Understand place value</i></p>		<p><i>13 days</i></p>

<p><i>Making Change by Counting Up</i></p> <p><i>Coin Exchange</i></p> <p><i>Progress check</i></p>	<p><i>middle number</i></p> <p><i>minute hand</i></p> <p><i>nickel</i></p> <p><i>\$1 bill</i></p> <p><i>penny</i></p> <p><i>picture graph</i></p> <p><i>predict</i></p> <p><i>quarter</i></p> <p><i>range</i></p>	<p><i>Algorithm</i></p> <p><i>attribute blocks</i></p> <p><i>ballpark estimates</i></p> <p><i>centimeter</i></p> <p><i>change diagram</i></p> <p><i>change-to-more</i></p> <p><i>number story</i></p> <p><i>degree marks</i></p> <p><i>degree celsius</i></p>	<p><i>2.1.2.A:</i></p> <p><i>Demonstrate the relationship between numbers and quantities, including place value; one-to-one correspondence; rote counting; counting by twos, fives and tens; and comparing values of whole numbers up to</i></p>	<p><i>2.0A.1,2 Operations and Algebraic Thinking</i></p> <p><i>2.NBT.1,1a Number and Operations in Base Ten</i></p> <p><i>2. NBT.2. Understand place value</i></p> <p><i>2.NBT.5.,6.,7.,9 - Use place value</i></p>	<p><i>Unit 4:</i></p> <p><i>Addition and Subtraction</i></p>	<p><i>-Change-to-more number stories</i></p> <p><i>-Parts-and-total number stories</i></p> <p><i>-Explorations: Exploring Temperature, money and shapes</i></p> <p><i>-Temperature Change</i></p>	<p><i>Daily Assessments</i></p> <p><i>pg. 240</i></p> <p><i>Unit 4 Assessments</i></p>	<p><i>14 Days</i></p>
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<p>-Estimating Costs</p> <p>-A Shopping Activity</p> <p>-Exploring length, Area, and Attributes</p> <p>-Paper-and-Pencil Addition Strategies</p> <p>-The Partial-sums addition algorithm</p> <p>-Progress Check 4</p>	<p>understanding and properties to add and subtract</p>	<p>500.</p> <p>2.2.2.B:</p> <p>Add and subtract single and double-digit numbers with and without regrouping, to include problems with money.</p> <p>2.8.2.C: Recognize, describe, extend, create, and replicate a variety of patterns including attribute, activity, number, and geometric patterns.</p>	<p>degrees fahrenheit</p> <p>inch</p> <p>mental arithmetic</p> <p>parts and total diagram</p> <p>parts and total number story</p> <p>thermometer</p> <p>tiling</p>	
<p>Unit 5: 3-D and 2-D Shapes</p> <p>Exploring Rules, Sharing and Time</p> <p>Points and Line Segments</p> <p>Parallel Line Segments</p>	<p>2.0A.1.,2.,4 - Operations and Algebraic Thinking</p> <p>2.NBT.5.,7.- Use Place Value Understanding and Properties to add</p>	<p>2.8.2.C: Recognize, describe, extend, create, and replicate a variety of patterns including attribute, activity, number, and geometric patterns.</p> <p>2.8.2.E: Use concrete objects, symbols and</p>	<p>angle</p> <p>apex</p> <p>base</p> <p>cone</p> <p>congruent</p>	<p>Daily Assessments pg. 310 Unit 5 Assessment</p> <p>13 days</p>

<p>Exploring Polygons, Arrays and Attributes</p> <p>Quadrangles</p> <p>3-Dimensional Shapes</p> <p>Pyramids</p> <p>Line Symmetry</p> <p>Progress Check</p>	<p>and subtract</p>	<p>numbers to represent mathematical situations.</p> <p>2.9.2.A: Name, describe and draw/build 2- and 3-dimensional shapes</p> <p>2.9.2.B: Identify and draw lines of symmetry.</p>	<p>cube</p> <p>curved surface</p> <p>cylinder</p> <p>edge</p> <p>endpoint</p> <p>face</p> <p>flat surface</p> <p>heptagon</p> <p>hexagon</p> <p>hexagonal pyramid</p> <p>kite</p> <p>line of symmetry</p> <p>line segment</p> <p>line symmetry</p> <p>octagon</p> <p>parallelogram</p> <p>pentagon</p> <p>pentagonal pyramid</p> <p>point</p>
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polygon

pyramid

quadrangle

rectangle

rectangle prism

retangular pyramid

rhombus

side

sphere

square

square corner

square pyramid

straightedge

symmetrical

trapezoid

triangle

triangular pyramind

vertex

vertices

<p>Unit 6: Whole Number Operations and Number Stories</p>	<p>Addition of Three or More Number</p> <p>Comparison Number Stories</p> <p>Data Day: Five Food Groups</p> <p>Mixed Addition and Subtraction Stories</p> <p>Subtraction Strategies</p> <p>Exploring Arrays, Coins, and Division</p> <p>Multiples of Equal Groups</p> <p>Array Number Stories</p> <p>Multiplication with Arrays</p> <p>Division</p> <p>Progress Check</p>	<p>2.0A.1.,2.,4. - Operations and Algebraic Thinking</p> <p>2.NBT.5.,6.,7.,9. - Use place value understanding and properties to add and subtract</p>	<p>2.2.2.A: Develop fluency in the use of basic facts for addition and subtraction</p> <p>2.3.2.F: Estimate and verify measurements of length, weight, and capacity.</p> <p>2.5.2.A: Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense, and explain how the problem was solved in grade appropriate contexts.</p>	<p>Bar graph</p> <p>basic food groups</p> <p>comparison diagrams</p> <p>comparison number story</p> <p>data table</p> <p>difference</p> <p>division</p> <p>equal grouping</p> <p>equal groups</p> <p>equal sharing</p> <p>multiplication</p> <p>multiplication diagram</p> <p>multiplied by</p> <p>remainder</p> <p>times</p> <p>trade</p>	<p>Daily Assessment</p> <p>pg. 370 and Unit 6 Assessment</p>	<p>14 days</p>
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<p>Unit 7: Patterns and Rules</p>	<p>-Patterns in Counting</p> <p>-Extending Complements of 10</p> <p>-Mental Arithmetic: A Basketball Game</p> <p>-Patterns in Doubles and Halves</p> <p>-EXPLORATIONS: Exploring Weights, Equal Sharing, and Patterns</p> <p>-Data Day: Standing Jumps and Arm Spans</p>	<p>2.NBT.4.,5.,6.,7. - Understand place value</p> <p>- Use place value understanding and properties to add and subtract</p>	<p>2.1.2.E: Apply number patterns to represent numbers in various ways (skip counting , repeated addition/subtraction).</p> <p>2.3.2.B: Use tools to estimate and measure in standard units</p> <p>2.3.2.F: Estimate and verify measurements of length, weight, and capacity.</p> <p>2.6.2.E: Identify patterns and predict trends based on a comparison to data displayed in a graph.</p>	<p>arm span</p> <p>double</p> <p>half</p> <p>line plot</p> <p>median</p> <p>middle value</p> <p>multiple of 10</p> <p>sort (the data)</p>	<p>Daily Assessment p. 546/Unit 7 assessment</p> <p>12 days</p>
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					<p><i>-Middle Value (Median)of a Set of Data</i></p> <p><i>-Frequency Distributions</i></p> <p><i>-Progress Check</i></p>	
<p>Unit 8: Fractions</p>	<p><i>- Equal Parts on One</i></p> <p><i>-EXPLORATIONS: Exploring Fractions, Multiplication and Division, and Volume</i></p> <p><i>-Collections of Things</i></p> <p><i>-Equivalent Fractions</i></p>	<p>2.0A.2.,4.- Operations and Algebraic Thinking</p> <p>2.MD.5 Measurement and Data</p> <p>2.G.3. Geometry</p>	<p>2.7.2.C: Write the likelihood of an event as a simple fraction (e.g., $\frac{1}{2}$).</p> <p>2.3.2.F: Estimate and verify measurements of length, weight, and capacity.</p> <p>2.1.2.C: Use drawings or models to show the concept of a fraction as part of a whole; use whole numbers and simple fractions</p>	<p>congruent</p> <p>cubic centimeter</p> <p>denominator</p> <p>equivalent</p> <p>equivalent fractions</p> <p>fraction</p> <p>numerator</p> <p>ONE (the whole)</p> <p>unit fraction</p> <p>volume</p>	<p>Daily Assessment p. 598/Unit 8 Assessment</p>	<p>11 days</p>

<p>-Equivalent Fractions Using Fraction Cards</p>	<p>(halves, thirds, and fourths) to represent quantities.</p>					
<p>-Comparing Fractions</p>						
<p>-Fraction Number Stories</p>						
<p>-Progress Check</p>						
<p>Unit 9: Measurement</p>	<p>- Measuring with Yards and Meters</p>	<p>2.0A.2 Operations and Algebraic Thinking</p>	<p>2.3.2.A: Demonstrate that a single object has different attributes that can be measured in multiple ways.</p>	<p>2.3.2.B: Use tools to estimate and measure in standard units.</p>	<p>2.3.2.F: Estimate and verify measurements of length, weight, and capacity.</p>	<p>Daily Assessment p. 650/Unit 9 Assessment</p>
<p>-Linear Measures</p>	<p>2.NBT.5 Use place value understanding and properties to add and subtract</p>	<p>2.3.2.A: Demonstrate that a single object has different attributes that can be measured in multiple ways.</p>	<p>2.3.2.B: Use tools to estimate and measure in standard units.</p>	<p>2.3.2.F: Estimate and verify measurements of length, weight, and capacity.</p>	<p>area capacity centimeter cup decimeter foot gallon gram inch</p>	<p>13 days</p>
<p>-Fractional Units of Length</p>	<p>2.MD.1,2,3,4. Measure and Estimate lengths in standard unit</p>					
<p>-Perimeter</p>						

<p>-Measuring Longer Distances</p>	<p>2.MD.9 Represent and interpret data</p>	<p>kilogram</p>
<p>-EXPLORATIONS: Exploring Capacity, Area, and Measures</p>	<p>2.G.2 Geometry</p>	<p>kilometer</p>
<p>-Area</p>		<p>liter</p>
<p>-Capacity</p>		<p>meter</p>
<p>-Weight</p>		<p>mile</p>
<p>-Progress Check</p>		<p>millimeter</p>
		<p>ounce</p>
		<p>perimeter</p>
		<p>pint</p>
		<p>pound</p>
		<p>quart</p>
		<p>scale</p>
		<p>square centimeter</p>
		<p>square inch</p>
		<p>standard unit</p>
		<p>surface</p>
		<p>weigh</p>
		<p>yard</p>

<p>Unit 10: Decimals and Place Value</p>	<p>- Money</p> <p>-Decimal Notation for Pennies and Dimes</p> <p>-Money Amounts with a Calendar</p> <p>-Using a Calculator to Solve Problems with Money</p> <p>-Estimating and Finding Exact Costs</p> <p>-Making Change</p> <p>-EXPLORATIONS: Exploring Area, Polygons, and Geoboard Fraction</p>	<p>2.0A.1.2 Operations and Algebraic Thinking</p> <p>2.NBT.1.1a., 1b - Number and operations in base ten</p> <p>2.NBT.2.3.,4.- Understand place value</p> <p>2.NBT.6.,8. - Use Place Value understanding and properties to add and subtract</p> <p>2.MD.8 - Measurement and Data - Work with time and money</p> <p>2.MD.9. - Measurement and Data - Represent and interpret data</p> <p>2.G.2. - Geometry - reason with shapes and their attributes</p>	<p>2.1.2.A: Demonstrate the relationship between numbers and quantities, including place value; one-to-one correspondence; rote counting; counting by twos, fives and tens; and comparing values of whole numbers up to 500.</p> <p>2.1.2.B: Represent equivalent forms of the same number through the use of pictures and concrete objects (including penny, nickel, dime, quarter, and dollar), up to 500.</p> <p>2.5.2.A: Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense, and explain how the problem was solved in grade appropriate contexts.</p> <p>2.5.2.B: Use appropriate</p>	<p>big cube</p> <p>counting up to make change</p> <p>cube</p> <p>decimal point</p> <p>flat</p> <p>hundreds, 100s</p> <p>long</p> <p>one's, 1s</p> <p>parentheses</p> <p>parenthesis</p> <p>place value</p> <p>tens, 10s</p> <p>ten-thousands, 10,000s</p> <p>thousands, 1,000s</p>	<p>Daily Assessments p. 720/Unit 10 Assessment</p>	<p>15 days</p>
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<p><i>mathematical vocabulary when explaining how to solve a problem.</i></p>						
<p><i>mathematical vocabulary when explaining how to solve a problem.</i></p>	<p>2.5.2.A: Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense, and explain how the problem was solved in grade appropriate contexts.</p> <p>2.5.2.B: Use appropriate mathematical vocabulary when explaining how to solve a problem.</p>	<p>algorithm divided by division fact family factor fact power for each in each multiplication diagram</p>	<p>2.0A.4 - Operations and Algebraic Thinking - Work with equal groups of objects to gain foundations for multiplication</p> <p>2.NBT.1.1a. - Number and Operations in Base Ten - Understand place value</p> <p>2.NBT.7.9. - Use</p>	<p>2.0A.4 - Operations and Algebraic Thinking - Work with equal groups of objects to gain foundations for multiplication</p> <p>2.NBT.1.1a. - Number and Operations in Base Ten - Understand place value</p> <p>2.NBT.7.9. - Use</p>	<p>Unit 11: Whole-Number Operations Revisited</p> <p>-Addition Number Stories with Dollars and Cents</p> <p>- Subtraction Number Stories with Dollars and Cents</p> <p>-The Trade-First Subtraction Algorithm</p>	<p>Daily Assessment p. 794/ Unit 11 Assessment</p> <p>12 days</p>

<p><i>-Multiples of Equal Groups</i></p> <p><i>-Division Number Models</i></p> <p><i>-Multiplication Facts</i></p> <p><i>-Products Table</i></p> <p><i>-Products Table</i></p> <p><i>-</i></p> <p><i>Multiplication/Division Facts Practice</i></p> <p><i>-Progress Check</i></p>	<p><i>place value understanding and properties to add and subtract</i></p> <p><i>2.MD.6., 8., 9. - Measurement and Data</i></p>	<p><i>2.6.2.B: Organize and display data using pictures, tallies, charts, bar graphs and pictographs.</i></p> <p><i>2.6.2.C: Describe data displayed in a diagram, graph or table.</i></p> <p><i>2.6.2.D: Analyze representations of data and compare the data from two categories.</i></p>	<p><i>multiplication/division</i></p> <p><i>multiplication/division diagram</i></p> <p><i>multiplication fact</i></p> <p><i>per</i></p> <p><i>product</i></p> <p><i>quotient</i></p> <p><i>rate multiplication stories</i></p> <p><i>remainder</i></p> <p><i>square (of a number)</i></p> <p><i>trade-first (subtraction)</i></p> <p><i>turn-around rule for multiplication</i></p>	<p><i>century</i></p>	<p><i>Daily Assessment</i></p>	<p><i>10 days</i></p>
<p><i>-Review: The</i></p>	<p><i>2.0A.2 - Operations</i></p>	<p><i>2.6.2.B: Organize and display data using</i></p>				

<p>End Reviews and Extensions</p>	<p>Calendar</p> <p>-Review: Clock Skills</p> <p>-Timelines</p> <p>-Practice Multiplication Facts</p> <p>-Division for Multiplication</p> <p>-Graphs: Comparing Speeds of Animals and People</p> <p>-The Mode of a Set of Data</p> <p>-Progress Check</p>	<p>and Algebraic Thinking</p> <p>2.NBT.5.,7., - Use place value understanding and properties to add and subtract</p> <p>2.MD.6., 7., 9., 10. - Measurement and Data</p>	<p>pictures, tallies, charts, bar graphs and pictographs.</p> <p>2.6.2.C: Describe data displayed in a diagram, graph or table.</p> <p>2.6.2.D: Analyze representations of data and compare the data from two categories.</p> <p>2.3.2.C: Tell time on an analog and digital clock to the nearest minute.</p>	<p>communicate</p> <p>decade</p> <p>factor</p> <p>median</p> <p>mode</p> <p>product</p> <p>range</p> <p>timeline</p> <p>turn-around rule</p>	<p>p. 860/Unit 12 Assessment</p>
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Mathematics: Standards for Mathematical Practice

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

Last updated: 8/22/2012



H.12. MATHEMATICS 3RD GRADE



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3rd Mathematics YSMCS

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Units	Concepts	PA Common Core Standards	PA Eligible Content	Common Core State Standards	Vocabulary	Assessment(s)	Duration
Unit 1: Routines, Review, and Assessment	Numbers and Number Sequences; number grids, introducing the student reference book, tools for mathematics, analyzing and displaying data;	2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. 2.1.3.B.1	M03.B-O.3.1.5 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using	3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties	Number and Numeration, Operations and Computation, Data and Chance, Geometry, Measurement, Reference Frames, Patterns, Functions, and Algebra	Daily Assessments, pg. 8 Unit 1 Test	17 Days

equivalent names, the language of chance events, finding differences, calculator routines, money, solving problems with dollars and cents; and the length-of-day project.	Apply place value understanding and properties of operations to perform multi-digit arithmetic. 2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. 2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	properties of operations. Example 1: Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be decomposed into three equal addends. M03.A-T.1.1.1 Round two- and three-digit whole numbers to the nearest ten or hundred, respectively. M03.A-T.1.1.2 Add two- and three-digit	of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. 3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of
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whole numbers (limit sums from 100 through 1,000), and subtract two- and three-digit numbers from three-digit whole numbers.	operations, and/or the relationship between addition and subtraction.
M03.D-M.1.1.1 Tell, show, and/or write time (analog) to the nearest minute.	3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
M03.D-M.1.1.2 Calculate the elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).	3.MD.3. Draw a scaled picture graph and a

<p>M03.D-M.2.1.1 Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).</p>	<p>scaled bar graph to represent a data set with several categories. Solve one- and two-step —how many morell and —how many lessll problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p>3.MD.4. Generate measurement</p>
<p>M03.D-M.2.1.2 Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1:</p>	<p>3.MD.4. Generate measurement</p>

<p>Unit 2: Adding and Subtracting</p>	<p>Fact families, extensions of addition and</p>	<p>2.2.3.A.4 Solve problems</p>	<p>M03.B-O.3.1.1 Solve two-step word</p>	<p>3.OA.8. Solve two-step word problems</p>	<p>Ballpark estimate, fact family, fact triangle, function</p>	<p>Daily Assessments, pg. 94</p>	<p>13 Days</p>
<p>(One-step) “Which category is the largest?” Example 2: (Two-step) “How many more is in category A than in category B?”</p>	<p>M03.D-MI.2.1.3 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.</p>	<p>data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>					

Whole Numbers	subtraction facts, "What's My Rule?," Parts-and-Total Number Stories, Change Number Stories, Comparison Number Stories, The Partial-Sums Algorithm, subtractions algorithms, addition with three or more addends.	involving the four operations, and identify and explain patterns in arithmetic.	problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.	using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	machine, "What's My Rule?" Problems, Number Family, Number Model, Parts-and-Total Diagram, Change Diagram, Comparison Diagram, Unit Box.	Unit 2 Test
2.1.3.B.1	Apply place value understanding and properties of operations to perform multi-digit arithmetic.	M03.B-O.3.1.2	Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number	3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and		

answers.	explain them
M03.B-O.3.1.5	using
Identify	properties
arithmetic	of operations.
patterns	For example,
(including	observe that 4
patterns in	times a number
the addition	is always even,
table or	and explain
multiplication	why 4 times a
table) and/or	number can be
explain them	decomposed
using	into two equal
properties of	addends.
operations.	3.NBT.1. Use
Example 1:	place value
Observe that 4	understanding
times a	to round whole
number is	numbers
always	to the nearest
even. Example	10 or 100.
2: Explain why	3.NBT.2. Fluently
6 times a	add and subtract
number can	within 1000
be	using strategies
decomposed	and algorithms
into three	based on place
equal	value, properties
	of operations,
	and/or the
	relationship
	between addition
	and

subtraction.

addends.

M03.A-T.1.1.1

Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.

M03.A-T.1.1.2

Add two- and three-digit whole numbers (limit sums from 100 through 1,000), and subtract two- and three-digit numbers from three-digit whole numbers.

Explore and develop an understanding of fractions as numbers.	identification or definition of the property).	known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.)
2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.	M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).	$3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.)
2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	M03.B-O.3.1.5 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations.	Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
2.4.3.A.6 Solve problems involving perimeters of		3.OA.9. Identify arithmetic patterns

<p><i>polygons and distinguish between linear and area measures.</i></p> <p>2.4.3.A.5</p> <p><i>Determine the area of a rectangle and apply the concept to multiplication and to addition.</i></p> <p>2.3.3.A.1</p> <p><i>Identify, compare, and classify shapes and their attributes.</i></p>	<p>Example 1:</p> <p><i>Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be decomposed into three equal addends.</i></p> <p>M03.A-T.1.1.2</p> <p><i>Add two- and three-digit whole numbers (limit sums from 100 through 1,000), and subtract two- and three-digit numbers from three-digit whole</i></p>	<p><i>(including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p>3.NBT.2.</p> <p><i>Fluently add and subtract within 1000 using strategies and algorithms based on place</i></p>
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numbers.	value, properties of operations, and/or the relationship between addition and subtraction.
M03.A-F.1.1.2	3.NF.2.
Represent fractions on a number line diagram (limit the denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; no simplification necessary).	Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it
M03.A-F.1.1.3	
Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8; limit	

<p>numerators to whole numbers less than the denominator). Example 1: $1/2 = 2/4$; Example 2: $4/6 = 2/3$</p> <p>M03.D-M.1.1.1 Tell, show, and/or write time (analog) to the nearest minute.</p> <p>M03.D-M.1.1.2 Calculate the elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).</p> <p>M03.D-M.2.1.3</p>	<p>into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>
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Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.

M03.D-M.3.1.1
Measure areas by counting unit squares (square cm, square m,

3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving

<p>square in., square ft, and non-standard square units).</p> <p>M03.D-M.3.1.2 Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>M03.D-M.4.1.1 Solve real-world and mathematical</p>	<p>addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers,</p>
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<p>problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.</p>	<p>halves, or quarters.</p> <p>3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. A square with side length 1 unit, called —a unit square, is said to have —one square unit of area, and can be used to measure area.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is</p>
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<p>M03.C-G.1.1.1.1 Explain that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides. Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane</p>	<p>said to have an area of n square units. 3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 3.MD.7. Relate area to the operations of multiplication and addition. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real</p>
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figures.

M03.C-G.1.1.2

Recognize rhombi, rectangles, and squares as examples of quadrilaterals, and/or draw examples of quadrilaterals that do not belong to any of these subcategories.

world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

3.MD.7. Relate

area to the operations of multiplication and addition. a.

Find the area of

a rectangle with whole-number side lengths

by tiling it, and show that the area is the

same as would be found by multiplying the side lengths.

d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the

*perimeter given
the side
lengths,
finding an
unknown side
length, and
exhibiting
rectangles with
the same
perimeter and
different areas
or with the
same area and
different
perimeters.*

*3.G.1.
Understand
that shapes in
different
categories (e.g.,
rhombuses,
rectangles, and
others)
may share
attributes (e.g.,
having four
sides), and that
the shared
attributes
can define a
larger category
(e.g.,
quadrilaterals).
Recognize
rhombuses,
rectangles, and
squares as
examples of*

<p>Unit 4: Multiplication and Division</p> <p>Multiples of equal groups, multiplication arrays, equal shares and equal groups; division ties to multiplication, multiplication fact power and shortcuts; multiplication and division fact families; baseball multiplication; exploring arrays and facts;</p> <p>2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>2.2.3.A.3 Demonstrate</p>	<p>Multiples of a number</p> <p>multiplication/division diagram</p> <p>rectangular array</p> <p>factor</p> <p>product</p> <p>equal groups</p> <p>dividend</p> <p>divisor</p> <p>quotient</p> <p>remainder</p> <p>square number</p>	<p>quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>Daily Assessments, pg. 234</p> <p>Unit 4 Test</p> <p>14 Days</p>
<p>3.OA.1. Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x</p>	<p>M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including 10 x 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a</p>		

<p>estimating distances with a map scale, and a coin-toss.</p>	<p>multiplication and division fluency.</p> <p>2.1.3.B.1 Apply place value</p> <p>understanding and properties of operations to perform multi-digit arithmetic.</p> <p>2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>2.4.3.A.5 Determine the area of a rectangle and apply the</p>	<p>context in which a total number of objects can be expressed as 5×7.</p> <p>M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50, and limit divisors and quotients through 10). Example 1: Interpret $48 \div 8$ as the number of objects in each share when 48 objects are</p>	<p>7. 3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of</p>
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concept to multiplication and to addition.	partitioned equally into 8 shares, or as a number of shares when	shares or a number of groups can be expressed as
2.4.3.A.6	shares when	$56 \div 8$.
Solve problems involving perimeters of polygons and distinguish between linear and area measures.	48 objects are partitioned into equal shares of 8 objects each. Example 2: Describe a context in which a number of shares or a number of groups can be expressed as $48 \div 8$.	3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	M03.B-O.1.2.1	3.OA.4.
	Use multiplication (up to and including 10×10) and/or	Determine the unknown

<p>division (limit dividends through 50, and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.</p> <p>M03.B-O.1.2.2</p> <p>Determine the unknown</p> <p>whole number</p> <p>in a multiplication (up to and including 10 x 10) or division (limit dividends through 50, and</p>	<p>whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</p> <p>3.OA.5. Apply properties of operations as strategies to multiply and divide.</p> <p>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is</p>
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<p><i>limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.</i></p> <p>M03.B-O.2.1.1</p> <p><i>Apply the commutative property of multiplication (not identification or definition of the property).</i></p> <p>M03.B-O.2.1.2</p> <p><i>Apply the associative property of multiplication</i></p>	<p><i>also known. (Commutative property of multiplication.)</i></p> <p><i>3 x 5 x 2 can be found by</i></p> <p><i>3 x 5 = 15, then</i></p> <p><i>15 x 2 = 30, or</i></p> <p><i>by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.)</i></p> <p><i>Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)</i></p> <p>3.OA.6.</p> <p><i>Understand division as an unknown-factor problem. For</i></p>
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<p>(not identification or definition of the property).</p> <p>M03.B-O.2.2.1</p> <p>Interpret and/or model division as a multiplication equation with an unknown-factor.</p> <p>Example: Find $32 \div 8$ by solving $8 \times ? = 32$.</p> <p>M03.B-O.3.1.5</p> <p>Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them</p>	<p>example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p>3.OA.7.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.</p> <p>By the end of Grade 3, know from memory all products of</p>
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using properties of operations. Example 1: Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be decomposed into three equal addends.	two one-digit numbers. 3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
M03.A-T.1.1.2 Add two- and three-digit whole numbers (limit sums from 100 through 1,000), and subtract two- and three-digit	3.NBT.2. Fluently add and subtract

<p>numbers from three-digit whole numbers.</p> <p>M03.D-M.2.1.1</p> <p>Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).</p> <p>M03.D-M.2.1.2</p> <p>Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar</p>	<p>within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.</p> <p>Solve one- and two-step — how many morell and —how many lessll problems</p>
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graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) “Which category is the largest?” Example 2: (Two-step) “How many more is in category A than in category B?”	using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
M03.D-M.3.1.1 Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).	3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
M03.D-M.3.1.2 Multiply side lengths to find	3.MD.7. Relate area to the operations of multiplication and

<p>areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>M03.D-M.4.1.1 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and</p>	<p>addition. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>3.MD.7. Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-</p>
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different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.

number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

			<p>3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>	<p>3.OA.3. Use</p>	<p>M03.B-O.1.2.1</p>	<p>2.2.3.A.1</p>	<p>Place Value</p>	<p>Unit 5: Place</p>
		<p>place Value</p>					<p>Daily</p>	<p>16 Days</p>

Value in	through ten-	Represent and	Use	multiplication	maximum	Assessments, pg.
Whole	thousands,	solve	multiplication	and division	millimeter	310
Numbers and	reading,	problems	(up to and	within 100 to		
Decimals	writing, and	involving	including 10 x	solve	pie graph	Unit 5 Test
	ordering	multiplication	10)	word problems		
	numbers;	and division.	and/or	in situations	line graph	
	place value to	2.2.3.A.3	division (limit	involving equal		
	millions,	Demonstrate	dividends	groups, arrays,		
	application:	multiplication	through 50,	and		
	The US	and division	and limit	measurement		
	Census, very	fluency.	divisors and	quantities, e.g.,		
	large numbers,		quotients	by using		
	exploring	2.1.3.C.1	through 10) to	drawings and		
	estimates and	Explore and	solve word	equations with a		
	polygonsl;	develop an	problems in	symbol for the		
	model	understanding	situations	unknown		
	decimals with	of fractions as	involving	number to		
	base-10	numbers.	equal groups,	represent the		
	blocks, tenths	2.4.3.A.2 Tell	arrays, and/or	problem.		
	and	and write time	measurement	3.OA.7. Fluently		
	hundredths;	to the nearest	quantities.	multiply and		
	tenths and	minute and	M03.A-F. 1.1.1	divide within 100,		
	hundredths of	solve	Demonstrate	using		
	a meter;	problems by	that when a	strategies such		
	application:	calculating	whole or set is	as the		
	rainfall, place	time intervals.	partitioned	relationship		
	value in		into y equal	between		
	decimals,	2.4.3.A.4	parts, the	multiplication		
	sunrise-sunset	Represent and				

line graphs.	interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	fraction 1/y represents 1 part of the whole and the fraction x/y represents x equal parts of the whole (limit the denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; no simplification necessary).	and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
	2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.	M03.D-M.1.1.1 Tell, show, and/or write time (analog) to the nearest minute.	3.NF.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
		M03.D-M.1.1.2	

<p>Calculate the elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).</p> <p>M03.D-M.2.1.1</p> <p>Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).</p> <p>M03.D-M.2.1.2</p> <p>Solve one- and two-step problems using information to</p>	<p>3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step —how many morell and</p>
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<p>interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) “Which category is the largest?” Example 2: (Two-step) “How many more is in category A than in category B?”</p>	<p>— how many lessll problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. 3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale</p>
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and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.

3.MD.7. Relate area to the operations of multiplication and addition d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to

is marked off in appropriate units — whole numbers, halves, or quarters.

3.MD.7. Relate area to the operations of multiplication and addition d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to

<p>area and different perimeters. Use the same units throughout the problem.</p>	<p>solve real world problems.</p> <p>3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>	<p>2-dimensional (2-D)</p>	<p>Daily</p>	<p>16 Days</p>
<p>2.2.3.A.1</p>	<p>M03.B-O.1.2.1</p>	<p>3.OA.3. Use</p>	<p>Unit 6:</p>	<p>Investigating</p>

Geometry	line segments, rays, and lines; angles and turns; triangles, quadrangles, polygons, drawing angles, measuring angles, symmetry, exploring congruence, line segments, and decimals; polyhedrons, part 1 and part 2.	Represent and solve problems involving multiplication and division. 2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. 2.2.3.A.3 Demonstrate multiplication and division fluency. 2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish	Use multiplication (up to and including 10 x 10) and/or division (limit dividends through 50, and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.5. Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4	multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.5. Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4	shape 3-dimensional (3-D) shape base of a 3-D shape cone sphere cylinder parallel face polyhedron prism pyramid	Assessments, pg. 394 Unit 6 Test

<p>between linear and area measures.</p> <p>2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p>	<p>or definition of the property).</p> <p>M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).</p> <p>M03.D-M.4.1.1 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side</p>	<p>$x \times 6 = 24$ is also known. (Commutative property of multiplication.)</p> <p>$3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.)</p> <p>Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>3.OA.7. Fluently multiply and divide within</p>
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length, and exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters.	100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.
Use the same units throughout the problem.	By the end of Grade 3, know from memory all products of two one-digit numbers.
M03.C-G.1.1.1 Explain that shapes in different categories may share attributes, and that the shared attributes can define a larger	3.MD.7. Relate area to the operations of multiplication and addition. d. Recognize area as additive.

<p>category. Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides. Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane figures.</p> <p>M03.C-G.1.1.2 Recognize rhombi, rectangles, and squares as examples of quadrilaterals, and/or draw</p>	<p>Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths,</p>
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examples of quadrilaterals that do not belong to any of these subcategories.

finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

3.G.1.

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger

			<p>category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>			<p>Patterns in products, multiplication facts survey, fact power, number models with parentheses, scoring in basketball: an application,</p>	<p>Unit 7: Multiplication and Division</p>
	<p>Daily Assessments: TM p. 568 Core Assessments and Progress Check: TM p. 569</p>	<p><i>estimate, extended facts, factor, parentheses, product, similar figures, square number, and square product.</i></p>	<p>3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56</p>	<p>M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50, and limit</p>	<p>2.2.3.A.1 Represent and solve problems involving multiplication and division. 2.2.3.A.2 Understand properties of</p>		

extended facts: multiplication and division; estimating costs, extended facts: products of tens, exploring ratios and geometric figures.	multiplication and the relationship between multiplication and division. 2.2.3.A.3 Demonstrate multiplication and division fluency. 2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. 2.1.3.B.1 Apply place value understanding and properties	divisors and quotients through 10). Example 1: Interpret $48 \div 8$ as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. 3.OA.3. Use multiplication and division within 100 to solve word problems in situations	objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. 3.OA.3. Use multiplication and division within 100 to solve word problems in situations
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of operations to perform multi-digit arithmetic.	can be expressed as $48 \div 8$.	involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	M03.B-O.1.2.1 Use multiplication (up to and including 10×10) and/or division (limit dividends through 50, and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.	3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that

<p>whole number in a multiplication (up to and including 10 x 10) or division (limit dividends through 50, and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true. M03.B-O.2.1.1 Apply the commutative property of multiplication</p>	<p>makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$ 3.OA.5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of</p>
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<p>(not identification or definition of the property).</p> <p>M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.2.1 Interpret and/or model division as a multiplication equation with an unknown-factor.</p> <p>Example: Find $32 \div 8$ by solving $8 \times ? = 32$.</p>	<p>multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>3.OA.6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p>3.OA.7. Fluently multiply and divide within 100, using strategies such</p>
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<p>M03.B-O.3.1.1 Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.</p>	<p>as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.</p>
<p>By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
<p>M03.B-O.3.1.2 Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole</p>	<p>3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter</p>

<p>numbers and having whole-number answers.</p> <p>M03.B-O.3.1.5</p> <p>Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations.</p> <p>Example 1:</p> <p>Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be</p>	<p>standing for the unknown quantity.</p> <p>Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number</p>
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decomposed into three equal addends.	is always even, and explain why 4 times a number can be decomposed into two equal addends.
M03.A-T.1.1.1 Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.	3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.
M03.A-T.1.1.2 Add two- and three-digit whole numbers (limit sums from 100 through 1,000), and subtract two- and three-digit numbers from three-digit whole numbers.	3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between

<p>M03.A-T.1.1.3 Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).</p>	<p>addition and subtraction.</p> <p>3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
<p>M03.D-M.2.1.1 Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).</p>	<p>3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step —how many more// and —how many less// problems using information presented in scaled bar graphs. For example, draw a bar graph in which each</p>
<p>M03.D-M.2.1.2 Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales</p>	<p>problems using information presented in scaled bar graphs. For example, draw a bar graph in which each</p>

<p>Unit 8: Fractions</p>	<p>Naming parts with fractions, blocks-in-a-bag experiment, exploring fractions, re-forming squares, and combinations; number-line posters for fractions; equivalent fractions, comparing fractions,</p>	<p>2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>2.2.3.A.2 Understand properties of multiplication and the relationship</p>	<p>limited to 1, 2, 5, and 10). Example 1: (One-step) "Which category is the largest?" Example 2: (Two-step) "How many more is in category A than in category B?"</p>	<p>square in the bar graph might represent 5 pets.</p>			
		<p>M03.B-O.1.2.1 Use multiplication (up to and including 10 x 10) and/or division (limit dividends through 50, and limit divisors and quotients through 10) to solve word problems in situations</p>	<p>3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and</p>		<p>denominator, equal, equivalent fractions, mixed number, numerator, random draw, unit fraction, whole (the ONE)</p>	<p>Daily Assessments: TM p. 640 Core Assessments and Progress Check: TM p. 641</p>	<p>12 Days</p>

<p>fractions greater than ONE, fractions in number stories.</p>	<p>between multiplication and division.</p> <p>2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p>	<p>involving equal groups, arrays, and/or measurement quantities.</p> <p>M03.B-O.2.1.1 Apply the commutative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).</p>	<p>equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative</p>
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numbers.			property of multiplication.)
2.4.3.A.4			Knowing
Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	M03.A-F.1.1.1	Demonstrate that when a whole or set is partitioned into y equal parts, the fraction $1/y$ represents 1 part of the whole and the fraction x/y represents x equal parts of the whole (limit the denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; no simplification necessary).	that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.			3.NF.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

<p>M03.A-F.1.1.2 Represent fractions on a number line diagram (limit the denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; no simplification necessary).</p>	<p>3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a</p>
<p>M03.A-F.1.1.4 Express whole numbers as fractions, and generate fractions that are equivalent to whole numbers (limit the</p>	<p>Represent a fraction $1/b$ on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a</p>

<p>denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form $3 = 3/1$</p> <p>Example 2: Recognize that $6/1 = 6$</p>	<p>fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>
<p>M03.A-F.1.1.3 Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8; limit numerators to whole</p>	<p>3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that</p>

<p>numbers less than the denominator). Example 1: $1/2 = 2/4$; Example 2: $4/6 = 2/3$</p> <p>M03.A-F.1.1.4 Express whole numbers as fractions, and generate fractions that are equivalent to whole numbers (limit the denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form $3 = 3/1$ Example 2: Recognize that $6/1 = 6$</p> <p>M03.A-F.1.1.5</p>	<p>are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</p> <p>3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the</p>
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<p>Compare two fractions with the same denominator (limit the denominators to 1, 2, 3, 4, 6, and 8), using the symbols $>$, $=$, or $<$, and/or justify the conclusions.</p> <p>M03.D-M.2.1.3</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.</p> <p>Display the data by making a line plot,</p>	<p>same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$.</p> <p>Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and</p>
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where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.
M03.C-G.1.1.3
Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
Example 1:
Partition a shape into 4 parts with equal areas.
Example 2:
Describe the area of each of 8 equal parts

recognize fractions that are equivalent to whole numbers.
Examples:
Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d.
Compare two fractions with the same

as 1/8 of the area of the shape.

numerator or the same denominator by reasoning about their size.

Recognize that comparisons are valid only when the two fractions refer to the same whole.

Record the results of comparisons with the symbols

>, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

3.MD.4. Generate measurement data by

measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a

			<p>shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</p>			<p>Multiply and divide with multiples of 10, 100, and 1,000; using mental math to multiply, exploring arrays, areas, and fractions; a multiplication algorithm, buying at the stock-up sale: application, factors of a whole number, sharing</p>	<p>Unit 9: Multiplication and Division</p>
		<p>algorithm, Celsius scale, degrees Celsius, degrees Fahrenheit, equilateral triangle, factors, Fahrenheit scale, lattice multiplication, partial-products algorithm.</p>	<p>3.OA.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p>	<p>M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including 10×10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in</p>	<p>2.2.3.A.1 Represent and solve problems involving multiplication and division. 2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. 2.2.3.A.3 Demonstrate</p>		<p>Daily Assessments: TM p. 704 Common Assessments and Progress Check: TM. p. 705</p>
							<p>17 Days</p>

money, broken-calculator	multiplication and division fluency.	which a total number of objects can be expressed as 5 x 7.	3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
division, lattice multiplication, exploring arrays, equilateral triangles, and strength of paper;	2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.	M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50, and limit divisors and quotients through 10). Example 1: Interpret 48 ÷ 8 as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of	For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
products of 2-digit numbers part 1 and 2; positive and negative numbers.	2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. 2.1.3.C.1 Explore and develop an understanding of fractions as numbers. 2.4.3.A.1		

<p>Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>2.4.3.A.4</p> <p>Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>2.4.3.A.6</p> <p>Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p> <p>2.4.3.A.5</p> <p>Determine the</p>	<p>shares when 48 objects are partitioned into equal shares of 8 objects each.</p> <p>Example 2: Describe a context in which a number of shares or a number of groups can be expressed as $48 \div 8$.</p> <p>M03.B-O.1.2.1</p> <p>Use multiplication (up to and including 10×10) and/or division (limit dividends through 50, and limit divisors and quotients through 10) to</p>	<p>3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.5. Apply properties of operations as strategies to multiply and divide.</p> <p>Examples: If $6 \times 4 = 24$ is known,</p>
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area of a rectangle and apply the concept to multiplication and to addition.	<p>then $4 \times 6 = 24$ is also known.</p> <p>(Commutative property of multiplication.) 3</p> <p>5×2 can be found by</p> <p>$3 \times 5 = 15$, then</p> <p>$15 \times 2 = 30$, or by</p> <p>$5 \times 2 = 10$, then $3 \times 10 = 30$.</p> <p>(Associative property of multiplication.)</p> <p>Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$.</p> <p>(Distributive property.)</p> <p>3.OA.6.</p> <p>Understand division as an unknown-factor problem. For</p>
<p>solve word problems in situations involving equal groups, arrays, and/or measurement quantities.</p> <p>M03.B-O.2.1.1</p> <p>Apply the commutative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.1.2</p> <p>Apply the associative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.2.1</p>	<p>then $4 \times 6 = 24$ is also known.</p> <p>(Commutative property of multiplication.) 3</p> <p>5×2 can be found by</p> <p>$3 \times 5 = 15$, then</p> <p>$15 \times 2 = 30$, or by</p> <p>$5 \times 2 = 10$, then $3 \times 10 = 30$.</p> <p>(Associative property of multiplication.)</p> <p>Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$.</p> <p>(Distributive property.)</p> <p>3.OA.6.</p> <p>Understand division as an unknown-factor problem. For</p>

Interpret and/or model division as a multiplication equation with an unknown-factor. Example: Find $32 \div 8$ by solving $8 \times ? = 32$.	example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
M03.B-O.3.1.1 Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.	3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
M03.B-O.3.1.2 Represent two-step word	3.OA.8. Solve

<p>problems using equations with a symbol standing for the unknown</p> <p>M03.A-T.1.1.3</p> <p>Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).</p> <p>quantity. Limit to problems with whole numbers and having whole-number answers.</p> <p>M03.A-F.1.1.5</p> <p>Compare two fractions with the same denominator (limit the denominators to 1, 2, 3, 4, 6,</p>	<p>two-step word problems using the four operations.</p> <p>Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>3.NBT.3.</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based</p>
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and 8), using the symbols $>$, $=$, or $<$, and/or justify the conclusions.	on place value and properties of operations.
M03.D-M.1.2.1 Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).	3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d.
M03.D-M.1.2.2 Add, subtract, multiply, and divide to solve one-step word problems	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the

<p><i>involving masses or liquid volumes that are given in the same units.</i></p> <p>M03.D-M.2.1.3</p> <p><i>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units — whole numbers, halves, or quarters.</i></p> <p>M03.D-M.3.1.1</p> <p><i>Measure areas</i></p>	<p><i>results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.</i></p> <p>3.MD.2.</p> <p><i>Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1</i></p> <p><i>Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in</i></p>
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<p>by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).</p> <p>M03.D-M.4.1.1</p> <p>Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and</p>	<p>the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>3.MD.4.</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units — whole numbers, halves, or quarters.</p>
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different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.

3.MD.5.
Recognize area as an attribute of plane figures and understand concepts of area measurement. a.
A square with side length 1 unit, called —a unit square, is said to have —one square unit of area, and can be used to measure area. b.
A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6.
Measure areas by counting unit

squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7.

Relate area to the operations of multiplication and addition. a.

Find the area of a rectangle with whole-number side lengths by tiling it,

and show that

the area is the

same as would be found by

multiplying the side

lengths. c. Use

tiling to show in a concrete case

that the area of a rectangle with

whole-number

side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$ Use area models to represent the distributive property in mathematical reasoning.

3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with

<p>Unit 10: Measurement and Data</p> <p>Review: Length, volume, weight, exploring weight and volume; capacity, the mean and the median; calculating the mean, calculator distributions, coordinate grids.</p>	<p>2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>2.4.3.A.1 Solve problems involving measurement and</p>	<p>M03.A-F.1.1.2 Represent fractions on a number line diagram (limit the denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; no simplification necessary).</p> <p>M03.A-F.1.1.3</p>	<p>3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times$ $5 = 40$, one knows $40 \div 5 =$ 8) or properties of operations. By the end of Grade 3, know from</p>	<p>the same perimeter and different areas or with the same area and different perimeters.</p>	<p>14 Days</p>
		<p>Daily Assessments: TM p. 800</p> <p>Core Assessments and Progress Check: TM p. 801</p>	<p>average, capacity of a container, capacity of a scale, coordinate, coordinate grid, cubic centimeter, frequency table, height of a prism, mean, median, memory, memory keys, mode, ordered pair, plotting the point, precision, square centimeter, square inch, volume, weight.</p>		

estimation of temperature, liquid volume, mass or length.	Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator). Example 1: $1/2 = 2/4$; Example 2: $4/6 = 2/3$	memory all products of two one-digit numbers.
2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	M03.A-F.1.1.5 Compare two fractions with the same denominator (limit the denominators to 1, 2, 3, 4, 6, and 8), using the	3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0
2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.		

<p>symbols $>$, $=$, or $<$, and/or justify the conclusions.</p> <p>M03.D-M.1.2.1 Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).</p> <p>M03.D-M.1.2.2 Add, subtract, multiply, and divide to solve one-step word problems involving</p>	<p>locates the number $1/b$ on the number line. b.</p> <p>Represent a fraction a/b on a number line diagram by marking off a length $1/b$ from 0.</p> <p>Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about</p>
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<p>masses or liquid volumes that are given in the same units.</p> <p>M03.D-M.2.1.1</p> <p>Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).</p> <p>M03.D-M.2.1.2</p> <p>Solve one- and two-step problems using information to interpret data presented in scaled</p>	<p>their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by</p>
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pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10).	reasoning about their size. d.
Example 1: (One-step) “Which category is the largest?”	Compare two fractions with the same numerator or the same denominator by reasoning about their size.
Example 2: (Two-step) “How many more is in category A than in category B?”	Recognize that comparisons are valid only when the two fractions refer to the same whole.
M03.D-M.2.1.3	Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by	3.MD.2. Measure and estimate

<p>making a line plot, where the horizontal scale is marked in appropriate units — whole numbers, halves, or quarters.</p>	<p>liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>3.MD.3. Draw a scaled picture graph and a</p>
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scaled bar graph
to
represent a data
set with several
categories.
Solve one- and
two-step —how
many
morell and
—how many
lessll problems
using
information
presented in
scaled bar
graphs. For
example, draw a
bar graph in
which each
square in the bar
graph
might represent
5 pets.
3.MD.4.
Generate
measurement
data by
measuring

lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

3.MD.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying

<p>Unit 11: Probability, year-long projects, revisited</p>	<p>The Length-of- Day Project revisited, national high/low temperatures summaries, spinner experiments, designing spinner, using data to predict outcomes.</p>	<p>2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>2.4.3.A.4</p>	<p>M03.A-F.1.1.3 Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator). Example 1: $1/2$ $= 2/4$; Example 2: $4/6$ $= 2/3$</p> <p>M03.A-F.1.1.4</p>	<p>3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 $\times 5 = 40$, one knows $40 \div 5 =$ 8) or properties of operations. By the end of Grade 3, know from memory all products of</p>	<p>autumnal equinox, summer solstice, vernal equinox, winter solstice.</p>	<p>Daily Assessments: TM p. 872 Common Assessments and Progress Check: TM p. 873</p> <p>9 Days</p>	<p>this technique to solve real world problems.</p>
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<p>Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p>	<p>Express whole numbers as fractions, and generate fractions that are equivalent to whole numbers (limit the denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form $3 = \frac{3}{1}$ Example 2: Recognize that $\frac{6}{1} = 6$</p> <p>M03.A-F.1.1.4</p> <p>Express whole numbers as fractions, and generate fractions that are equivalent to whole numbers (limit the</p>	<p>two one-digit numbers.</p> <p>3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why</p>
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denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form $3 = \frac{3}{1}$ Example 2: Recognize that $\frac{6}{1} = 6$	the fractions are equivalent, e.g., by using a visual fraction model.
M03.D-M.2.1.1 Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).	3.MD.1.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
M03.D-M.2.1.2 Solve one- and two-step problems using information to	3.M03.D-M.1.1.1 Tell, show, and/or write time (analog) to

interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) "Which category is the largest?" Example 2: (Two-step) "How many more is in category A than in category B?"

the nearest minute
3.M03.D-M.1.1.2
Calculate the elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).
3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
Solve one- and two-step —how many morell and —how many lessll problems using

information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

Mathematics: Standards for Mathematical Practice

- 1. Make sense of problems and persevere in solving them.*
- 2. Reason abstractly and quantitatively.*
- 3. Construct viable arguments and critique the reasoning of others.*
- 4. Model and mathematics.*

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Last updated: 8/22/2012



H.13. MATHEMATICS 4TH GRADE



Young Scholars of McKeesport Charter School

4th Mathematics YSMCS

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Units	Concepts	PA Common Core Standards	PA Eligible Content	Common Core State Standards	Vocabulary	Assessment(s)	Duration
Unit 1: Naming and Constructing Geometric Figures	Introduction to the Student Reference Book, points, line segments, lines, and rays; angles, triangles, and quadrangles; parallelograms, polygons, drawing a circle with a compass,	2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. 2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.	M04.A-T.1.1.1 Demonstrate an understanding that in a multi-digit whole number (through 1,000,000) a digit in one place represents ten times what	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	angle center (of a circle) circle compass concentric circles congruent convex endpoint equilateral triangle	Daily Assessments: Teacher Manual Page 8. Core Assessment: Teacher Manual page 9 Progress check 1: (Unit 1 Test)	Lessons 1-1 to Lessons 1-8: 8 days, plus three extra days. Test: 1 day. Total: 12 days

<p>hexagon and triangle constructions.</p>	<p>2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>it represents in the place to its right. Example: Recognize that in the number 770, the 7 in the hundreds place is ten times the 7 in the tens place.</p>	<p>4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.</p>	<p>heptagon hexagon inscribed square interior intersect kite line line segment</p>
<p>2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p>	<p>M04.A-T.2.1.1 Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).</p>	<p>M04.C-G.1.1.1 Draw points, lines, line</p>	<p>Recognize right triangles as a category, and identify right triangles.</p> <p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it</p>	<p>n-gon nonagon nonconvex or concave octagon parallel line segments parallel lines parallel rays parallelogram pentagon perpendicular line segments</p>

		<p>Recognize right triangles as a category, and identify right triangles.</p>	<p>symbols to record the results of comparisons.</p>		<p>ballpark estimate bar graph column-addition method counting number digit equivalent name estimate expanded notation guess landmark line plot maximum</p>		<p>Lessons 2-1 to Lessons 2-9: 9 days, plus three extra days. Test: 1 day. Total: 13 days</p>
<p>Unit 2: Using Numbers and Organizing</p>	<p>World Project Tour: Applying math, equivalent names for whole numbers and name-collection boxes, place value in whole numbers, place value with a calculator, organizing and displaying data; median, addition of multi-digit numbers,</p>	<p>2.2.4.A.4 Generate and analyze patterns using one rule. 2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>2.1.4.B.1 Apply place value concepts to show an understanding</p>	<p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and</p>	<p>Recognize right triangles as a category, and identify right triangles.</p>	<p>M04.A-T.1.1.1 Demonstrate an understanding that in a multi-digit whole number (through 1,000,000) a digit in one place represents ten times what it represents in the place to its right. Example:</p>	<p>Daily Assessments: TM page 72 Progress Check Unit 2: TM 72 Core Assessment Resources: TM 73</p>	

displaying data with graphs, and subtraction of multi-digit numbers.	of multi-digit whole numbers. 2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit. 2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot	Recognize that in the number 770, the 7 in the hundreds place is ten times the 7 in the tens place. M04.B-O.3.1.1 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Example 1: Given the rule “Add 3” and the starting number 1, generate	division. 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard	median minimum mode name-collection box partial-differences method partial-sums method place range tally chart trad-first method whole number
	2.3.4.A.1 Draw lines and angles and identify these in			

two-dimension	terms in the	algorithm.
<p>2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>al figures.</p>	<p>resulting sequence and observe that the terms appear to alternate between odd and even numbers.</p> <p>Example 2: Given the rule “increase the number of sides by 1” and starting with a triangle, observe that the tops of the shapes alternate between a side and a vertex.</p> <p>M04.B-O.1.1.3</p>	<p>4.OA.5 Generate a number or shape pattern that follows a given rule.</p> <p>Identify apparent features of the pattern that were not explicit in the rule itself.</p> <p>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even</p>

<p>Solve multi-step word problems posed with whole numbers using the four operations.</p> <p>Answers will be either whole number or have remainders that must be interpreted yielding a final answer that is a whole number.</p> <p>Represent these problems using equations with a symbol or letter standing for the unknown quantity.</p>	<p>numbers.</p> <p>Explain informally why the numbers will continue to alternate in this way.</p> <p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.</p> <p>Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.</p> <p>Record measurement</p>
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<p>M04.B-O.1.1.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. Example 1: Interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Example 2: Know that the statement 24 is</p>	<p>equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... 4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of</p>
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<p>3 times as many as 8 can be represented by the equation $24 = 3 \times 8$ or $24 = 8 \times 3$.</p> <p>M04.C-G.1.1.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>M04.C-G.1.1.2</p>	<p>objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>4.MD.4 Make a line plot to</p>
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Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

4.G.1 Draw points, lines, line segments

rays, angles
(right, acute,
obtuse), and
perpendicular
and parallel
lines. Identify
these in
two-
dimensional
figures.

4.G.2. Classify
two-
dimensional
figures based
on the
presence
or absence of
parallel or
perpendicular
lines, or the
presence or
absence of
angles of a
specified size.
Recognize
right triangles
as a category,
and

<p>Unit 3: Multiplication and Division; Number Sentences, and Algebra.</p>	<p>Review "What's My Rule?" (Input/Output Tables), multiplication facts, division, inter[pretating data: applying mathematics, finding air distances using a map scale, guide to solving number stories, true or false number sentences, parentheses in number sentences, and open sentences.</p>	<p>2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>2.2.4.A.4 Generate and analyze patterns using one rule.</p> <p>2.1.4.B.1 Apply place value concepts to show an</p>	<p>M04.C-G.1.1.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>M04.C-G.1.1.1 Draw points, lines, line segments,</p>	<p>identify right triangles.</p>	<p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.3. Use place value understanding to round multi-</p>	<p>composite number dividend divisor fact family factor pair factors false number sentences function machine input multiplies multiplication facts number sentence open sentence output parentheses percent</p>	<p>Daily Assessmets: TM page 148 Progress check unit 3: TM page 149 Core Assessment Resources: TM page 49</p>	<p>Lessons 3-1 to Lessons 3-11: 11 days, plus three extra days. Test: 1 day. Total: 15 days</p>
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understanding of multi-digit whole numbers.	rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	digit whole numbers to any place	prime number
2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.	M04. D-M. 1.1.2 Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money,	4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular	products quotient remainder rule solution solve square numbers
2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money,		true number sentence turn-around facts variable
2.3.4.A.1 Draw lines and angles and identify these	including problems involving		"What's My Rule?"

in two-dimensional figures.	simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	arrays, and/or area models.
2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.	M04.D-M.1.1.1 Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; c, pt, qt, gal), metric units (cm, m, km; g, kg; mL, l) and time	4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd

<p><i>1/2, 3/4, 1/1000</i></p> <p><i>(sec, min, hr, day, wk, mo, yr).</i></p> <p><i>Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be provided.</i></p> <p><i>Example 1: Know that 1 kg is 1,000 times as heavy as 1 g.</i></p> <p><i>Example 2: Express the length of a 4-foot snake as 48 in.</i></p> <p><i>M04.A-T.2.1.3</i></p>	<p><i>1/2, 3/4, 1/1000</i></p> <p><i>and even numbers.</i></p> <p><i>Explain informally why the numbers will continue to alternate in this way.</i></p> <p><i>4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors.</i></p> <p><i>Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.</i></p>
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Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.

Determine whether a given whole number in the range 1–100 is prime or composite.

4.OA.3. Solve multistep word

problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter

standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.OA.2.

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem,

<p><i>distinguishing multiplicative comparison from additive comparison.</i></p> <p>4.OA.1.</p> <p><i>Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</i></p>	<p>4.OA.1</p>	<p>MINN R.C.2.1.1</p>	<p>2.3.4.4.2</p>	<p>Decimal place</p>	<p>2.3.4.4.2</p>	<p>4.OA.1</p>	<p>Lesson 4.1</p>
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Unit 4	Lesson Plan	Standards	Objectives	Activities	Materials, Resources, Technology	Assessments: TM	Lesson 4-1
Decimals and Their Uses	value, review of basic decimal concepts, comparing and ordering decimals, estimating with decimals, decimal addition and subtraction; decimals in money, thousandths, metric units of length, personal references for metric length, and measuring in millimeters.	<p>Classify two-dimensional figures by properties of their lines and angles.</p> <p>2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p>2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base</p>	<p>Find all factor pairs for a whole number in the range 1 through 100. Recognize that a whole number is a multiple of each of its factors.</p> <p>Determine whether a given whole number is in the interval 1 through 100 is a multiple of a given one-digit number.</p> <p>Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>4.NBT.2 Read and write multi-digit whole numbers using base-ten</p>	<p>Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors.</p> <p>Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.</p> <p>Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>4.NBT.2 Read and write multi-digit whole numbers using base-ten</p>	<p>extended multiplication facts, exponent, lattice, lattice method (for multiplication), magnitude estimate, million, partial product, partial products method, powers of 10, quadrillion, quintillion, rough estimate, round, rounding (to a certain place), scientific notation, sextillion, trillion</p>	<p>Assessments: TM p. 230</p> <p>Core Assessments & Progress Check Unit 4: TM p. 231</p>	<p>to Lesson 4-10: 10 days, plus three extra days.</p> <p>Test: 1 day.</p> <p>Total: 14 days</p>

10 denominator, e.g., 19/100).	multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using >, =, and < symbols.	numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.	M04.A-T.1.1.2 Read and write whole numbers in expanded, standard and word form through 1,000,000.	4.NF.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate
2.2.4.A.1 Represent and solve problems involving the four operations.	M04.A-F.3.1.2 Use decimal notation for fractions with denominators 10 or 100. Example: Rewrite 0.62 as 62/100 and vice	0.62 on a number line diagram.

<p>versa</p>	<p>4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole.</p> <p>M04.A-F.3.1.3 Compare two decimals to hundredths using the symbols $>$, $=$, or $<$, and justify the conclusions.</p> <p>M04.D-M.1.1.1 Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; c, pt, qt, gal), metric units (cm, m, km; g, kg; mL, L), and time (sec, min, hr, day, wk,</p>
<p>4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole.</p> <p>Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>4.MD.1 Know relative sizes of measurement units within one system of units including</p>	<p>4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole.</p> <p>Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>4.MD.1 Know relative sizes of measurement units within one system of units including</p>

<p>mo, yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be provided.</p> <p>Example 1: Know that 1 kg is 1,000 times as heavy as 1 g.</p> <p>Example 2: Express the length of a 4-foot snake as 48 in.</p> <p>M04.D-M.1.1.2 Use the four operations to solve word problems</p>	<p>km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.</p> <p>Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in.</p> <p>Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</p>
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<p>involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>M04.C-G.1.1.2</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or</p>	<p>4.MD.2.</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line</p>
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<i>perpendicular lines, or the presence or absence of angles of a specified size.</i>	<i>diagrams that feature a measurement scale.</i>
<i>Recognize right triangles as a category, and identify right triangles.</i>	<i>4. G.1</i>
<i>M04.C-G.1.1.1</i>	<i>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</i>
<i>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</i>	<i>4. G.2.</i>
<i>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the</i>	<i>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the</i>

<p>Unit 5: Big Numbers, Estimation, and Computation</p>	<p>Extended multiplication facts, estimating sums, estimating products, partial-products partial-products multiplication, lattice multiplication, big numbers in base-ten-place-value system, powers of 10,</p>	<p>2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p>	<p>M04.B-O.1.1.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. Example 1: Interpret $35 = 5 \times 7$ as a</p>	<p>presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p>billion, estimation, extended multiplication facts, exponent, lattice, lattice method (for multiplication), magnitude estimate, million, partial-product, partial-products method, powers of 10, quadrillion, quintillion, rough estimate, round, rounding (to a certain place), scientific notation,</p>	<p>Daily Assessments: TM p. 304 Core Assessments & Progress Check Unit 5: TM p. 305</p>	<p>Lessons 5-1 to 5-11: 11 days, plus three extra days. Test: 1 day. Total: 15 days</p>
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<p>rounding and reporting large numbers, and comparing data.</p>	<p>2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>statement that 35 is 5 times as many as 7 and 7 times as many as 5. Example 2: Know that the statement 24 is 3 times as many as 8 can be represented by the equation $24 = 3 \times 8$ or $24 = 8 \times 3$.</p>	<p>equations.</p> <p>4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	<p>sextrillion, trillion</p>
<p>2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit</p>	<p>M04.B-O.1.1.2 Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.</p> <p>Example: Know that 3 is 4</p>	<p>4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four</p>		

operations,
including

problems

in which

remainders

must be

interpreted.

Represent these

problems using

equations with a

letter standing

for the unknown

quantity. Assess

the

reasonableness

of answers using

mental

computation and

estimation

strategies

including

rounding.

4.NBT.1

Recognize that

in a multi-digit

whole number, a

digit in one place

represents ten

can be used to
represent that

Student A has 4

objects and

Student B has 3

times as many

objects, and not

just 3 more

objects.

M04.B-O.1.1.3

Solve multi-

step word

problems

posed with

whole numbers

using the

four operations.

Answers will be

either whole

number or have

remainders that

must be

interpreted

yielding a final

answer that is a

whole number.

Represent

these problems

<p>using equations with a symbol or letter standing for the unknown quantity.</p> <p>M04.A-T.1.1.1</p> <p>Demonstrate an understanding that in a multi-digit whole number (through 1,000,000) a digit in one place represents ten times what it represents in the place to its right. Example: Recognize that in the number 770, the 7 in the hundreds place is ten times the 7 in the tens</p>	<p>times what it represents in the place to its right.</p> <p>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</p> <p>4.NBT.2</p> <p>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to</p>
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<p>place.</p> <p>M04.A-T.1.1.2 Read and write whole numbers in expanded, standard and word form through 1,000,000.</p>	<p>record the results of comparisons.</p> <p>4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.</p>
<p>M04.A-T.1.1.3 Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols.</p>	<p>4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.</p>
<p>M04.A-T.1.1.4 Round multi-digit whole numbers (through</p>	<p>illustrate and explain the calculation by using equations, rectangular</p>

1,000,000) to any place.	arrays, and/or area models.
M04.A-T.2.1.2 Multiply a whole number of up to four digits by a one-digit whole number, and multiply 2 two-digit numbers.	4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as
M04.D-M.1.1.1 Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; c, pt, qt, gal), metric units (cm, m, km; g, kg; mL, L), and time (sec, min, hr, day, wk, mo,	1 in. Express the

expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4. G. 1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

<p>4.13.6.</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>			<p>4.OA.1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that</p>	<p>M04.B-O.1.1.1</p> <p>Interpret a multiplication equation as a comparison. Represent verbal</p>	<p>2.4.4.A.1</p> <p>Solve problems involving measurement and conversions from a larger unit to a smaller</p>	<p>Multiplication and division number stories, strategies for division, the partial-quotients division</p>	<p>Unit 6: Division; Map Reference Frames; Measures of Angles</p>	<p>Daily Assessments: TM p. 388</p> <p>Core Assessments & Progress Check Unit 6: TM p. 389</p> <p>acute angle, angle, axis, base line, clockwise, clockwise rotation, counterclockwise rotation, degree, dividend, divisor,</p> <p>Lessons 6-1 to 6-10: 10 days, 3 extra days, Unit 10 Test: 1 day, Total Days: 14 Days.</p>
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algorithm, expressing and interpreting remainders; rotations and angles; using a full-circle protractor, the half-circle protractor,	unit. 2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	statements of multiplicative comparisons as multiplication equations. Example 1: Interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Example 2: Know that the statement 24 is 3 times as many as 8 can be represented by the equation $24 = 3 \times 8$ or $24 = 8 \times 3$.	35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	equal-groups notation, equator, full-circle protractor, half-circle protractor, hemisphere, index of locations, latitude (lines), map scale, meridian bar, mixed number,
rectangular coordinate grids for maps, and global coordinate grid system,.	2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.	statement that 35 is 5 times as many as 7 and 7 times as many as 5. Example 2: Know that the statement 24 is 3 times as many as 8 can be represented by the equation $24 = 3 \times 8$ or $24 = 8 \times 3$.	4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison	Multiplication/Division Diagram, North Pole, obtuse angle, ordered number pair, parallels, partial quotient, prime meridian, quotient, reflex angle, remainder, right angle, rotation, sides (of an angle), South Pole, sphere, straight angle, turn, vertex (of an angle)
	2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.			
	2.2.4.A.1 Represent and solve problems involving the four operations.	M04.B-O.2.1.1 Find all factor pairs for a composite number.		

2.2.4.A.2
Develop and/or
apply number
theory concepts
to find factors
and
multiples.

whole number
in the range 1
through
100. Recognize
that a whole
number is a
multiple of each
of its factors.
Determine
whether a given
whole number
in the interval 1
through 100 is a
multiple of a
given one-digit
number.
Determine
whether a given
whole number
in
the interval 1
through 100 is
prime or
composite.

M04.B-O.1.1.2
Multiply or
divide to solve
word problems

4.OA.4 Find all
factor pairs for a
whole number in
the range
1–100.
Recognize that a
whole number is
a multiple of
each of its
factors.
Determine
whether a given
whole number in
the range 1–100
is a multiple of a
given one-digit
number.
Determine
whether a given
whole number in
the range 1–100 is prime
or composite.

4.NBT.2
Read and write
multi-digit whole
numbers using

<p>involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.</p> <p>Example: Know that 3×4 can be used to represent that Student A has 4 objects and Student B has 3 times as many objects, and not just 3 more objects.</p>	<p>base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and</p>
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masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.MD.6

Measure angles in whole-number degrees using a protractor.

Sketch
angles of
specified
measure.
4.MD.5.
Recognize
angles as
geometric
shapes
that are formed
wherever two
rays share a
common
endpoint, and
understand
concepts of
angle
measurement: a.
An angle is
measured with
reference to
a circle with its
center at the
common
endpoint of the
rays, by
considering the
fraction of the
circular arc

between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.

b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle

<p>Unit 7: Fractions and Their Uses; Chance and Probability</p>	<p>Review of basic fraction concepts, fractions of sets, probabilities</p>	<p>2.1.4.C.3 Connect decimal notation to fractions, and compare</p>	<p>M04.B-O.2.1.1 Find all factor pairs for a whole number in the range 1 through</p>	<p>4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a</p>	<p>denominator equal chance equally (more, less) likely</p>	<p>Daily Assessments: TM p. 560 Common core assessments &</p>	<p>Lessons 7-1 to 7-12a: 13 days plus 3 extra days. Unit 7 Test: 1 day. Total</p>
<p>parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>							

when outcomes are equally likely, pattern-block fractions, fraction and mixed-number addition and subtraction; many names for fractions, equivalent fractions, fractions and decimals; comparing fractions, the ONE for fractions, probability, and fractions, and spinners; experimentation using probability, and multiplying fractions by whole numbers.	decimal fractions (base 10 denominator, e.g., 19/100). 2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit. 2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot 2.4.4.A.6 Measure angles and use properties of adjacent angles	100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one-digit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.	whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. 4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models with	equation equivalent fractions Equivalent Fractions Rule event except fair (die or spinner) favorable outcome mixed number multiple numerator outcome probability “whole” box Whole (or ONE or unit)	Progress Check unit 7: TM p. 561	Days: 17 days

<p>to solve problems.</p> <p>2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>2.1.4.C.1 Extend the understanding of fractions to</p>	<p>fractions.</p> <p>M04.A-F.1.1.2 Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols $>$, $=$, or $<$, and justify the conclusions.</p> <p>M04.A-F.2.1.2 Decompose a fraction or a</p>	<p>show equivalence and ordering.</p> <p>2.2.4.A.2 Develop and/or apply number theory concepts to find factors and</p>	<p>showers, will attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to</p>
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multiples.

<i>mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (for example, by using a visual fraction model). Example 1 : $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ OR $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ Example 2: $2 = 1 + 1 + \frac{12}{12} = \frac{12}{12} + \frac{12}{12} + \frac{12}{12}$</i>	<i>a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 4.NF.3. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. b. Decompose a fraction into a</i>
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<p><i>M04.A-F.2.1.3</i> Add and subtract mixed numbers with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; no regrouping with subtraction; fractions do not need to be reduced; no improper fractions as the final answers).</p>	<p>sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{1}{8}$.</p>
<p><i>M04.A-F.2.1.4</i> Solve word problems involving addition and</p>	<p>4.NF.3. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. c. Add and subtract mixed numbers with</p>

subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).

like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

4.NBT.2

Read and write multi-digit whole

Multiply a whole number by a unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; final answers need not be reduced or written as a mixed number)

numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place using

<p>Example: $5 \times (1/4) = 5/4$.</p>	<p>place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
<p>M04.A-F.2.1.6 Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; final answers need not be reduced or written as a mixed number). Example: $3 \times (5/6) = 15/6$.</p>	<p>4.NF.3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>
<p>M04.A-F.3.1.1 Add two fractions with respective</p>	

denominators
10 and 100.
Example:
Express $\frac{3}{10}$
as $\frac{30}{100}$, and
add $\frac{3}{10} +$
 $\frac{4}{100} = \frac{30}{100}$
 $+ \frac{4}{100} =$
 $\frac{34}{100}$.

M04.A-F.3.1.2
Use decimal
notation for
fractions with
denominators
10 or 100.
Example:
Rewrite 0.62 as
 $\frac{62}{100}$ and vice
versa

4.NF.4.
Apply and
extend previous
understandings
of multiplication
to
multiply a
fraction by a
whole number. c.
Solve word
problems
involving
multiplication of
a fraction by a
whole number,
e.g., by using
visual fraction
models and
equations to
represent the
problem. For
example, if each
person
at a party will eat
 $\frac{3}{8}$ of a pound of
roast beef, and
there will be 5
people at
the party, how

<p>M04.D-M.1.1.2 Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p>	<p>many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</p>
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4.NF.6.

Use decimal

notation for

fractions with

denominators 10

or 100. For

example, rewrite

0.62 as $\frac{62}{100}$;

describe a

length as 0.62

meters; locate

0.62

on a number line

diagram.

4.MD.2.

Use the four

operations to

solve word

problems

involving

distances,

intervals of time,

liquid volumes,

masses of

objects, and

M04.D-M.2.1.1

Make a line plot

to display a

data set of

measurements

in

fractions of a

unit (e.g.,

intervals of $\frac{1}{2}$,

$\frac{1}{4}$, $\frac{1}{8}$).

M04.D-M.2.1.2

Solve problems

involving

addition and

subtraction of

fractions by

using

information

presented in

line plots (line

plots must be

labeled with

common

denominators,

such as $\frac{1}{4}$, $\frac{2}{4}$

such as $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$,
 $\frac{3}{4}$).

money,
including
problems
involving simple
fractions or
decimals, and
problems that
require
expressing
measurements
given in a larger
unit in terms of a
smaller
unit. Represent
measurement
quantities using
diagrams such
as number line
diagrams that
feature a
measurement
scale.

M04.D-M.3.1.1
Measure angles
in whole-
number
degrees using a
protractor. With
the aid of a
protractor,
sketch angles
of specified
measure.

4.MD.4
Make a line plot
to display a data
set of
measurements

M04.D-M.3.1.2
Solve addition
and subtraction
problems to
find unknown
angles on
a diagram in
real-world and
mathematical
problems.

(Angles must be adjacent and non-overlapping.)

in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

4.MD.6

Measure angles in whole-number degrees using a protractor.

Sketch angles of specified measure.

4.MD.7.

Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.

Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by

<p>Unit 8: Perimeter and Area</p>	<p>Perimeter: Application of, scale drawings, area, application of area, formula for area of rectangle, formula for area of a parallelogram, formula for area of triangle, and geographical area measurements.</p>	<p>2.2.4.A.1 Represent and solve problems involving the four operations. 2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering. 2.1.4.C.2 Build fractions from unit fractions by applying and</p>	<p>M04.B-O.1.1.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. Example 1: Interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7</p>	<p>4.OA.1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.2.</p>	<p>area base equilateral triangle formula height isosceles triangle length perimeter perpendicular right triangle rough floor</p>	<p>Daily Assessments: TM p. 648 Common Core Assessments & progress check unit 8: TM p. 649</p>	<p>Lessons 8-1 to 8-8: 8 days plus 3 extra days. Unit 8 Test: 1 day. Total Days: 12 days</p>
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<p>Represent and interpret data involving fractions using information provided in a line plot</p> <p>2.4.4.A.6</p> <p>Measure angles and use properties of adjacent angles to solve problems.</p> <p>2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>2.3.4.A.2 Classify two-dimensional figures by properties of their lines and</p>	<p>comparison.</p> <p>Example: Know that 3 x 4 can be used to represent that Student A has 4 objects and Student B has 3 times as many objects, and not just 3 more objects.</p> <p>M04.B-O.1.1.3</p> <p>Solve multi-step word problems posed with whole numbers using the four operations.</p> <p>Answers will be either whole number or have remainders that must be</p>	<p>the four operations, including problems in which remainders must be interpreted.</p> <p>Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.NF.1</p> <p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ using</p>
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12, and 100;
final answers
need
not be
reduced or
written as a
mixed
number).
Example: $5 \times$
 $(1/4) = 5/4$.

M04.A-F.2.1.6
Multiply a
whole number
by a non-unit
fraction
(denominators
limited to 2, 3,
4, 5, 6, 8, 10,
12, and 100;
final answers
need
not be
reduced or
written as a
mixed
number).
Example: $3 \times$
 $(5/6) = 15/6$.

as a multiple of
 $1/b$, and use this
understanding to
multiply a
fraction by a
whole number.
For example,
use a visual
fraction model to
express $3 \times (2/5)$
as $6 \times (1/5)$,
recognizing this
product as $6/5$.
(In general, $n \times$
 $(a/b) = (n \times$
 $a)/b$.)
4.NF.4.
Apply and
extend previous
understandings
of multiplication
to
multiply a
fraction by a
whole number. c.
Solve word
problems
involving

<p>M04.A-F.3.1.2 Use decimal notation for fractions with denominators 10 or 100. Example: Rewrite 0.62 as 62/100 and vice versa.</p>	<p>multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person</p>
<p>M04.D-M.1.1.1 Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; c, pt, qt, gal), metric units (cm, m, km; g, kg; mL, L), and time (sec, min, hr, day, wk,</p>	<p>at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? 4.NF.6. Use decimal notation for fractions with</p>

mo, yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be provided. Example 1: Know that 1 kg is 1,000 times as heavy as 1 g. Example 2: Express the length of a 4-foot snake as 48 in. M04.D-M.1.1.2 Use the four operations to solve word	denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. .MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record
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problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

M04.D-M.1.1.3
Apply the area

measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

4.MD.2.
Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money,

<p>and perimeter formulas for rectangles in real world and mathematical problems (may include finding a missing side length). Whole numbers only. The formulas will be provided.</p> <p>M04.D-M.2.1.1 Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).</p> <p>M04.D-M.2.1.2 Solve problems involving</p>	<p>including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>4.MD.3. Apply the area and perimeter formulas for rectangles in real world and</p>
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adding
addition and
subtraction of
fractions by
using
information
presented in
line plots (line
plots must be
labeled with
common
denominators,
such as $\frac{1}{4}$,
 $\frac{2}{4}$, $\frac{3}{4}$).

M04. D-M.3.1.2
Solve addition
and
subtraction
problems to
find
unknown
angles on a
diagram in
real-world and
mathematical
problems.
(Angles
must be
adjacent and

mathematical
problems. For
example, find the
width of a
rectangular
room
given the area of
the flooring and
the length, by
viewing the area
formula as a
multiplication
equation with an
unknown factor.

4.MD.4
Make a line plot
to display a data
set of
measurements
in
fractions of a
unit ($\frac{1}{2}$, $\frac{1}{4}$,
 $\frac{1}{8}$). Solve
problems
involving
addition and
subtraction of
fractions by

<p>non-overlapping.)</p> <p>M04.C-G.1.1.1</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>M04.C-G.1.1.2</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a</p>	<p>using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p> <p>4.MD.7.</p> <p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.</p> <p>Solve addition and subtraction</p>
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angles via a specified size. Recognize right triangles as a category, and identify right triangles

problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

4.G.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2.

Classify two-dimensional

<p>Unit 9: Fractions, Decimals, and Percents</p>	<p>Fractions, decimals, and percents; converting "easy" fractions to decimals and percents, using a calculator to</p>	<p>2.2.4.A.1 Represent and solve problems involving the four operations. 2.1.4.C.1 Extend the</p>	<p>M04.B-O.1.1.3 Solve multi- step word problems posed with whole numbers using the four operations. Answers will be</p>	<p>4.OA.3. Solve multistep word problems posed with whole numbers and having whole- number answers using the four operations,</p>	<p>100% box, discount, discounted price, fraction of discount, life expectancy, list price, percent, percent of discount, life expectancy, list price, percent,</p>	<p>Daily Assessments: TM p. 714 Common core assessments & progress check unit 9: TM p. 715</p>	<p>Lessons 9-1 to 8-9: 9 days plus 3 extra days. Unit 9 Test: 1 day. Total Days: 13 days</p>
<p><i>figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</i></p>							

convert fractions to decimals, using a calculator to rename fractions as percents, conversions among fractions, decimals, and percents;	understanding of fractions to show equivalence and ordering.	either whole number or have remainders that must be interpreted	including problems in which remainders must be interpreted.	rank regular price, repeating decimal, rural sale price, terminating decimal, urban
fractions as percents, conversions among fractions, decimals, and percents;	2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	yielding a final answer that is a whole number.	Represent these problems using equations with a letter standing for the unknown quantity.	
comparing the results of a survey, comparing population data, multiplication of decimals, and division of decimals.	2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.	with a symbol or letter standing for the unknown quantity.	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
	2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.	M04.A-F.1.1.1 Recognize and generate equivalent fractions.	4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction	

5, 6, 8, 10, 12, and 100; final answers need not be reduced or written as a mixed number). Example: $5 \times (1/4) = 5/4$.	models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
M04.A-F.2.1.6 Multiply a whole number by a	Use this principle to recognize and
non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; final answers need not be reduced or written as a mixed number). Example: $3 \times (5/6) = 15/6$.	generate equivalent fractions. 4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to
M04.A-F.3.1.2 Use decimal notation for fractions with	understanding to
denominators	multiply a

<p>10 or 100. Example: Rewrite 0.62 as 62/100 and vice versa.</p> <p>M04.D-M.1.1.1 Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; c, pt, qt, gal), metric units (cm, m, km; g, kg; mL, L), and time (sec, min, hr, day, wk, mo, yr). Within a single system of measurement, express measurements</p>	<p>fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times$ $(a/b) = (n \times a)/b$.)</p> <p>4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual</p>
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<p>in a larger unit in terms of a smaller unit. A table of equivalencies will be provided.</p> <p>Example 1: Know that 1 kg is 1,000 times as heavy as 1 g.</p> <p>Example 2: Express the length of a 4-foot snake as 48 in.</p> <p>M04.D-M.1.1.2</p> <p>Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes,</p>	<p>fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed?</p> <p>Between what two whole numbers does your answer lie?</p> <p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml.</p>
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<p>masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>M04.D-M.1.1.3</p> <p>Apply the area and perimeter formulas for rectangles in real world and mathematical problems (may include finding a missing side length). Whole numbers only.</p>	<p>, min, sec.</p> <p>Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.</p> <p>Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in.</p> <p>Express the length of a 4 ft snake as 48 in.</p> <p>Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3,</p>
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<p>The formulas will be provided.</p>	<p>36), ...</p>
<p>M04.D-M.3.1.2</p>	<p>4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such</p>
<p>Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. (Angles must be adjacent and non-overlapping.)</p>	<p>to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such</p>

*as number line
diagrams that
feature a
measurement
scale.*

*4.MD.3. Apply
the area and
perimeter
formulas
for rectangles in*

*real world and
mathematical
problems. For
example, find
the width of a
rectangular
room given the
area of the
flooring and the
length,
by viewing the
area formula as
a multiplication
equation with an
unknown
factor.*

4.MD.7.

Recognize angle measure as additive.

When an angle is decomposed

into non-

overlapping

parts, the angle

measure of

the whole is the

sum of the angle

measures of the

parts. Solve

addition and

subtraction

problems to find

unknown angles

on a diagram in

real world and

mathematical

problems, e.g.,

by using an

equation with a

symbol for the

unknown

angle measure.

4.G.1

Draw points,

lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2.

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.

Recognize right triangles as a category, and identify right

<p>Unit 10: Reflections and Symmetry</p>	<p>Explorations with a transparent mirror, finding lines of reflection, properties of reflections, line symmetry, frieze patterns, and positive and negative numbers.</p>	<p>2.2.4.A.1 Represent and solve problems involving the four operations. 2.2.4.A.4 Generate and analyze patterns using one rule. 2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers. 2.1.4.C.1 Extend the understanding of fractions to</p>	<p>M04.B-O.1.1.3 Solve multi- step word problems posed with whole numbers using the four operations. Answers will be either whole number or have remainders that must be interpreted yielding a final answer that is a whole number. Represent these problems using equations with a symbol or letter standing for the unknown</p>	<p>4.OA.3. Solve multistep word problems posed with whole numbers and having whole- number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental</p>	<p>congruent, credit, debit, frieze pattern, image, line of reflection, line of symmetry, opposite (of a number), preimage, recessed, reflection, reflection (flip), rotation (turn), rotation (turn) symmetry, symmetric, translation (slide), transparent mirror</p>	<p>Daily Assessments: TM p. 784 Common Core Assessments & Progress Check Unit 10: TM p. 785 Days: 10 days</p>	<p>Lessons 10- 1 to 10-6: 6 days plus 3 extra days. Unit 10 Test: 1 day. Total Days: 10 days</p>
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illustrations to

show

equivalence
and ordering.

2.1.4.C.2 Build
fractions from
unit

fractions by
applying and
extending

previous
understandings
of operations on
whole numbers.

2.1.4.C.3

Connect decimal
notation to
fractions, and
compare
decimal
fractions (base
10 denominator,
e.g., $19/100$).

quantity.

M04.B-O.3.1.1

Generate a

number or

shape pattern

that follows a

given

rule. Identify

apparent

features of the

pattern that

were not

explicit in the

rule itself.

Example 1:

Given the rule

“Add 3” and the

starting number

1,

generate terms

in the resulting

sequence and

observe that

the terms

appear to

alternate

between odd

and even

computation and

estimation

strategies

including

rounding.

4.OA.5 Generate

a number or

shape pattern

that

follows a given

rule. Identify

apparent

features of the

pattern that were

not

explicit in the

rule itself. For

example, given

the rule “Add 3”

and the

starting number

1, generate

terms in the

resulting

sequence and

observe that

the terms

appear to

<p>2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.</p>	<p>numbers. Example 2: Given the rule “increase the number of sides by 1” and starting with a triangle, observe that the tops of the shapes alternate between a side and a vertex.</p>	<p>alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</p>
<p>2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p>	<p>M04.A-T.1.1.4 Round multi-digit whole numbers (through 1,000,000) to any place.</p>	<p>4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.</p>
<p>2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p>	<p>M04.A-F.3.1.1 Add two fractions with respective denominators</p>	<p>4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a</p>
<p>2.3.4.A.3</p>		

<p>Recognize symmetric shapes and draw lines of symmetry.</p>	<p>10 and 100. Example: Express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{30}{100} + \frac{4}{100} = \frac{34}{100}$.</p>	<p>whole number. b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times \frac{2}{5}$ as $6 \times \frac{1}{5}$, recognizing this product as $\frac{6}{5}$. (In general, $n \times \frac{a}{b} = (n \times a)/b$.) 4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. c. Solve word</p>

<p>M04.D-M.1.1.1 Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; c, pt, qt, gal), metric units (cm, m, km; g, kg; mL, L), and time (sec, min, hr, day, wk, mo, yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be</p>	<p>problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>
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provided.	
Example 1: Know that 1 kg is 1,000 times as heavy as 1 g.	
Example 2: Express the length of a 4-foot snake as 48 in.	4.NF.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
M04.D-M.3.1.1 Measure angles in whole-number degrees using a protractor. With the aid of a protractor, sketch angles of specified measure	4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.

M04.C-G.1.1.1
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

M04.C-G.1.1.2
Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right

Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3,

triangles as a category, and identify right triangles

M04.C-G.1.1.3

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into mirroring parts.

Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry).

4.MD.6 Measure angles in whole-number degrees using a protractor.

Sketch angles of specified measure.

4.G.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2.

Classify two-

dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.3.

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.

Identify line

<p>Unit 11: 3-D Shapes, Weight, Volume, and Capacity</p>	<p>Weight, geometric solids, constructing geometric solids, volume exploration, formula for volume of a rectangular prisms, subtraction of positive and negative numbers; and capacity.</p>	<p>2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>2.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p>	<p>M04.A-F.2.1.7 Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).</p> <p>M04.D-M.1.1.1 Know relative sizes of measurement units within one system of</p>	<p>4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For</p>	<p>capacity, cone, congruent, cube, cubic units, cup, curved surface, cylinder, dimensions, dodecahedron, edge, face, flat surface, formula, gallon, geometric solide, gram, liter, milliliter, ounce, pint, polyhedron, prism, pyramid, quart, rectangular prism, regular polyhedron, sphere, square pyramid, surface area, tetrahedron, triangular pyramid, vertex (vertices),</p>	<p>Daily Assessments: TM p. 838</p> <p>Core Assessment Resources & Unit 11 Progress</p> <p>Check: TM p. 839</p>	<p>Lessons 11-1 to 11-7: 7 days plus 3 extra days.</p> <p>Unit 11 Test: 1 day. Total Days: 12 days</p>
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volume

units including standard units (in., ft, yd, mi; oz., lb; c, pt, qt, gal), metric units (cm, m, km; g, kg; mL, L), and time (sec, min, hr, day, wk, mo, yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be provided. Example 1: Know that 1	example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie
4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express

ANSWER KEY

kg is 1,000 times as heavy as 1 g. Example 2: Express the length of a 4-foot snake as 48 in. M04.D-M.1.1.2 Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or	measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... 4.MD.2. Use the four operations to solve word problems involving
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<p>decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>M04.D-M.1.1.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems (may include finding a missing side length). Whole numbers only. The formulas will be provided.</p> <p>M04.D-M.1.1.4</p>	<p>distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>4.MD.3. Analyze the area</p>
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<p>Unit 12: Rates</p>	<p>Introduction of rates, solving rate problems, converting between rates, application of</p>	<p>2.2.4.A.1 Represent and solve problems involving the four operations.</p>	<p>M04.B-O.1.1.3 Solve multi-step word problems posed with whole</p>	<p>4.OA.3. Solve multistep word problems posed with whole numbers and having</p>	<p>comparison shopping, consumer, per, products, rate, rate table, services, unit price, unit rate</p>	<p>Daily Assessments: TM p. 900 Core Assessment Resources & Unit 12 Progress</p>	<p>Lessons 12-1 to 12-6: 6 days plus 3 extra days. Unit 12 Test: 1 day. Total</p>
<p>Identify time (analog or digital) as the amount of minutes before or after the hour. Example 1: 2:50 is the same as 10 minutes before 3:00. Example 2: Quarter past six is the same as 6:15).</p>	<p>Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>	<p>comparison shopping, consumer, per, products, rate, rate table, services, unit price, unit rate</p>	<p>Daily Assessments: TM p. 900 Core Assessment Resources & Unit 12 Progress</p>	<p>Lessons 12-1 to 12-6: 6 days plus 3 extra days. Unit 12 Test: 1 day. Total</p>			
<p>Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>	<p>Daily Assessments: TM p. 900 Core Assessment Resources & Unit 12 Progress</p>	<p>comparison shopping, consumer, per, products, rate, rate table, services, unit price, unit rate</p>	<p>Daily Assessments: TM p. 900 Core Assessment Resources & Unit 12 Progress</p>	<p>Lessons 12-1 to 12-6: 6 days plus 3 extra days. Unit 12 Test: 1 day. Total</p>			

calculating and comparing unit prices.

2.2.4.A.2
Develop and/or apply number theory concepts to find factors and multiples.

2.1.4.C.1
Extend the understanding of fractions to show equivalence and ordering.

2.1.4.C.3
Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).

2.4.4.A.1 Solve

numbers using the four operations. Answers will be either whole number or have remainders that must be interpreted yielding a final answer that is a whole number. Represent these problems using equations with a symbol or letter standing for the unknown quantity. M04.B-O.2.1.1 Find all factor pairs for a whole number in the range

whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.OA.4 Find all factor pairs for a whole number in the

Check: TM p. 901

Days: 10 days

<p>problems involving measurement and conversions from a larger unit to a smaller unit.</p>	<p>1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one-digit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.</p>	<p>range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>
<p></p>	<p>4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating</p>	<p></p>
<p></p>	<p>M04.A-F.1.1.2 Compare two fractions with</p>	<p></p>

different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols $>$, $=$, or $<$, and justify the conclusions.	common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole.
M04.A-F.3.1.1 Add two fractions with respective denominators 10 and 100. Example: Express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
M04.D-M.1.1.1	4.NF.5 Express a fraction with denominator 10 as an equivalent

<p>Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; c, pt, qt, gal), metric units (cm, m, km; g, kg; mL, L), and time (sec, min, hr, day, wk, mo, yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A</p>	<p>as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</p> <p>4.MD.1</p> <p>Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement,</p>
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<p>table of equivalencies will be provided.</p> <p>Example 1: Know that 1 kg is 1,000 times as heavy as 1 g.</p> <p>Example 2: Express the length of a 4-foot snake as 48 in.</p> <p>M04.D-M.1.1.2</p> <p>Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money,</p>	<p>express measurements in a larger unit in terms of a smaller unit.</p> <p>Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in.</p> <p>Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</p> <p>4.MD.2.</p> <p>Use the four operations to solve word problems</p>
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<p>including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p>	<p>involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
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Mathematics: Standards for Mathematical Practice

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

Last updated: 7/2/2012



H.14. MATHEMATICS 5TH GRADE



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Units	Concepts	PA Common Core Standards	PA Eligible Content	Common Core State Standards	Vocabulary	Assessment(s)	Duration
Unit 1 - Number Theory	Introduction to the Student Reference Book, Rectangular Arrays, Factors, Divisibility, Prime and Composite Numbers, Square Numbers,	2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations. 2.1.5.B.1 Apply place value concepts to show an understanding	M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions containing these symbols.	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.2. Write simple	Commutative Property of Multiplication, composite number, divisibility rule, divisible by, even number, exponent, exponent key, exponential notation, factor, factor pair,	Beginning of the Year Assessment Daily Assessments - Page 8 Progress Check 1 (Unit 1 Test)	13 Days

<p>Unsquaring Numbers, Factor Strings and Prime Factorizations</p>	<p>of operations and rounding as they pertain to whole numbers and decimals.</p> <p>2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p>M05.B-O.1.1.2</p> <p>Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$.</p> <p>Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.</p>	<p>expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$.</p> <p>7). Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p> <p>5.NBT.2.</p>	<p>factor rainbow, factor string, length of factor string, name-collection box, number model, odd number, prime factorization, prime number, product, quotient, rectangular array, remainder, square array, square number, square root, square-root key, turn-around rule (for multiplication), unsquaring a number</p>
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<p>M05.A-T.1.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Example 1: $4 \times 102 = 400$ Example 2: $0.05 \div 103 = 0.00005$</p>	<p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. 5.NF.5. Interpret multiplication as scaling (resizing), by: a.</p>
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<p><i>of multiplication as scaling (resizing). Example 1: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Example 2: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole</i></p>	<p><i>Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</i></p>
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<p>Unit 2 - Estimation and Computation</p>	<p>Estimation Challenge, Addition of Whole Numbers and Decimals, Subtraction of Whole Numbers and Decimals, Addition and Subtraction Number Stories,</p>	<p>2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations. 2.1.5.B.1 Apply place value concepts to show an understanding of</p>	<p>M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions with these symbols. 5.OA.2. Write simple expressions that record</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>	<p>algorithm, ballpark estimate, certain, column-addition method, difference, digit, elapsed time, estimate, expanded notation, false number sentence,</p>	<p>Daily Assessments - Page 72 Progress Check 2 (Unit 2 Test)</p>	<p>14 Days</p>
<p>numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.</p>							

Estimating Reaction Time, Chance Events, Estimating Products, Multiplication of Whole Numbers and Decimals, The Lattice Method of Multiplication, Comparing Millions, Billions, and Trillions	operations and rounding as they pertain to whole numbers and decimals. 2.1.5.B.2Extend an understanding of operations with whole numbers to perform operations including decimals. 2.4.5.A.1Solve problems using conversions within a given measurement system. 2.4.5.A.4Solve problems involving computation of fractions using	M05.B-O.1.1.2 Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them. Example 1: Express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$ having to calculate the indicated sum or product.	calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. 5.NBT.1 Recognize that in a multi-digit number, a digit in one	impossible, lattice, lattice method, magnitude estimate, maximum, mean (average), median, minimum, minuend, mode, number sentence, open number sentence, operation symbol, partial- differences method, partial- products method, partial- sums method, place, place value, Probability Meter Poster, range, reaction time, relation symbol,
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<p><i>information provided in a line plot.</i></p>	<p>M05.A-T.1.1.1 Demonstrate an understanding that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left. Example: Recognize that in the number 770, the 7 in the tens place is 1/10 the 7 in the hundreds place.</p>	<p>place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p>	<p>sample, solution, stimulus, subtrahend, trade-first method, true number sentence, value, variable</p>
<p>M05.A-T.1.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers</p>	<p>5.NBT.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers</p>		

<p>powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Example 1: $4 \times 102 = 400$ Example 2: $0.05 \div 103 = 0.00005$</p> <p>M05.A-T.1.1.3 Read and write decimals to thousandths using base-ten numerals, word form, and expanded form. Example: $347.392 = 300 + 40 + 7 +$</p>	<p>of 10.</p> <p>5.NBT.3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.3. Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on</p>
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<p>0.3 + 0.09 +</p> <p>0.002 = 3 × 100 +</p> <p>4 × 10 + 7 × 1 +</p> <p>3 × (0.1) + 9 ×</p> <p>(0.01) + 2 ×</p> <p>(0.001)</p> <p>M05.A-T.1.1.4</p> <p>Compare two</p> <p>decimals to</p> <p>thousandths</p> <p>based on</p> <p>meanings</p> <p>of the digits in</p> <p>each place,</p> <p>using >, =, and</p> <p>< symbols.</p> <p>M05.A-T.1.1.5</p> <p>Round decimals</p> <p>to any place</p> <p>(limit rounding</p> <p>to ones,</p> <p>tenths,</p> <p>hundredths, or</p> <p>thousandths</p> <p>place).</p> <p>M05.A-T.2.1.3</p> <p>Add, subtract,</p>	<p>meanings of the</p> <p>digits in each</p> <p>place, using >, =,</p> <p>and < symbols to</p> <p>record the</p> <p>results of</p> <p>comparisons.</p> <p>5.NBT.4. Use</p> <p>place value</p> <p>understanding to</p> <p>round decimals</p> <p>to any</p> <p>place.</p> <p>5.NBT.7. Add,</p> <p>subtract,</p> <p>multiply, and</p> <p>divide decimals</p> <p>to</p> <p>hundredths,</p> <p>using concrete</p> <p>models or</p> <p>drawings and</p> <p>strategies based</p> <p>on place</p> <p>value, properties</p> <p>of operations,</p> <p>and/or the</p> <p>relationship</p>
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<p><i>multiply, and divide decimals to hundredths (no divisors with decimals).</i></p> <p><i>M05.D-M.1.1.1</i></p> <p><i>Convert among different-sized measurement units within a given measurement system. A table of equivalencies will be provided.</i></p> <p><i>Example:</i></p> <p><i>Convert 5 cm to meters.</i></p> <p><i>M05.D-M.2.1.1</i></p> <p><i>Solve problems involving computation of fractions by using information presented in line plots.</i></p>	<p><i>between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</i></p> <p><i>5.MD.1</i> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><i>5.MD.2</i> Make a line plot to display a data set of</p>
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measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

Unit 3 - Geometry Explorations and the American Tour	Introduction to the American Tour, Population Data, Exploring Angle Measures, Using a Protractor, Using a Compass, Congruent Triangles, Properties of Polygons, Regular Tessellations, Angles of Polygons, Geometry Template	2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations. 2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. 2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	M05.B-O.1.1.2 Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them. Example 1: Express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.	5.OA.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	acute angle, adjacent angles, arc, census, congruent, diameter, equilateral triangle, Geometry Template, isosceles triangle, obtuse angle, pentagon, perimeter, polygon, quadrangle, radius, reflex angle, regular polygon, regular tessellation, right angle, scalene triangle, straight angle, tessellate, tessellation, tessellation	Daily Assessments - Page 148 Progress Check 3 (Unit 3 Test)	14 Days
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<p>2.3.5.A.2Classify two-dimensional figures into categories based on an understanding of their properties.</p>	<p>M05.A-T.1.1.3 Read and write decimals to thousandths using base-ten numerals, word form, and expanded form. Example: $347.392 = 300 + 40 + 7 + 0.3 + 0.09 + 0.002 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (0.1) + 9 \times (0.01) + 2 \times (0.001)$</p>	<p>vertex, vertical (or opposite) angles</p>
<p>5.NBT.3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p>	<p>5.NBT.3. Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on</p>	

<p>Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).</p> <p>M05.A-F.2.1.3</p> <p>Demonstrate an understanding of multiplication as scaling (resizing).</p> <p>Example 1: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>Example 2: Explaining why</p>	<p>meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4. Use place value understanding to round decimals to any place.</p> <p>5.NF.5. Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of</p>
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<p> multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. M05.C-G.2.1.1 Classify two- dimensional figures in a </p>	<p> the size of the other factor, without performing the indicated multiplication. 5.G.3. Understand that attributes belonging to a category of two- dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 5.G.4. Classify </p>
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<p>Unit 4 - Division</p>	<p>Division Facts and</p>	<p>2.2.5.A.1 Interpret and evaluate</p>	<p>M05.B-O.1.1.1 Use multiple</p>	<p>5.OA.1 Use parentheses,</p>	<p>decimal point, dividend,</p>	<p>Daily Assessments - Page 222</p>	<p>11 Days</p>
<p>hierarchy based on properties. Example 1: All polygons have at least 3 sides and pentagons are polygons, so all pentagons have at least 3 sides. Example 2: A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.</p>			<p>two-dimensional figures in a hierarchy based on properties</p>				

Extensions, Partial- Quotients Division Algorithm, Finding Distances on a Map, Partial- Quotients Algorithm Strategies, Division of Decimal Numbers, Interpreting the Remainder, First to 100	numerical expressions using order of operations. 2.1.5.B.1Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. 2.1.5.B.2Extend an understanding of operations with whole numbers to perform operations including decimals. 2.1.5.C.2Apply	grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions containing these symbols. M05.B-O.1.1.2 Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them. Example 1: Express the calculation “add 8 and 7, then multiply by 2”	brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8$ +	divisor, magnitude estimate, map legend, map key, map scale, multiples, partial quotient, quotient, remainder, variable	Progress Check 4 (Unit 4 Test)
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and extend previous understandings of multiplication and division to multiply and divide fractions.	as $2 \times (8 + 7)$. Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum	7). Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties.	M05.A-T.1.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use	5.NBT.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-

<p>whole-number exponents to denote powers of 10. Example 1: $4 \times 102 = 400$</p> <p>Example 2: $0.05 \div 103 = 0.00005$</p> <p>M05.A-T.2.1.2</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</p> <p>M05.A-T.2.1.3</p> <p>Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).</p> <p>M05.A-F.2.1.3</p>	<p>number exponents to denote powers of 10.</p> <p>5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.</p> <p>Illustrate and explain the calculation by using equations,</p>
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<p>Demonstrate an understanding of multiplication</p>	<p>rectangular arrays, and/or area models.</p>
<p>as scaling (resizing).</p>	<p>5.NBT.7. Add, subtract, multiply, and divide</p>
<p>Example 1: Comparing the size of a product to the size</p>	<p>decimals to hundredths, using concrete models or drawings and strategies</p>
<p>of one factor on the basis of the size of the other factor, without performing</p>	<p>based on place value, properties of operations, and/or the relationship between</p>
<p>the indicated multiplication.</p>	<p>addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p>Example 2: Explaining why multiplying a given</p>	<p>number by a fraction greater than 1 results in a product greater than the given number (recognizing</p>

<p><i>multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.</i></p> <p><i>M05.C-G.2.1.1</i></p> <p><i>Classify two-dimensional figures in a hierarchy based on properties.</i></p> <p><i>Example 1: All polygons have at least 3 sides and pentagons are polygons, so all pentagons have at least 3 sides. Example</i></p>	<p>5.NF.5.</p> <p>Interpret multiplication as scaling (resizing), by:</p> <p>a.</p> <p>Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>5.G.3.</p> <p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories</p>
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<p>Unit 5 - Fractions, Decimals, and Percents</p>	<p>Fraction Review, Mixed Numbers, Comparing and Ordering Fractions, Two</p>	<p>2.2.5.A.1 Interpret and evaluate numerical expressions using order of</p>	<p>M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets,</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions,</p>	<p>bar graph, benchmark, circle (pie) graph, denominator, equivalent</p>	<p>Daily Assessments - Page 282 Progress Check 5 (Unit 5 Test)</p>	<p>16 Days</p>
<p>2: A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.</p>	<p>of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 5.G.4. Classify two- dimensional figures in a hierarchy based on properties.</p>						

Rules fro	operations.	or braces) in	and evaluate	fractions,
Finding	numerical	numerical	expressions	fraction stick,
Equivalent	expressions,	expressions,	with these	improper
Fractions,	and evaluate	and evaluate	symbols.	fraction, mixed
Fractions and	expressions	expressions		number,
Decimals,	containing these	containing these	5.NBT.3. Read,	numerator,
Using a	symbols.	symbols.	write, and	percent,
Calculator to			compare	Percent Circle,
Convert	M05.A-T.1.1.3	M05.A-T.1.1.3	decimals to	repeating
Fractions to	Read and write	Read and write	thousandths. a.	decimal, round
Percents, Bar	decimals to	decimals to	Read and write	down, round to
and Circle	thousandths	thousandths	decimals to	the nearest...,
Graphs,	using base-ten	using base-ten	thousandths	round up,
Reading Circle	numerals, word	numerals, word	using base-ten	sector, unit
Graphs, Making	form, and	form, and	numerals,	fraction, whole
Circle Graphs	expanded form.	expanded form.	number	(ONE, or unit)
	Example:	Example:	names, and	
	$347.392 = 300 +$	$347.392 = 300 +$	expanded form,	
	$40 + 7 +$	$40 + 7 +$	e.g., $347.392 =$	
	$0.3 + 0.09 +$	$0.3 + 0.09 +$	$3 \times 100 + 4 \times 10$	
	$0.002 = 3 \times 100 +$	$0.002 = 3 \times 100 +$	$+ 7 \times 1 + 3 \times$	
	$4 \times 10 + 7 \times 1 +$	$4 \times 10 + 7 \times 1 +$	$(1/10)$	
	$3 \times (0.1) + 9 \times$	$3 \times (0.1) + 9 \times$	$+ 9 \times (1/100) +$	
	$(0.01) + 2 \times$	$(0.01) + 2 \times$	$2 \times (1/1000).$	
	(0.001)	(0.001)		
	M05.A-T.1.1.5	M05.A-T.1.1.5	5.NBT.4. Use	
	Round decimals	Round decimals	place value	
	to any place	to any place	understanding	
	(limit rounding)	(limit rounding)	to round	
			decimals to	

<p>fractions.</p> <p>2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p>to ones, tenths, hundredths, or thousandths place).</p> <p>M05.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>any place.</p> <p>5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p>fractions.</p> <p>2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p>to ones, tenths, hundredths, or thousandths place).</p> <p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.)</p> <p>Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$.</p>	<p>any place.</p> <p>5.NF.1 Add and</p>

M05.A-F.2.1.1
Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).

subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)

5.NF.2. Solve word problems involving

addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of

dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

Unit 6 - Using Data; Addition and Subtraction of Fractions	Organizing Data, Natural Measures of Length, Stem- and-Leaf Plots, Line Plots, Sample Size and Sound Conclusions, Analysis of Sample Data, Analyzing Contour Maps, Using Benchmarks with Fraction Addition and Subtraction, Clock Fractions and Common Denominators	2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. 2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. 2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.	M05.A-T.1.1.3 Read and write decimals to thousandths using base-ten numerals, word form, and expanded form. Example: 347.392 = 300 + 40 + 7 + 0.3 + 0.09 + 0.002 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (0.1) + 9 × (0.01) + 2 × (0.001) M05.A-T.1.1.5 Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place). M05.A-T.2.1.3 Add, subtract,	5.NBT.3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). 5.NBT.4. Use place value understanding to round decimals to any place. 5.NBT.7. Add, subtract,	angles of separation, climate, common denominator, contour line, contour map, cubit, fair game, fathom, frequency table, great span, landmark, leaf, line plot, map legend (map key), maximum, median, minimum, mode, normal span, population, precipitation, quick common denominator, sample, simplest form, span, stem, stem-and-leaf	Mid-Year Assessment Daily Assessments - Page 370 Progress Check 6 (Unit 6 Test)	14 Days

<p>2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p>multiply, and divide decimals to hundredths (no divisors with decimals).</p>	<p>plot, survey, unlike denominators</p>
<p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.)</p>	<p>Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$.</p>	<p>multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p>2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot.</p>	<p>M05.A-F.2.1.1 Solve word problems involving division of whole numbers</p>	<p>5.NF.1 Add and subtract fractions with unlike denominators</p>

<p>leading to answers in the form of fractions (including mixed numbers).</p> <p>M05.A-F.2.1.3</p> <p>Demonstrate an understanding of multiplication as scaling (resizing).</p> <p>Example 1: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>Example 2: Explaining why multiplying a given</p>	<p>(including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</p> <p>5.NF.2. Solve word problems involving addition and subtraction of fractions referring to the</p>
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number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.	same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.
M05.D-M.1.1.1 Convert among different-sized measurement units within a given	5.NF.3 Interpret a fraction as a division of the

<p>measurement system. A table of equivalencies will be provided.</p> <p>Example:</p> <p>Convert 5 cm to meters.</p> <p>M05.D-M.2.1.1</p> <p>Solve problems involving computation of fractions by using information presented in line plots.</p>	<p>numerator by the denominator ($a/b = a \div b$).</p> <p>Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and</p>
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that when 3
wholes are
shared equally
among 4
people each
person has a
share of size
 $\frac{3}{4}$. If 9 people
want to share a
50-pound sack
of rice equally
by weight, how
many pounds
of rice should
each
person get?
Between what
two whole
numbers does
your answer
lie?

5.NF.5.
Interpret
multiplication
as scaling
(resizing), by:
b.
Explaining why

multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b

$= (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5.MD.1 Convert among

different-sized standard

measurement units within a

given

measurement system (e.g.,

convert 5 cm to 0.05 m), and

use

these

conversions in solving multi-

step, real world problems.

5.MD.2 Make

a line plot to

display a data set of measurements in

fractions of a

unit ($1/2$,

$1/4$, $1/8$). Use

operations on

fractions for this

grade to solve

problems involving

<p>Unit 7 - Exponents and Negative Numbers</p>	<p>Exponential Notation, Exponential Notation for Powers of 10, Scientific Notation, Parentheses in Number Sentences, Order of Operations, Line Graphs, Using Negative Numbers,</p>	<p>2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations. 2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they</p>	<p>M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions with these symbols. M05.B-O.1.1.2 Write simple</p>	<p>information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p>	<p>account balance, ambiguous, axis base, change-sign key (+/-), debt, expanded notation, exponent, exponential notation, expression, factor, in the black, in the red, line graph,</p>	<p>Daily Assessments - Page 534 Progress Check 7 (Unit 7 Test)</p>	<p>15 Days</p>
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<p>Addition of Positive and Negative Numbers, Subtraction of Positive and Negative Numbers, Line Plots, Calculator Practice with Negative Numbers</p>	<p>pertain to whole numbers and decimals. 2.1.5.B.2Extend an understanding of operations with whole numbers to perform operations including decimals. 2.1.5.C.1Use the understanding of equivalency to add and subtract fractions.</p>	<p>expressions that model calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Example 1: Express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product. M05.A-T.1.1.1 Demonstrate an</p>	<p>with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. 5.NBT.1 Recognize that in a multi-digit number, a digit</p>	<p>negative number, nested parentheses, number-and-word notation, opposite, order of operations, powers of 10, power of a number, scientific notation, standard notation, trend, Venn diagram</p>
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divide fractions.
2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot.

understanding that in a multi-digit number, a digit in one place represents $\frac{1}{10}$ of what it represents in the place to its left. Example: Recognize that in the number 770, the 7 in the tens place is $\frac{1}{10}$ the 7 in the hundreds place.
M05.A-T.1.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
5.NBT.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or

<p>patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Example 1: $4 \times 102 = 400$</p> <p>Example 2: $0.05 \div 103 = 0.00005$</p> <p>M05.A-T.1.1.4</p> <p>Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols.</p> <p>M05.A-T.2.1.1</p> <p>Multiply multi-digit whole</p>	<p>divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.3. Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.5.</p> <p>Fluently multiply multi-</p>
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<p>numbers (not to exceed 3-digit by 3-digit).</p> <p>M05.A-T.2.1.2</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</p> <p>M05.A-T.2.1.3</p> <p>Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).</p> <p>M05.A-F.1.1.1</p> <p>Add and subtract fractions (including</p>	<p>digit whole numbers using the standard algorithm.</p> <p>5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.</p> <p>Illustrate and explain the calculation by using</p>
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<p><i>mixed numbers) with unlike denominators. (May include multiple methods and representations.)</i></p> <p>Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$.</p> <p>M05.A-F.2.1.1 Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).</p> <p>M05.D-M.2.1.1 Solve problems involving computation of fractions by</p>	<p><i>equations, rectangular arrays, and/or area models.</i></p> <p>5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction;</p> <p>relate the strategy to a written method and explain the reasoning</p>
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<p><i>using information presented in line plots.</i></p>	<p><i>used.</i></p> <p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</p> <p>5.NF.2. Solve</p>
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word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$,

by observing that $3/7 < 1/2$.
5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$).
Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example,

interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

5.MD.2 Make a line plot to

			<p>display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p>			<p>Comparing Fractions, Adding Mixed Numbers, Subtracting Mixed Numbers, Calculator Computations</p>	<p>Unit 8 - Fractions and Ratios</p>
<p>16 Days</p>	<p>Daily Assessments - Page 610 Progress Check 8 (Unit 8 Test)</p>	<p>area model, discount, horizontal, Quick Common Denominator (QCD), unit fraction, unit percent vertical</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these</p>	<p>M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions,</p>	<p>2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations. 2.1.5.C.1 Use the understanding</p>		

with Fractions, Fractions of Fractions, Area Model for Fraction Multiplication, Multiplication of Fractions and Whole Numbers, Multiplication of Mixed Numbers, Finding a Percent of a Number, Relating Fractional Units to the Whole, Fraction Division	of equivalency to add and subtract fractions.	and evaluate expressions containing these symbols.	symbols.
Fractions, Area Model for Fraction Multiplication, Multiplication of Fractions and Whole Numbers, Multiplication of Mixed Numbers, Finding a Percent of a Number, Relating Fractional Units to the Whole, Fraction Division	2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.) Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$.	5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)
Fractions, Area Model for Fraction Multiplication, Multiplication of Fractions and Whole Numbers, Multiplication of Mixed Numbers, Finding a Percent of a Number, Relating Fractional Units to the Whole, Fraction Division	2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties.	M05.A-F.2.1.3 Demonstrate an understanding of multiplication as scaling (resizing). Example 1: Comparing the	5.NF.2. Solve

<p>size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>Example 2: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number</p>	<p>word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.</p> <p>Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$,</p>
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by a fraction less than 1 results in a product smaller than the given number.	by observing that $\frac{3}{7} < \frac{1}{2}$.
M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.	5.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a.
M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.	Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times$
M05.C-G.2.1.1 Classify two-dimensional figures in a hierarchy based on properties.	
Example 1: All	

polygons have at least 3 sides and pentagons are polygons, so all pentagons have at least 3 sides. Example 2: A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.

4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (c/d) = ac/bd.)

b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply

fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.5.

Interpret multiplication as scaling (resizing), by:

a.

Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

b.

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction

equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole

numbers by
unit fractions.1
a. Interpret
division of a
unit fraction by
a non-zero
whole number,
and
compute such
quotients. For
example, create
a story context
for $(1/3) \div 4$,
and use a
visual fraction
model to show
the quotient.
Use the
relationship
between
multiplication
and division to
explain that
 $(1/3) \div 4 = 1/12$
because
 $(1/12) \times 4 = 1/3$.
b. Interpret
division of a
whole number

by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of

whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?

5. G. 3.

Understand that attributes belonging to a category of two-dimensional

<p>figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>5. G.4. Classify two-dimensional figures in a hierarchy based on properties.</p>	<p>5. NBT.2. Explain patterns in the</p>	<p>altitude, area, Associative Property of</p>	<p>Daily Assessments - Page 696 Progress Check 9</p>	<p>14 Days</p>
<p>figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>5. G.4. Classify two-dimensional figures in a hierarchy based on properties.</p>	<p>M05.A-T.1.1.2 Explain patterns in the number of</p>	<p>2.1.5.B.1 Apply place value concepts to</p>	<p>Coordinates, Coordinate Graphs, Areas</p>	<p>Unit 9 - Coordinates, Area,</p>

Volume, and Capacity	of Rectangles, Rectangle Method for Finding Area, Formulas for the Area of Triangles and Parallelograms, Volume of Rectangular Prisms, Volume of Right Prisms, Capacity: Liter, Milliliter, and Cubic Centimeter	show an understanding of operations and rounding as they pertain to whole numbers and decimals.	zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Example 1: $4 \times 102 = 400$	number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Multiplication, axes, base, base (of a rectangular prism), capacity, coordinate, coordinate grid, cubic centimeter, cubic unit, cup (c), face, formula, height, height (of a rectangular prism), horizontal axis, latitude, liter (L), longitude, milliliter (mL), opposite of a number, ordered number pair, ordered pair of numbers, origin perpendicular, personl references,	(Unit 9 Test)
		2.1.5.B.2Extend an understanding of operations with whole numbers to perform operations including decimals.	$102 = 400$	5.NBT.4. Use place value understanding to round decimals to any place.		
		2.1.5.C.1Use the understanding of equivalency to add and subtract fractions.	Example 2: $0.05 \div 103 = 0.00005$	5.NBT.4. Use place value understanding to round decimals to any place.		
		2.1.5.C.2Apply and extend previous		5.NBT.5.		

<p>understandings of multiplication and division to multiply and divide fractions.</p> <p>2.4.5.A.1 Solve problems using conversions within a given measurement system.</p> <p>2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</p> <p>2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when</p>	<p>hundredths, or thousandths place).</p> <p>M05.A-T.2.1.1 Multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit).</p> <p>M05.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).</p> <p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include</p>	<p>Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a</p>	<p>prism, quart (qt), rectangle method, rectangular prism, reflection, square units, translation, variable, vertical axis, volume, volume (of a container)</p>
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<i>solving real world and mathematical problems.</i>	<i>multiple methods and representations.)</i>	<i>written method and explain the reasoning used.</i>
<i>Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$.</i>		<i>5.NF.2. Solve word problems involving</i>
<i>M05.A-F.2.1.2 Multiply a fraction</i>		<i>addition and subtraction of fractions referring to the same whole, including</i>
<i>(including mixed numbers) by a fraction.</i>		<i>cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.</i>
<i>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</i>		<i>Use benchmark fractions and number sense of fractions to estimate mentally and assess the</i>
<i>M05.D-M.1.1.1 Convert among different-sized measurement units within a given measurement</i>		

<p>system. A table of equivalencies will be provided.</p> <p>Example: Convert 5 cm to meters.</p> <p>M05.D-M.3.1.1 Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. The formulas will be provided.</p> <p>M05.D-M.3.1.2 Find volumes of</p>	<p>reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</p> <p>5.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of</p>
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<p>solid figures composed of two nonoverlapping right rectangular prisms.</p> <p>M05.C-G.1.1.1</p> <p>Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.</p> <p>M05.C-G.1.1.2</p> <p>Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<p>operations a x q ÷ b. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the</p>
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area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations

to represent the problem.

5.NF.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1

a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient.

Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.

b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient.

Use the relationship between multiplication and division to explain that $4 \div$

*(1/5) = 20
because 20 x
(1/5) = 4. c.
Solve real
world
problems
involving
division of unit
fractions by
non-zero whole
numbers and
division of
whole
numbers by
unit fractions,
e.g., by using
visual fraction
models and
equations
to represent the
problem. For
example, how
much
chocolate will
each person
get if 3 people
share 1/2 lb of
chocolate
equally? How*

many 1/3-cup servings are in 2 cups of raisins?

5.MD.1 Convert

among different-sized standard

measurement units within a

given

measurement

system (e.g.,

convert 5 cm to

0.05 m), and

use

these

conversions in

solving multi-

step, real world

problems.

5.MD.3.

Recognize

volume as an

attribute of

solid figures

and

understand

concepts of
volume
measurement.
a. A cube with
side length 1
unit, called a
“unit cube,” is
said to have
“one cubic
unit” of
volume, and
can
be used to
measure
volume. b. A
solid figure
which can be
packed without
gaps or
overlaps using
n unit cubes is
said to have a
volume of n
cubic units.

5.MD.4.
Measure
volumes by
counting unit

cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5.MD5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and

show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.

Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes

*of right
rectangular
prisms with
whole-number
edge lengths in
the context of
solving real
world and
mathematical
problems. c.
Recognize
volume as
additive. Find
volumes of
solid figures
composed of
two non-
overlapping
right
rectangular
prisms by
adding the
volumes of the
non-
overlapping
parts, applying
this technique
to solve real
world*

problems.

5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how

far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.G.2. Represent real world and mathematical problems by graphing points in the first

<p>Unit 10 - Using Data; Algebra Concepts and Skills</p>	<p>Pan-Balance Problems, Algebraic Expressions, Rules, Tables, and Graphs, Reading Graphs, Circumference of a Circle, Area of a Circle</p>	<p>2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations. 2.2.5.A.4 Analyze patterns and relationships using two rules. 2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. 2.1.5.B.2 Extend</p>	<p>M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions containing these symbols. M05.B-O.1.1.2 Write simple expressions that model calculations with numbers, and interpret numerical expressions</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without</p>	<p>algebraic expression, circumference, coordinates, diameter, formula, geyser, line graph, mystery graph, ordered number pairs, pan balance, pi, predict, radius, rate, ration, ration comparison, variable,</p>	<p>Daily Assessments - Page 776 Progress Check 10 (Unit 10 Test)</p>	<p>13 Days</p>	
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<p>an understanding of operations with whole numbers to perform operations including decimals.</p> <p>2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.</p>	<p>without evaluating them. Example 1: Express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$.</p> <p>Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.</p>	<p>evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$.</p> <p>Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p>
<p>2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p>M05.B-O.2.1.1 Generate two numerical patterns using two given rules.</p> <p>Example: Given the rule “Add 3” and the starting number 0, and given the rule “Add 6”</p>	<p>5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs</p>
<p>2.4.5.A.1 Solve problems using conversions within a given measurement system.</p>	<p>Example: Given the rule “Add 3” and the starting number 0, and given the rule “Add 6”</p>	<p>relationships between corresponding terms. Form ordered pairs</p>

<p>2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot.</p> <p>2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</p> <p>2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.</p>	<p>and the starting number 0, generate terms in the resulting sequences.</p> <p>M05.B-O.2.1.2 Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. Example: Given two patterns in which the first pattern follows the rule “add 8” and the second pattern follows the rule “add 2”, observe that the terms in the first pattern are 4 times the size of the terms</p>	<p>consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally</p>
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<p><i>in the second pattern.</i></p> <p>M05.A-T.1.1.2</p> <p><i>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Example 1: $4 \times 102 = 400$</i></p> <p><i>Example 2: $0.05 \div 103 = 0.00005$</i></p> <p>M05.A-T.1.1.5</p> <p><i>Round decimals to any place (limit</i></p>	<p><i>why this is so.</i></p> <p>5.NBT.2.</p> <p><i>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</i></p> <p>5.NBT.4.</p> <p><i>Use place value understanding to round decimals to any place.</i></p>
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<p><i>rounding to ones, tenths, hundredths, or thousandths place).</i></p> <p><i>M05.A-T.2.1.1</i></p> <p><i>Multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit).</i></p> <p><i>M05.A-T.2.1.3</i></p> <p><i>Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).</i></p> <p><i>M05.A-F.1.1.1</i></p> <p><i>Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods</i></p>	<p>5.NBT.5.</p> <p><i>Fluently multiply multi-digit whole numbers using the standard algorithm.</i></p> <p>5.NBT.7.</p> <p><i>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</i></p> <p>5.NF.2.</p>
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and representations.) Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. M05.A-F.2.1.3 Demonstrate an understanding of multiplication as scaling (resizing). Example 1: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Example 2: Explaining why multiplying a given number by a fraction greater than 1	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect
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results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.	result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.
M05.D-M.1.1.1 Convert among different-sized measurement units within a given measurement system. A table of equivalencies will be provided.	5.NF.5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
	5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g.,

Example:	convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Convert 5 cm to meters.	5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements
M05.D-M.2.1.1	
Solve problems involving computation of fractions by using information presented in line plots.	
M05.D-M.3.1.1	
Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. The	

<p>formulas will be provided.</p> <p>M05.C-G.1.1.1</p> <p>Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate).</p> <p>Limit the coordinate plane to quadrant I.</p> <p>M05.C-G.1.1.2</p> <p>Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<p>of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p>5.MD.3.</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure</p>
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volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

5.MD.4.

Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5.MD5.

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems

*involving
volume. a. Find
the
volume of a right
rectangular
prism with
whole-number
side lengths by
packing
it with unit
cubes, and show
that the volume
is the same as
would be found
by
multiplying the
edge lengths,
equivalently by
multiplying the
height by the
area of the base.
Represent
threefold whole-
number
products as
volumes, e.g.,
to represent the
associative
property of*

*multiplication. b.
Apply the
formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular
prisms to find
volumes of
right rectangular
prisms with
whole-number
edge lengths in
the context of
solving real
world and
mathematical
problems.*

*5.G.1
Use a pair of
perpendicular
number lines,
called axes, to
define a
coordinate
system, with the
intersection of
the lines (the
origin) arranged
to*

coincide with the
0 on each line
and a given point
in the plane
located by
using an ordered
pair of numbers,
called its
coordinates.
Understand that
the
first number
indicates how far
to travel from
the origin in the
direction of
one axis, and the
second number
indicates how far
to travel in the
direction of
the second axis,
with the
convention that
the names of the
two axes and the
coordinates
correspond (e.g.,
x-axis and x-

<p>Unit 11 - Volume</p>	<p>Review of Geometric Solids, Volume of Cylinders, Volume of Pyramids and Cones, Finding</p>	<p>2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.</p>	<p>M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions,</p>	<p>apex, base, calibrate, cone cylinder, displacement, edge, face, geometric, solid,</p>	<p>Daily Assessments - Page 848 Progress Check 11 (Unit 11 Test)</p>	<p>11 Days</p>
<p>coordinate, y-axis and y-coordinate).</p> <p>5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>							

<p>Volume by a Displacement Method, Capacity and Weight, Surface Area</p>	<p>2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.</p> <p>2.4.5.A.1 Solve problems using conversions within a given measurement system.</p> <p>2.4.5.A.4 Solve problems involving computation of fractions using information provided in a</p>	<p>expressions, and evaluate expressions containing these symbols.</p> <p>M05.A-T.1.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Example 1: $4 \times 102 = 400$ Example 2: $0.05 \div 103 = 0.00005$</p>	<p>and evaluate expressions with these symbols.</p> <p>5.NBT.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.4. Use place value understanding to</p>	<p>polyhedron, prism, pyramid, regular polyhedron, sphere, surface, surface area, vertex (vertices or vertexes)</p>
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<p>line plot.</p> <p>2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</p>	<p>M05.A-T.1.1.5 Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).</p> <p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.)</p> <p>Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$.</p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit</p>	<p>round decimals to any place.</p> <p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</p>
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fractions.	5.NF.2.
M05.D-M.1.1.1	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.
Convert among different-sized measurement units within a given measurement system. A table of equivalencies will be provided. Example: Convert 5 cm to meters.	Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an
M05.D-M.2.1.1	
Solve problems involving computation of fractions by using information presented in line plots.	
M05.D-M.3.1.1	
Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for	

<p><i>rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. The formulas will be provided.</i></p> <p><i>M05.D-M.3.1.2</i></p> <p><i>Find volumes of solid figures composed of two nonoverlapping right rectangular prisms.</i></p>	<p><i>incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p><i>5.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying</i></p>
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the side lengths.
Multiply
fractional side
lengths to find
areas of
rectangles, and
represent
fraction
products as
rectangular
areas.
5.NF.7.
Apply and
extend previous
understandings
of division to
divide
unit fractions by
whole numbers
and whole
numbers by unit
fractions.1 a.
Interpret
division of a unit
fraction by a
non-zero whole
number, and
compute such

quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use

the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of

chocolate
equally? How
many $\frac{1}{3}$ -cup
servings
are in 2 cups of
raisins?

5.MD.1
Convert among
different-sized
standard
measurement
units within a
given
measurement
system (e.g.,
convert 5 cm to
0.05 m), and use
these
conversions in
solving multi-
step, real world
problems.

5.MD.2
Make a line plot
to display a data
set of
measurements
in

fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

5.MD.3.

Recognize

volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

5.MD.4. Measure volumes by counting unit

cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5.MD5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as

would be found
by multiplying
the edge lengths,
equivalently by
multiplying the
height by the
area of the base.
Represent
threefold whole-
number
products as
volumes, e.g., to
represent the
associative
property of
multiplication. **b.**
Apply the
formulas $V = l \times$
 w
 $\times h$ and $V = b \times h$
for rectangular
prisms to find
volumes of right
rectangular
prisms with
whole-number
edge lengths in
the context of
solving real

			<p><i>world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</i></p>				<p>Unit 12 - Probability, Ratios, and Rates</p>	<p>12 Days</p>
	<p><i>carvon dioxide, cardiac output, common factor, equally likely, factor tree, greatest</i></p>	<p>5.NBT.4. <i>Use place value understanding to round decimals to any place.</i></p>	<p>M05.A-T.1.1.5 <i>Round decimals to any place (limit rounding to ones, tenths, hundredths, or</i></p>	<p>2.1.5.B.1<i>Apply place value concepts to show an understanding of operations and rounding as</i></p>	<p>Factor Trees, Choices, Tree Diagrams, and Probability, Ratios of Parts to Wholes,</p>	<p>End of the Year Assessment Daily Assessments - Page 906 Progress Check 12</p>		

Number Models for Ratio	they pertain to whole numbers and decimals.	thousandths place).	5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate	common factor, heart rate, least common multiple, magnitude, Multiplication Counting Principle, nutrients, oxygen, prime factorization, probability, profile, pulse, pulse rate, rate, ration, ratio comparison, target heart rate, tree diagram.	(Unit 12 Test)
Number Stories, Collecting, Graphing and Interpreting Data,	2.1.5.B.2Extend an understanding of operations with whole numbers to perform operations including decimals.	M05.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).	the strategy to a written method and explain the reasoning used.	rate, tree diagram.	
Calculating Rates from Data	2.3.5.A.1Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.	the strategy to a written method and explain the reasoning used.	rate, tree diagram.	
		M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane	5.NF.7. Apply and extend previous understandings of division to divide unit fractions by		

to quadrant I.

whole numbers and whole numbers by unit fractions.1 a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. b. Interpret division of a whole number by

a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by

using visual
fraction models
and equations to
represent the
problem. For
example, how
much chocolate
will each person
get if 3 people
share $\frac{1}{2}$ lb of
chocolate
equally? How
many $\frac{1}{3}$ -cup
servings are in 2
cups of
raisins?

5.G.1
Use
a pair of
perpendicular
number lines,
called axes, to
define a
coordinate
system, with the
intersection of
the lines (the
origin) arranged

to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Last updated: 7/3/2012



H.15. SOCIAL STUDIES 1ST GRADE



1st Social Studies YSMCS

Unit	Chapter	Big Idea(s)	Essential Question(s)	PA Eligible Content	Common Core State Standards/OCDEL	Vocabulary	Related Resources	Interdisciplinary Connections	Assessment(s)	Duration
All About Families	1. Many Families	1. Identify similarities and differences in the ways that families meet basic human needs.	What is a family?	8.4.1.A: Explain why cultures celebrate. 8.4.1.C: Identify holidays and ceremonies of selected world cultures.	SS.1.5.1 G. Explain the importance of respect for the property and the opinions of others H. Identify symbols and political holidays	address, celebrate, chart, family, holiday, problem, rule, solve, transportation	Practice and Activity Book p. 3-13 and 59	Geography: Using Addresses Language Arts: poems, problem solving, compare and contrast, cause and effect.	Assessment book p. 1-8	6 days
	2. Families Celebrate									
	3. Where Families Live	2. Identify some of the special days that families celebrate and explain their importance. Recognize that families celebrate special times in different ways.								
	4. Family Rules									
	5. Families on the Move	3. Identify and describe the human characteristics of places such as houses. Describe								
	6. Families and Change									

<p>similarities and differences in ways families meet basic human need for shelter.</p>	<p>4. Explain the need for rules in the home.</p>	<p>Identify different types of rules.</p>	<p>5. Recognize that transportation moves people and things.</p>	<p>Describe how technology has changed transportation.</p>	<p>6. Recognize how appliances have changed the ways families live.</p>	<p>Identify ways technology has changed communication.</p>	<p>1. We live in communities</p>	<p>1. Recognize that people like, work, and play in communities.</p>	<p>What is Geography?</p>	<p>7.1.1.B: Describe places in geographic reference in physical features.</p>	<p>SS.1.7.1. A. Identify the following geographic tools: maps, globe, map elements, diagrams, photographs, map keys and cardinal directions</p>	<p>city, community, continent, country, farm, geography, hill,</p>	<p>Practice and Activity Book p 14-24 and 60</p>	<p>Geography: using pictures, maps, and map keys</p>	<p>Assessment Book p. 9-16</p>	<p>6 days</p>
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2. Our country	Explore different types of communities.	7.2.1.A: Identify physical characteristics in the community and region.	B. Recognize continents and oceans	lake, map key, mountain, natural resource, neighbor, ocean, plain, river, season, sort, state, symbol, weather	Language Arts: sorting into groups, summarize, and draw conclusions
3. Our world	2. Identify the location of places using maps.	7.4.1.A: Describe how lakes, rivers, and streams impact people.			Science: sequencing
4. Water and land	Locate on maps some places of significance, such as the United States.				Music and Drama
5. What is weather?	3. Locate and identify places of significance on maps.				
6. Caring for our natural resources	Identify and describe the physical characteristics of continents and oceans				
	4. Identify the physical characteristics of landforms and bodies of water.				
	Describe local bodies of water and landforms.				
	5. Describe the physical characteristics of weather.				

<p>Good Citizens</p> <p>1. People get along</p> <p>2. People follow laws</p> <p>3. What is a leader?</p> <p>4. Votes count!</p> <p>5. Our symbols and pledge</p> <p>6. Good citizens</p>	<p>6. Identify natural resources in the community, state, and nation.</p> <p>1. Identify different kinds of groups. Explain the need for groups to have rules.</p> <p>2. Explain the need for rules and laws in the home, school, and community.</p> <p>Give examples of rules or laws that establish order, provide security, or manage conflict.</p> <p>3. Identify leadership roles in community, state, and country.</p> <p>Describe the responsibilities and characteristics of a good</p>	<p>What makes a good citizen?</p> <p>5.1.1.A: Explain the purposes of rules in the classroom and school community.</p> <p>5.1.1.D: Explain the importance of written rules and laws.</p> <p>5.3.1.F: Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</p>	<p>SS.1.5.1 B. Identify the purposes of rules and laws and their importance in the classroom, school, community, state and nation</p> <p>D. Describe the purpose of the United States Flag, The Pledge of Allegiance and the National Anthem</p> <p>ss.1.5.2 A. Identify examples of the rights and responsibilities of citizenship</p> <p>B. Identify personal rights and responsibilities in the community</p> <p>C. Identify sources of conflict and disagreement and different ways conflicts can be resolved</p> <p>D. Identify the importance of political leadership and public service in the school, community, state and nation</p> <p>E. Describe ways citizens can influence the decisions and actions of government</p> <p>F. Explain the benefits of following rules and laws and the</p>	<p>calendar, citizen, directions, flag, governor, group, law, leader, mayor, president, vote</p>	<p>Practice and Activity Book p. 25-34 and 61</p>	<p>Geography: using directions</p> <p>Language Arts: summarize, cause and effect, and main idea</p> <p>Math: make predictions</p> <p>Art, drama, and music: " My Country 'Tis of Thee"</p>	<p>Assessment Book:p. 17-24</p>	<p>6 days</p>
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<p>3. Goods and services</p>	<p>resources with which to satisfy them.</p>	<p>American history. 8.3.1.B: Identify American landmarks and their significance.</p>	<p>B. Identify and define wants and needs of different people in relation to limited resources</p>	<p>draw conclusions</p>
<p>4. Getting goods and services</p>	<p>2. Identify a variety of jobs that people perform. Describe the responsibilities and characteristics of good workers in a variety of jobs.</p>	<p>8.3.1.C: Identify examples of change.</p>	<p>ss.1.6.5 A. Explain the various reasons why people work B. Identify different occupations</p>	<p>Math: picture graphs and putting things in order Art and Science</p>
<p>5. New tools at work</p>	<p>3. Identify various goods that are made or grown. Identify and describe a variety of service jobs.</p>			
<p>6. People with great ideas</p>	<p>4. Identify ways people exchange goods and services. Identify the role of markets and trading in the exchange of goods and services.</p>			
	<p>5. Describe how technology affects the</p>			

ways people work.						
6. Identify ordinary people and historical figures who exhibit a love of inventiveness. Describe how technology has changed the way people live and work.	1. Native Americans Then and Now	1. Identify Native Americans as the first people to live in America. Recognize how some Native Americans celebrate their past.	8.1.1.A: Demonstrate an understanding of chronology. 8.1.1.C: Identify sources of historical information.	What is history?	SS.1.8.2 A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history B. Identify and describe primary documents, material artifacts, historic sites important in Pennsylvania history ss.1.8.3 A. Identify contributions of individuals and groups to United States history B. Identify and describe primary documents, material artifacts and historic sites important in United States history	hero, history, main idea, Native American, Pilgrims, settlement, settlers, time line
					Practice and Activity Book p. 45-55 and 63	Geography: the world around us and biographies Language Arts: compare and contrast, summarize, and cause and effect Math: make predictions Science: sequence Art, drama, and physical education
					Assessment Book p. 33-40	7 days

America.

5. Abraham Lincoln

3. Identify the contributions of historical figures such as

6. Susan B. Anthony

George Washington who have influenced the nation and exemplified good citizenship.

7. Martin Luther King, Jr.

4. Identify contributions of historical figures who have influenced the nation, such as Sacajawea.

5. Learn why Abraham Lincoln is considered a great President.

6. Identify ways that Susan B. Anthony worked to help women.

Describe how women's rights have changed.

7. Identify how

*the work of
Martin Luther
King, Jr.
changed
America.*

Last updated: 8/22/2012



H.16. SOCIAL STUDIES 2ND GRADE



2nd Grade Social Studies YSMCS

Unit	Chapter	Big Idea(s)	Essential Question(s)	PA Eligible Content	Common Core State Standards/OCDEL	Vocabulary	Related Resources	Interdisciplinary Connections	Assessment(s)	Duration
Our Community	1. Living in a Community	1. Learn that people live in communities.	What is a community?	5.2.2.A: Identify and explain the importance of responsibilities at school at home and the community.		neighbor, museum, problem, solve, urban area, suburb, rural	Practice and Activity Book pages 6-15 and 62	Geography: Using a compass rose. Study Skills: Using a calendar.	Assessment Book pg. 1-8	10 days
	2. From City to Country	Recognize that community members work together for the common good.		5.2.2.B: Identify a problem and probable solution.		area, compass rose, transportation, communication, law, citizen, calendar, interview, legend		Language Arts: Reviewing a Biography, Celebrating Communities with a Poem		
	3. Changing Communities			5.2.2.C: Identify community projects/activities that support leadership and public service.						
	4. Getting Along			5.2.2.D: Explain responsible community behavior.						
	5. A Story About a Community	2. Recognize the characteristics of cities, suburbs, and rural areas.		5.1.2.A: Explain the purposes of rules and their consequences in the classroom and school community.						
		Identify the significance of community landmarks.		5.1.2.B: Explain the importance of rules in the classroom and school community.						
		3. Identify changes in		5.1.2.C: Define fairness in working with others. 7.2.2.A: Identify the physical characteristics of places.						

<p>communication and transportation.</p> <p>Explore ways that these changes have affected people's lives.</p> <p>4. Identify the qualities of good citizenship.</p> <p>Recognize the way rules and laws help communities.</p> <p>5. Identify how present day El Paso compares to the El Paso of the past.</p> <p>Recognize the significance of a legend about a local cultural heritage.</p>	<p>1. Where We Live</p> <p>2. Land and Water</p>	<p>1. Identify the United States and its neighbors on a map and a globe.</p> <p>Identify the</p>	<p>How does geography help me?</p>	<p>7.1.2.A: Identify how basic geographic tools are used to organize information.</p> <p>7.1.2.B: Describe regions in geographic reference using physical features.</p> <p>7.2.A: Identify the physical characteristics of places.</p> <p>4.5.2.A: Identify the natural resources used to make</p>	<p>capital, landform, island, peninsula, hill, mountain, valley, plain, lake, river, season. natural</p>	<p>Practice and Activity Book pg. 16-26</p>	<p>Math: Using a Bar Graph</p> <p>Language Arts: Sequencing</p>	<p>Assessment Book pages 9-16</p>	<p>10 days</p>
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3. Earth's Seasons	oceans and seven continents on a map and a globe.	various products. 4.5.2.C: Identify how people can reduce pollution.	resources, recycle
4. Earth's Resources	2. Recognize different kinds of land and water found on Earth.	4.5.2.D: Describe how people can help the environment by reducing, reusing, recycling and composting.	
5. People Changing Earth	Identify major landforms and bodies of water.		
6. Protecting Earth	3. Recognize the difference between weather and seasons. Find out how weather patterns affect people's activities.		
	4. Explain what natural resources are. Explain how people depend on natural resources to satisfy their basic needs.		

<p>5. Learn why people change Earth.</p> <p>Identify ways in which people change Earth.</p>	<p>6. Identify ways of protecting Earth.</p> <p>Recognize ways people can conserve and replenish natural resources.</p>	<p>1. America's First People</p> <p>2. The Spanish Come to America</p> <p>3. The Pilgrims Arrive</p> <p>4. From Colonies to States</p> <p>5. Our</p>	<p>1. Identify Native Americans as the first people to live in North America.</p> <p>Explain Native American traditions.</p> <p>2. Learn about early explorers to America.</p> <p>Identify historic figures who love individualism and inventiveness.</p>	<p>How do I learn about history?</p>	<p>8.1.2.A: Read and interpret information on simple timelines.</p> <p>8.1.2.B: Identify documents relating to an event.</p> <p>8.1.2.C: Apply sources of historical information.</p> <p>8.2.2.A: Identify historical figures in the local community.</p> <p>8.4.2.A: Explain why cultures have commemorations and remembrances.</p>	<p>Native American, tradition, sorting, explorer, colony, colonist, independence, President, slavery, pioneer, immigrant, time line, ancient times, modern times</p>	<p>Practice and Activity Book pgs 27-37</p> <p>Reading and Thinking Skills: Sorting into Groups, Comparing Sources, Biography Study</p> <p>History: Time Lines</p>	<p>Assessment Handbook pgs. 17-24</p>	<p>11 Days</p>
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States grew over time. Understand the concepts of time and chronology.	7. Describe some of the history of Dayton, Ohio. Describe sequence by using ancient times and modern times.	1. Many Jobs 2. Our Needs and Wants 3. Goods and Services 4. Producers and Consumers 5. From Farm to Factory 6. Trading	All About Work	Why do people work?	1. Understand that people work to earn money and help others. Explain the choices people make about earning money. 2. Identify needs and wants. Explain the choices people make about spending and saving.	6.1.2.B: Identify community wants and needs. 6.2.2.A: Identify goods, services, consumers, and producers in the local community. 6.4.2.C: Identify products that come from many different countries. 6.4.2.D: Identify buyers and sellers and how their wants and needs are addressed. 6.5.2.D: Describe money saving behaviors. 6.5.2.A: Explain how money earned by individuals is used to meet needs and wants. 6.5.2.B: Different how different job skills impact earnings. 5.1.2.E: Describe citizens' responsibilities to the state of	earn, tax, volunteer, needs, shelter, wants, goods, services, table of contents, index, keyword, producer, consumer, factory, route, trade, prediction, technology	Practice and Activity Book pages 39-50	Geography Skills: Following routes on a map Reading/Language Arts: Making Predictions, Biography Study, Locating information	Assessment Book pages 25-28 and 32	10 Days

Pennsylvania and the nation.

<p>with Other Countries</p>	<p>3. Distinguish between goods and services.</p>
<p>7. New Ways to Meet Needs</p>	<p>Recognize the choices people in the U.S. can make about saving and spending their money.</p>
	<p>4. Learn what producers and consumers are.</p>
	<p>Distinguish between producing and consuming.</p>
	<p>5. Learn how paper towels are made from trees.</p>
	<p>Trace a product from a natural resource to finished goods.</p>
	<p>6. Understand trade.</p>
	<p>Explain the choices people can make in a free enterprise</p>

<p>system.</p> <p>7. Identify ways in which science and technology have affected communication, transportation, and recreation.</p>						<p>5.3.2.A: Identify the role government plays in the community (education, transportation).</p> <p>5.3.2.B: Identify local government leaders.</p> <p>5.3.2.C: Identify other types of services provided by local government.</p> <p>5.3.2.E: Describe situations in the state or nation when having an elected official represent the people is beneficial.</p> <p>5.1.2.F: Identify state symbols.</p> <p>5.2.2.B: Identify a problem and probable solution.</p> <p>8.3.2.A: Identify groups and organizations and their contributions to the United States.</p> <p>8.2.2.A: Identify historical figures in the local community.</p> <p>8.2.2.B: Identify important buildings, statutes, and monuments associated with the state's history.</p>	<p>How does our government work?</p>	<p>1. Compare the roles of public officials, including mayor, governor and President.</p> <p>Identify ways that public officials are selected, including election and appointment to office.</p> <p>2. Discover how communities solve problems and pay for the solutions they reach.</p> <p>Describe how governments establish order, provide security, and</p>	<p>1. Our Country's Government</p> <p>2. Solving Community Problems</p> <p>3. Our Country's Capital</p> <p>4. America's Symbols</p> <p>5. American Heroes</p>	<p>9 days</p> <p>Assessment Handbook pages 33-40</p> <p>Language Arts: Biography Study, Flow Charts, Main Idea</p> <p>Geography Skills: Using grid maps</p> <p>Practice and Activity Book pages 51-60 and 66</p> <p>mayor, governor, election, court, flow chart, monument, Capitol, White House, grid map, main idea, hero</p>



H.17. SOCIAL STUDIES 3RD GRADE



3rd Social Studies YSMCS

Unit	Chapter	Big Idea(s)	Essential Question(s)	PA Eligible Content	Common Core State Standards/OCDEL	Vocabulary	Related Resources	Interdisciplinary Connections	Assessment(s)	Duration
Unit 1	Chapter 1	<p>Life in Communities</p> <ol style="list-style-type: none"> 1. Communities are places where people live together. 2. Our country is made up of many communities. Some are large. Some are small. However, all communities have some things in common, and each one is special in its own way. 3. There are many kinds of communities. 4. Some are big cities. Others are small towns like Telluride, Colorado. 	<ol style="list-style-type: none"> 1. How does land shape a community? How does it look different? 2. What makes up a community? 3. What are some different kinds of communities? 4. What is a rural community? What is an urban community? What is a suburb? 			<p>community, construction, citizen, option, consequence, solution, rural, urban, suburb, transportation</p>	<p>The Town That Moved by Mary Jane Finsland</p>		<p>Informal Assessment: Reading Self Checks, Reaching All Learners, pages 2E, 13, 21, 31, 41, 49, 53</p> <p>Formal Assessment: Review and Assess pg. 17, 25, 37, 45, 57; Chapter Review, pg. 26-27, 58-59; Unit Review, pg. 62-63, Chapter Test; Unit Test.</p>	9 days

Unit 1	Chapter 2	<p>Communities and Geography</p> <ol style="list-style-type: none"> Communities have different geography. People in communities use natural resources and need to protect them. Communities are in different places. Each place has its own land, water, and weather. People use the land, water, and other resources to live. The geography of every community is different. People in communities need and use resources. 	<ol style="list-style-type: none"> What kinds of land and water does our country have? Why is it important to learn about geography? How does geography affect people's lives? What are some different climates in the United States? What is a natural resource? What is the difference between renewable and nonrenewable resources? How do people protect natural resources? How are natural resources important to the people of Ine, Japan? In what ways is the wildlife Ine important to the people who live there? What are the people of Ine doing to take care of their environment? 	<p>geography, landform, plain, plateau, region, climate, adapt, landform map, compass rose, compass, natural resource, mineral, renewable resource, nonrenewable resource, environment, recycle, graph, bar graph, line graph, coast, peninsula, island, wildlife</p>	<p>Informal Assessment: Reading Self Checks, Reaching All Learners, pages 2E, 13, 21, 31, 41, 49, 53</p> <p>Formal Assessment: Review and Assess pg. 17, 25, 37, 45, 57; Chapter Review, pg. 26-27, 58-59; Unit Review, pg. 62-63, Chapter Test; Unit Test.</p>	16 days (plus 2 days Unit Review)
Unit 2	Chapter 3	<p>Early Communities in America</p> <ol style="list-style-type: none"> Native Americans 	<ol style="list-style-type: none"> How have communities changed? What were the first 	<p>ancient, canyon, cliff, culture, desert, mesa, technology,</p> <p><i>I Have Heard of a Land by Joyce Carol Thomas</i></p>	<p>Informal Assessment: Reading Self Checks, Reaching</p>	11 days

<p>formed the first communities in America. About 400 years ago new people came from other lands. They too built communities in North America.</p> <p>2. Native Americans used the natural resources in the environment to build communities. This community that we now call Mesa Verde was home to the Anasazi people for hundreds of years.</p> <p>3. People from Europe came to America to form new communities, such as Jamestown. Jamestown is shown here in re-creation. The English established this colony and must work to overcome many problems.</p>	<p>communities in North America like?</p> <p>3. How is storytelling a part of culture?</p> <p>4. How was the environment important to the Native American people?</p> <p>5. How did the Anasazi use resources in their environment?</p> <p>6. What happened to the Anasazi culture?</p> <p>7. What was life like at Jamestown?</p> <p>8. What natural resources did the Powhatan Indians use?</p> <p>9. Why did the colonists have a hard time in Jamestown?</p> <p>10. How did tobacco help the Jamestown colony?</p> <p>11. What happened to people who were captured in West Africa?</p>	<p>scale, bay, colony, colonist, slavery</p>	<p>All Learners, pg. 64E, 75, 82, 85, 97, 107, 112, 115, 125, 137</p> <p>Formal</p> <p>Assessment: Review and Assess, pg. 81, 91, 103, 111, 119, 131, 141; Chapter Review pg. 92-93, 120-121, 144-145; Unit Review pg. 148-149, Chapter Test; Unit Test.</p>	<p>Informal</p>	<p>14 Days</p>
<p>1. How did communities</p>	<p>century, frontier,</p>				

Assessment:
 Reading Self Checks, Reaching All Learners, pg. 64E, 75, 82, 85, 97, 107, 112, 115, 125, 137
 Formal Assessment: Review and Assess, pg. 81, 91, 103, 111, 119, 131, 141; Chapter Review pg. 92-93, 120-121, 144-145; Unit Review pg. 148-149, Chapter Test; Unit Test.

pioneer, transcontinental, time line, decade, immigrant, database, intermediate direction, migration, Great Migration, Civil War

- spread in the United States?
- How did Daniel Boone contribute to the spread of communities in our country?
 - What did Lewis and Clark do on their journey?
 - Why was the journey west so hard?
 - How did the transcontinental railroad change the way people lived?
 - Why did people from other places come to the United States?
 - How were immigrants in the early 1900's like the pioneers?
 - In what ways was life difficult for immigrants in the United States?
 - How did immigrants help build our nation?
 - Why did many African Americans move to the North?
 - Why was the Civil War important?
 - How was life in the North different from life in the South for many black people?
 - Why was
- People often move to new places to search for a better life. Some start new communities. Others join old communities, bring growth and change.
 - Americans move West and build communities on Native American land.
 - In the 1800's, people like Lewis and Clark and Sacagawea led the way for new communities in the West.
 - Immigrants from around the world come to the United States.
 - In the late 1800's and early 1900's, people from around the world came to the United States.
 - During World War I, African Americans begin moving north.
 - In the early 1900's many African Americans left the South and moved to cities in the North in search of a

Unit 2	Chapter 5	<p>better life.</p> <p>New Ideas Change Communities</p> <ol style="list-style-type: none"> 1. Communities are always changing. In the past 200 years, people with new ideas have changed how we build our communities. Other people have worked to make communities better places to live. 2. Inventions, such as the skyscraper, the telephone, and electric lights help communities grow and change. 3. New ideas in building have change the face of cities like Chicago 4. Discoveries in science improve many people's lives in communities. 5. New ideas in health and science have made communities better places 	<p>moving north a disappointment for some African Americans?</p> <ol style="list-style-type: none"> 1. How have some inventions help to shape communities? 2. What happened during the Great Chicago Fire? 3. What inventions led to the skyscraper? 4. How have skyscrapers changed the way people in communities work and live? 5. How have communities become better places to live? 6. Why was Hull House important to its community? 7. What discoveries improved community health? 8. Who is someone who helps to make your community safe? 	<p>skyscraper, invention, elevator, compare, contrast, pasteurization, preserve, vaccine</p>	<p>Informal Assessment: Reading Self-Checks, Reaching All Learners, pg. 64E, 75, 82, 85, 97, 107, 112, 115, 125, 137</p> <p>Formal Assessment: Review and Assess, pg. 81, 91, 103, 111, 119, 131, 141; Chapter Review pg. 92-93, 120-121, 144-145; Unit Review pg. 148-149, Chapter Test; Unit Test.</p>	<p>12 days (plus 2 days for Unit Review)</p>
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Unit 3	Chapter 6	<p>to live.</p> <ol style="list-style-type: none"> 1. People in communities work to earn money. They use money to buy the things they need and want. Making good money choices is important for everyone. 2. People work to earn money and buy things they need. 3. People earn money by working at businesses. 4. People plan to spend and save the money they earn. 5. Making a plan for spending and saving can help us to make good choices about how to use our money. 	<ol style="list-style-type: none"> 1. What jobs do people do? 2. How does a business operate? 3. How has Scoops Ice Cream Parlor changed over the years? 4. What is the difference between a producer and a consumer? 5. How does the economy work in our country? 6. How can a plan help you spend and save money? 7. How do you use a budget? 8. How can a budget help people to spend and save money? 9. What are some expenses in a family's budget? 	<p>goods, services, expenses, profit, employee, producer, consumer, economy, classifying, budget, income, opportunity cost, interest, bank</p>	<p>The Babe and I by David A. Adler</p>	<p>Informal Assessment: Reading Self-Checks, Reaching All Learners, pg. 150E, 161, 171, 177, 183, 193, 203</p> <p>Formal Assessment: Review and Assess, pages 165, 175, 189, 199, 207; Chapter Review, pg. 178-179, 208-209; Unit Review pg. 212-213, Chapter Test, Unit Test</p>	11 days
Unit 3	Chapter 7	<ol style="list-style-type: none"> 1. In communities around the world, people are at work. They work on farms or in businesses. They make goods or provide services. 	<ol style="list-style-type: none"> 1. What is life like in a farming community? 2. How is a farming community different from a city? 3. How does the combine make harvesting 	<p>harvest, agriculture, fertilizer, combine, internet, supply, demand, scarcity, flow chart,</p>	<p>Informal Assessment: Reading Self-Checks, Reaching All Learners, pg. 150E, 161, 171, 177, 183, 193, 203</p> <p>Formal</p>	<p>15 days (plus 2 Days for Unit Review)</p>	

<p>2. Some people in communities farm, while others work in factories or own their own businesses.</p> <p>3. People work on farms, providing us with the food we eat. They grow crops and raise animals.</p> <p>4. The United States sells many of the goods it produces to other countries. Our country also buys many goods from other countries.</p> <p>5. People work to make the goods we need.</p> <p>6. The goods we make the United States are shipped to people around the world. In turn, we buy the goods made by people in other countries.</p>	<p>easier?</p> <p>4. What happens when there is a scarcity of something?</p> <p>5. How do people depend on each other for goods and services?</p> <p>6. What is manufacturing?</p> <p>7. Why is Detroit known as the "Motor City"?</p> <p>8. What did Henry Ford do to change automobile manufacturing?</p> <p>9. How has manufacturing changed since Henry Ford's time?</p> <p>10. How does Mr. Eggly help to make a car?</p> <p>11. How do people around the world get things they need?</p> <p>12. How is international trade different from domestic trade?</p> <p>13. What is a marketplace?</p>	<p>manufacturing, factory, assembly line, transportation map, trade, domestic trade, international trade, import, export, marketplace, global marketplace.</p>	<p>Assessment: Review and Assess, pages 165, 175, 189, 199, 207; Chapter Review, pg. 178-179, 208-209; Unit Review pg. 212-213, Chapter Test, Unit Test</p>
<p>1. Citizens work together to solve problems. One way they can do this is through government. In</p>	<p>1. How does government work in our country?</p> <p>2. What does a local government do for a</p>	<p>local government, mayor, city council, tax, capital, governor,</p>	<p>Reading Self Checks, Reaching All Learners, pg. 214E, 221, 231, 241, 251, 258, 260, 263.</p>
<p>Chapter 8</p>	<p>Unit 4</p>	<p>15 days</p>	<p></p>

<p>our country, we have community governments, state governments, and a national government. Each does different things. They all work to meet people's needs.</p> <p>2. Each community and state in our country has a government that provides important services to people.</p> <p>3. Our national government makes decisions that influence our country and the world.</p> <p>4. In communities in our country, citizens vote to elect people to make decisions about how to best meet their community's needs.</p> <p>5. Our government is centered in Washington, D.C. Decisions made their affect the whole country. Mexico's government is centered in Mexico City,</p>	<p>community?</p> <p>3. What does a mayor do for a community?</p> <p>4. What are some things that a city council does for its community?</p> <p>5. What services does Jackson provide for its citizens?</p> <p>6. What does the state government do?</p> <p>7. What is special about Washington, D.C.?</p> <p>8. What does Congress do?</p> <p>9. Why was the land near the Potomac chose to be our nation's capital?</p> <p>10. How has Washington, D.C. changed?</p> <p>11. What is life like in Mexico's capital city?</p> <p>12. Who lived in what is now Mexico City before the Spanish arrived?</p> <p>13. What are three ways the governments of Mexico and the United States are alike?</p> <p>14. What are some exciting things to do in Mexico City today?</p>	<p>capitol, main idea, supporting details, President, Congress, Supreme Court, monument, grid map, index, empire.</p>	<p>Formal Assessment: Review and Assess, pg. 227, 237, 245, 255, 267; Chapter Review, pg. 246-247, 268-269; Unit Review, pg. 272-273, Chapter Test, Unit Test.</p>
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Unit 4	Chapter 9	<p>one of the largest cities in the world.</p> <p>1. Citizens get involved in their communities. They vote, obey laws, and even run for office. Some people join groups to help others.</p> <p>Citizens who get involved help make a community a better place.</p> <p>2. Citizens can work for the common good of the community in many ways, including their honoring their responsibilities and volunteering.</p> <p>3. Voting is an important part of being a good citizen.</p> <p>4. Volunteers and nonprofit organizations provide shelter, medical help, and many other services to people.</p> <p>5. Mexico City is the capital of Mexico. Its government is similar to that of the United</p>	<p>1. Why is it important to be a good citizen?</p> <p>2. What are some ways to be a good citizen?</p> <p>3. What do Dale Sherman and Figueroa have in common?</p> <p>4. What are some things that good citizens care about?</p> <p>5. How do volunteer groups help communities?</p> <p>6. How does Habitat for Humanity help people help themselves?</p> <p>7. How does the Red Cross help people in emergencies?</p> <p>8. How did Doctors Without Borders help in El Salvador?</p>	<p>common good, volunteer, Pledge of Allegiance, cause, effect, nonprofit</p>	<p>Informal Assessment: Reading Self Checks, Reaching All Learners, pg. 214E, 221, 231, 241, 251, 258, 260, 263.</p> <p>Formal Assessment: Review and Assess, pg. 227, 237, 245, 255, 267; Chapter Review, pg. 246-247, 268-269; Unit Review, pg. 272-273, Chapter Test, Unit Test.</p>	<p>15 days (plus 2 days for Unit Review)</p>
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Unit 5	Chapter 10	<p>States.</p> <ol style="list-style-type: none"> In the United States, people of many cultures share music, holidays, stories, and art. Culture is an important part of our lives. It shapes our communities and our country. Our country is made up of people from many diverse cultures. We all also share common beliefs and values that help keep our country strong. We are a strong and unified community. Stories are one way of learning about our country's history and heroes. Artists and writers describe the world around them in many different ways and, in the process, help people preserve their heritage. Artists show 	<ol style="list-style-type: none"> What cultures make up our communities? What makes Americans both alike and different? What are some things that make up culture? What is one reason immigrants come to the United States? What is one belief that Americans share? How do stories about heroes shape our culture? Why do people tell stories about heroes? What made Harriet Tubman and David Crockett heroes? What do stories of Paul Bunyan and Pecos Bill have in common? What is one reason that there are legends about real people? How do artists shape the culture of their communities? How do people in Hannibal 	<p>heritage, sphere, hemisphere, equator, prime meridian, latitude, longitude, hero, myth, legend, primary source, secondary source, artifact, museum, daguerreotype, mural.</p>	<p>My Very Own Room, by Amanda Irma Perez</p>	<p>Informal Assessment: Reading Self Checks, Reaching All Learners, pg. 274E, 285, 290, 293, 300, 303, 315, 322, 325, 335.</p> <p>Formal Assessment: Review and Assess, pg. 289, 299, 307, 321, 331, 339; Chapter Review, pg. 310-311, 340-341; Unit Review, pg. 344-345, Chapter Test, Unit Test.</p>	15 days
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						<p>honor Mark Twain?</p> <p>13. Why was the invention of photography important?</p> <p>14. How did Diego Rivera share the culture of his country?</p>			
<p>the world around them with paintings, photographs, and books.</p>	<p>Communities and Culture</p> <ol style="list-style-type: none"> 1. People celebrate their culture and history in many different ways. Through music, dance, art, and festivals, people around the world say who they are and what is important to them. 2. People in communities celebrate their culture, heroes, and special events; but we all celebrate the United States. 3. New Orleans, Louisiana, with its music, food, and festivals, has a culture that is well known around the world. 4. Communities around the world, like Ghana in Africa have 	<p>Chapter 11</p>	<p>Unit 5</p>	<p>1. Why are celebrations important to communities?</p> <p>2. Why are children's gifts put in red envelopes during Chinese New Year celebrations?</p> <p>3. Why do people in the United States honor Casimir Pulaski?</p> <p>4. Why do people celebrate Juneteeth?</p> <p>5. How does the community of Lebanon, Oregon celebrate its founding?</p> <p>6. How do Mexican Americans share their heritage during Cinco de Mayo?</p> <p>7. What is one way that most communities celebrate Independence Day?</p> <p>8. What is the culture of New Orleans?</p> <p>a How did New</p>	<p>ancestor, holiday, festival, decision, jazz, Cajun, zydeco, Mardi Gras, kente</p>	<p>Informal Assessment: Reading Self Checks, Reaching All Learners, pg. 274E, 285, 290, 293, 300, 303, 315, 322, 325, 335.</p> <p>Formal Assessment: Review and Assess, pg. 289, 299, 307, 321, 331, 339; Chapter Review, pg. 310-311, 340-341; Unit Review, pg. 344-345, Chapter Test, Unit Test.</p>	<p>15 days (plus 2 days for Unit Review)</p>		

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diverse
cultures.

שאלות
Orleans
become a part
of the United
States?

- 10. What are three kinds of music created in New Orleans?
- 11. What are some foods important to the culture of New Orleans?
- 12. Who were the first people to celebrate Mardi Gras?
- 13. What are examples of the culture of Ghana?
- 14. What is special about the country of Ghana?
- 15. How do people in Ghana celebrate together?
- 16. What is kpanlogo?



H.18. SOCIAL STUDIES 4TH GRADE



4th Social Studies YSMCS

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Unit	Chapter	Big Idea(s)	Essential Question(s)	PA Eligible Content	Common Core State Standards/OCDEL	Vocabulary	Related Resources	Interdisciplinary Connections	Assessment(s)	Duration
World Geography	Chapter 1 pages H11- H12 (Our Country's Regions Textbook)	Understand what a globe represents.	What are the four oceans of the world? What are the seven continents of the world? Compare the globe to a map. How are they different? What are the four hemispheres? Where is the equator on a globe and map? Where is the prime meridian on a globe and map?		NA	ocean, continent, hemisphere, Northern Hemisphere, Eastern Hemisphere, Southern Hemisphere, Western Hemisphere, equator, Asia, Africa, South America, North America, Europe, Australia, Antarctica, Arctic Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean.	World Map Poster Teacher Made Resources World Map on page R 7 (Our Country's Regions Textbook)	Math problems related to the different continents of the world throughout the 4th grade Everyday Math Curriculum.	Worksheets Quizzes	4-5 Classes
Using Maps	Social Studies	Map scales are used to	What is a compass rose?		7.1.4.A. Describe how common geographic	cardinal directions, compass rose,	Teacher Made Resources	Math problems related to using map	"	6-9 Classes

Handbook pages H13-H18 (Our Country's Regions Textbook)	measure real distances on a map. Latitude and longitude help us locate places on Earth.	What kind of directions does it indicate? What information do map titles give? What are the map symbols and why are they used?	tools are used to organize and interpret information about people, places, and environment. 7.1.4.B. Describe and locate places and regions as defined by physical and human features. 7.2.4.A. Identify the physical characteristics of places and regions	intermediate directions, relative location, relative location, map symbol, North, East, South, West, map key, scale, locator, latitude, parallels, degrees, longitude, prime meridian, global grid, transportation map, political map, physical map, landform map, historical map.	skills throughout the 4th grade Everyday Math Curriculum.
Chapter 2 pages 62-65 (Our Country's Regions Textbook)		What information does a map key give? Why should you look closely at the scale of every map? What is the purpose of a locator map? Which shows a larger area--the main map or the locator map? How can we determine what each color on a physical map means? If you wanted to know where the major mountain ranges are in the United States, what kind of map would you need? Do you think a	7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.		
		transformation			

<p>map furnished by a bus company would show train routes? Why or why not?</p> <p>What do historical maps show?</p> <p>Long ago, who might have used maps with latitude and longitude?</p> <p>Is the prime meridian labeled east or west?</p> <p>Is the prime meridian parallel to other longitude lines? Why or why not?</p> <p>Which lines of the global grid are parallel lines?</p>	<p>Pennsylvania Geography & Climate</p> <p>Chapter 1: Lessons 1-2 (Our Pennsylvania Textbook)</p> <p>Pennsylvania's different landforms and its location give it a varied climate.</p> <p>Pennsylvania is divided into five regions with common features.</p> <p>What is the difference between climate and weather?</p> <p>As you move away from the equator, what happens to the climate?</p> <p>Why do different parts of our state</p>	<p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.4.A.</p>	<p>climate, weather, temperature, precipitation, hurricanes, tornado, Phoenixville, Tamaqua, Bradford, Wikes-Barre, Piedmont, Appalachian Mountains, Harrisburg, Allegheny Mountains. Allegheny</p>	<p>Teacher Made Resources</p>	<p>Science: Looking at local water quality for a lab.</p>	<p>"</p>	<p>6-8 Classes</p>
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<p>Identify the physical characteristics of places and regions</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p>	<p>Plateau, ridge, plateau, river system, bay, tributary, Delaware Bay, Susquehanna River, Allegheny River, Monongahela River, Ohio River, Lake Erie, Philadelphia, Harrisburg, Pittsburgh, Atlantic Coastal Plain, Delaware River, border, geography, landforms, plain, valley.</p>	<p>Identify the physical characteristics of places and regions</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p>	<p>NA</p> <p>Teacher Made Resources</p> <p>School House Rock Video: Three Ring Circus</p>	<p>4-5 Classes</p>
<p>have different climates?</p> <p>What are the six states that border Pennsylvania?</p> <p>What is a landform?</p> <p>What are the three types of landforms found in Pennsylvania?</p> <p>What are the different bodies of water in Pennsylvania?</p> <p>What are all the rivers in Pennsylvania?</p> <p>What are all the cities in Pennsylvania?</p> <p>What is the capital of Pennsylvania?</p>	<p>government, constitution, democratic republic, citizens, congress, Executive Branch, Legislative Branch, Judicial Branch, President, Senate, House of</p>	<p>5.1.4.D Identify key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution. 	<p>government, constitution, democratic republic, citizens, congress, Executive Branch, Legislative Branch, Judicial Branch, President, Senate, House of</p>	<p>"</p>
<p>United States Government and Constitution</p>	<p>Introduction pages 26-29 (Our Country's Regions Textbook)</p>	<p>The United States government has three branches of government that check and balance one another.</p>	<p>The constitution was written over 200 years ago. Why is it still important today?</p> <p>Part of the United States Constitution states: "We the</p>	

<p>People." To whom does this refer to?</p> <p>What are the two parts of the United States Congress?</p> <p>What role do citizens have in Congress?</p> <p>What is the purpose of the executive branch of the United States government?</p> <p>Why are immigrants important to the United States?</p> <p>Why does our government have three branches?</p>	<p>Representatives, taxes, Supreme Court, checks and balances.</p>	<p>5.1.4.F. Identify state symbols, national symbols, and national holidays.</p> <p>5.3.4.A. Identify the roles of the three branches of government.</p> <p>5.3.4.D. Identify positions of authority at the local and state, and national level.</p>	<p>veto, bill, governor, General Assembly, State Executive Branch, State Legislative Branch, State Judicial Branch, budget, Harrisburg, checks and balances.</p>	<p>5.1.4.C. Explain the principles and ideals shaping local and state government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.4.D. Identify key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of 	<p>NA</p> <p>"</p> <p>4-5 Classes</p>
<p>What is the principle of checks and balances?</p> <p>How does a bill become a law?</p> <p>What is each job of our state government?</p>	<p>Representatives, taxes, Supreme Court, checks and balances.</p>	<p>5.1.4.C. Explain the principles and ideals shaping local and state government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.4.D. Identify key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of 	<p>veto, bill, governor, General Assembly, State Executive Branch, State Legislative Branch, State Judicial Branch, budget, Harrisburg, checks and balances.</p>	<p>5.1.4.C. Explain the principles and ideals shaping local and state government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.4.D. Identify key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of 	<p>NA</p> <p>"</p> <p>4-5 Classes</p>
<p>Chapter 10: Lesson 2 Our State Government (Our Pennsylvania Textbook)</p> <p>The Pennsylvania state government consists of executive, legislative, and judicial branches.</p>	<p>Representatives, taxes, Supreme Court, checks and balances.</p>	<p>5.1.4.C. Explain the principles and ideals shaping local and state government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.4.D. Identify key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of 	<p>veto, bill, governor, General Assembly, State Executive Branch, State Legislative Branch, State Judicial Branch, budget, Harrisburg, checks and balances.</p>	<p>5.1.4.C. Explain the principles and ideals shaping local and state government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.4.D. Identify key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of 	<p>NA</p> <p>"</p> <p>4-5 Classes</p>

<p>Independence</p> <ul style="list-style-type: none"> • United States Constitution • Bill of Rights • Pennsylvania Constitution. 	<p>5.3.4.A. Identify the roles of the three branches of government.</p>	<p>5.3.4.B. Describe how the elected representative bodies function in making local and state laws.</p>	<p>5.3.4.C. Identify the services performed by local and state governments.</p>	<p>5.3.4.D. Identify positions of authority at the local and state, and national level.</p>	<p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p>	<p>What is the difference between history and prehistory? How do archaeologists learn about the</p>	<p>The first people to reach Pennsylvania. Two cultures within early Pennsylvania:</p>	<p>Chapter 3: Lessons 1-2 Chapter 4: Lessons 1-4 Chapter 5: Lessons 1-3</p>	<p>Pennsylvania History</p>	<p>Macmillan/McGraw-Hill: Our Pennsylvania DVD: Colonial Life for Children: William Penn and</p>	<p>Reading/Treasures Story: How Benjamin Franklin Stole the Lighting Science: Studying the concept of</p>	<p>Worksheets, quizzes, letters, booklets, etc.</p>	<p>32-62 Classes</p>
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(Our Pennsylvania Textbook)	Susquehannock, Lenni, and Lenape.	past? When and how did the first people come Pennsylvania? What natural resources were important to the Susquehannock? What is a wigwam? What were the ways of life of the Susquehannock and the Lenape? Why did European countries want to build colonies in North America? Why were animal furs so valuable in Europe? List three Europeans who helped settle or explore the Delaware Bay area. Why was Pennsylvania called a "holy experiment"?	8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.	explore, Northwest Passage, trading post, colony, Johan Printz, Henry Hudson, Cornelis Hendrickson,	Pennsylvania DVDs: Liberty's Kids Reading/Treasures Story: How Benjamin Franklin Stole the Lighting Teacher Made Resources	electricity and the important inventor, Benjamin Franklin.
	The Dutch and Swedish Settle in Pennsylvania	William Penn Establishes Pennsylvania Colony	8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.	Peter Minuit, Peter Stuyvesant, Johan Rising, New Sweden, Fort Christina, Tinicum Island, New	Benjamin Franklin	
	Time lines show the order in which events took place.		8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.	Gothenburg, New Netherland, King Charles II, William Penn, Tamed, Hannah Penn, Thomas Penn,	Stole the Lighting	
	Benjamin Franklin had an impact on Philadelphia during the colonial period in Pennsylvania.		<ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	Lappawinzo, Philadelphia, Great Law, treaty, Great Treaty, Walking Purchase, timeline, immigrant, indentured servant, slavery, manufacture, port,	Teacher Made Resources	
	Pioneers settle on the Pennsylvania Frontier	The British and French struggle for land.	8.2.4.D. Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania	Benjamin Franklin, Jane Hoskens, Thomas Rutter, Wilhelm Rittenhausen,		
	Colonists declare their independence from Great Britain.	What was the Great Law? What did William Penn do to help the colony of Pennsylvania to grow? Give two reasons why Europeans came to colonial Pennsylvania.	<ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	Deborah Franklin, Sybilla Masters, Germantown, Lancaster, Bethlehem, Pottstown, Ephrata, frontier, pioneer, Conestoga Wagon, subsistence farming,		
	In 1776 Pennsylvanians rebelled against Great Britain.	Name two of the	8.3.4.A. Differentiate common characteristics of the social, political,	Daniel Boone, Conrad Weiser, John Shikellamy, Reading, Scotland, Ireland, Cumberland Valley,		

<p>Pennsylvania's role in the American Revolution.</p>	<p>groups that came to Pennsylvania looking for religious freedom. Describe life in colonial Pennsylvania. Why did settlers move to the frontier? Why was the Conestoga wagon often used to travel west? What was life like on the Pennsylvania frontier. What two countries calimed land in western Pennsylvania? What are the rivers that came together at Fort Duquesne? How did the French and Indian War change Pennsylvania? What is a tax? Why did Great Britain want the colonists to break away from Great Britain? What was the "Great Runaway"?</p>	<p>Carlisle, Bedford, French and Indian War, ally, Treaty of Paris, George Washington, Half King, Edward Braddock, William Pitt, John Forbes, Henry Bouquet, Pittsburgh, Fort Duquesne, Fort Necessity, Great Meadows, Fort Pitt, Bushy Run, tax, Stamp Act, boycott, First Continental Congress, minuteman, American Revolution, Second Continental Congress, Continental Army, Declaration of Independence, Thomas Jefferson, Thomas Paine, King George, John Dickinson, Carpenter's Hall, Battle of Trenton, Battle of Brandywine, Battle of Germantown, Great Runaway, William Howe, Martha Washington, Varon Von Steubenm, Mary Hays, Betsy Ross, Haym Salomon, Anthony Wayne, James Forten, New Hope, Trenton, Brandywine Creek, . . .</p>
<p>cultural and economic groups in United States history</p>		

Describe what the winter of 1777-1778 was like for the troops at Valley Forge. How did Pennsylvania help in the American Revolution?

Valley Forge.

Last updated: 4/24/2013



H.19. SOCIAL STUDIES 5TH GRADE



5th Social Studies Y

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Unit	Chapter	Big Idea(s)	Essential Question(s)	PA Eligible Content	Common Core State Standards/OCDEL	Vocabulary	Related Resources	Interdisciplinary Connections	Assessment(s)	Duration
Unit 1: The First Americans	Chapter 1: Peopling the Western Hemisphere	Peopling the Western Hemisphere Aztec and Inca Flourish	How did farming and trade lead to the development of early civilizations? How did the Aztec and Inca build their powerful empires?		8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history. 8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World History. 7.1.5.B - Describe and locate places and regions as defined by physical and human features. 7.2.5.A - Describe the characteristics of places and regions.	Ice Age, glacier, specialize, civilization, artifact, irrigation, empire, slavery Pachakuti Inca			Chapter 1 Review	3 days

			<p>7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p> <p>7.4.5.A - Describe and explain the effects of the physical systems on people within regions.</p>	<p>7.1.5.B - Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.5.A - Describe the characteristics of places and regions.</p> <p>7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p> <p>7.4.5.A - Describe and explain the effects of the physical systems on people within regions.</p>	<p>How did the Hopi and Navajo use their environment to enrich their lives?</p> <p>How did the Iroquois bring peace to their people?</p> <p>How did the Native Americans of the Plains use their resources to survive?</p> <p>How did the Tlingit use the environment of the Northwest Coast?</p>	<p>Native Americans of the Southwest</p> <p>Native Americans of the Woodlands</p> <p>Native Americans of the Plains</p> <p>Native Americans of the West</p>	<p>Chapter 2: Native Americans</p>	<p>Chapter 2 Review Unit 1 Test</p>	<p>5 days</p>
				<p>pueblo, mesa, adobe, kiva, kachina, hogan, wigwam, longhouse, wampum, clan, Iroquois Confederacy, compromise, prairie, lodge, travois, coup stick, teepee, jerky, technology, potlatch, totem pole</p> <p>Deganawida, Hiawatha</p>					

					<p>8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.</p> <p>6.1.5.B - Explain the ways in which people meet their basic needs and wants.</p> <p>6.1.5.D - Demonstrate how availability of resources affects choices.</p>				<p>Unit 2: Worlds Meet</p> <p>Chapter 3: The Age of Exploration</p> <p>Europe and Marco Polo</p> <p>Expansion of Trade</p> <p>The Search for New Trade Routes</p>	<p>How did Marco Polo's travels to Asia make Europeans interested in the rest of the world?</p> <p>How did trade expand during the Middle Ages?</p> <p>How did advances in technology lead to the expansion of exploration?</p>	<p>6.2.5.A - Describe how goods and services are distributed.</p> <p>8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to world history.</p> <p>7.1.5.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p>	<p>Middle Ages, merchant, expedition, currency, caravan, navigation, caravel</p> <p>Marco Polo, Kublai Khan, Sunni Ali, Zhu Di, Zheng He, Prince Henry, Bartolomeu Dias, Vasco de Gama</p>	<p>Chapter 3 Review</p>	<p>4 days</p>
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7.2.5.A - Identify the

	<p>7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p>			
		<p>7.1.5.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p>	<p>log. colony, Columbian Exchange, tribute, conquistador, encomienda, missionary</p> <p>Christopher Columbus, King Ferdinand, Queen Isabella, Amerigo Vespucci, Moctezuma II, Hernando Cortes, Dona Marina, Cuauhtemoc, Francisco Pizarro, Atahualpa, Estevanico, Fray Marcos de Niza, Francisco Coronado, Bartolome de las Casas, Yanga</p>	<p>Chapter 4 Review</p> <p>4 days</p>
	<p>Europeans Come to the Americas</p> <p>Explorers and Conquerors</p> <p>The Spanish Build an Empire</p>	<p>What happened when the peoples of Europe and the Americas met?</p> <p>How did the arrival of the Spanish explorers change life in the Americas?</p> <p>What was life like for people in New Spain?</p>	<p>8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites which are critical to world history.</p>	
	<p>Chapter 4: Contact and Exploration</p>			

<p>Chapter 5: The Settlement of North America</p>	<p>Explorers Seek the Northwest Passage The First English Colonies The Pilgrims Travel to a New Land</p>	<p>Why did Europeans search for the Northwest Passage? How did England found colonies in North America? How did the Native Americans help the English at Plymouth?</p>	<p>Northwest Passage, profit, portage, charter, armada, stock, cash crop, indentured servant, House of Burgesses, Mayflower Compact, sachem John Cabot, Giovanni da Verrazano, Henry Hudson, Jacques Cartier, Samuel de Champlain, Jacques Marquette, Louis Jolliet, Queen Elizabeth I, Sir Walter Raleigh, John White, Chief Powhatan, King James I, Captain John Smith, John Rolfe, Pocahontas, Massasoit, Squanto, Samoset, William</p>	<p>Chapter 5 Review Unit 2 Test</p>	<p>4 days</p>
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<p>Unit 3: Colonization and Conflict</p>	<p>Chapter 6: Establishment of the 13 Colonies</p> <p>The Puritans Land in New England</p> <p>Cooperation in the Middle Colonies</p> <p>New Colonies in the South</p> <p>What kind of life did the Puritans establish in New England?</p> <p>What helped the Middle Colonies prosper?</p> <p>How were the Southern Colonies founded?</p>	<p>Chapter 7: Life in the Colonies</p> <p>Europeans Rush to the Colonies</p> <p>Different Ways of Life Develop</p> <p>Who came to the colonies in the early 1700s and why?</p> <p>.....</p>
<p>Bradford, Miles Standish</p>	<p>covenant, tolerate, cooperation, proprietor, debtor, confederacy, indigo</p> <p>King Charles I, John Winthrop, Roger Williams, Anne Hutchinson, Thomas Hooker, John Mason, Ferdinando Gorges, Metacomet, King Charles II, Peter Stuyvesant, William Penn, King George II, James Oglethorpe, Tomochichi</p>	<p>slave trade, autobiography, frontier, artisan, apprentice, backcountry,</p>
	<p>Chapter 6 Review</p>	<p>Chapter 7 Review</p>
	<p>4 days</p>	<p>6 days</p>

<p>Slavery in the Colonies</p> <p>The Colonial Economy</p> <p>Colonial Governments</p>	<p>What was life like for the different groups in the colonies?</p> <p>How did slavery grow in the colonies?</p> <p>How did the economy of the English colonies grow?</p> <p>How did the colonies govern themselves?</p>	<p>plantation, slave codes, overseer, export, agriculture, industry, free enterprise, market, triangular trade, Middle Passage, assembly, legislation, militia, delegate, constable, treason</p> <p>Olaudah Equiano, Benjamin Franklin, John Punch, John Woolman, Robert Carter</p> <p>Ill, Eliza Lucas Pinckney, Richard Henry Lee, John Locke, John Peter Zenger, Phillis Wheatley</p>	<p>mission, convert, presidio, voyageur, coureurs de bois, French and Indian War</p>
<p>Chapter 8: European Rivalries in North America</p>	<p>Why did Spaniards settle in the Southwest and California?</p> <p>Why did France expand its</p>	<p>mission, convert, presidio, voyageur, coureurs de bois, French and Indian War</p>	<p>Chapter 8 Review</p> <p>Unit 3 Test</p>
<p>4 days</p>			

<p>and Indian war, Treaty of Paris, Proclamation of 1763</p> <p>Don Juan de Onate, Antonio de Otermin, Pope, Diego de Vargas, Junipero Serra, Jean Baptiste Point du Sable, Rene Robert La Salle, Pierre Le Moyne d'Iberville, Jean- Baptiste Le Moyne de Bienville, George Washington, William Pitt, Pontiac</p>								<p>Unit 4: The Fight for Independence</p>
								<p>Chapter 9 Review</p> <p>4 days</p>
<p>colonies in North America?</p> <p>What were the results of the French and Indian War?</p>							<p>Taxation Without Representation First Battles of the American Revolution The Declaration of Independence</p>	
							<p>Chapter 9: Breaking Ties with Great Britain</p>	
<p>What led the colonies to break away from Britain?</p> <p>What were the first battles of the American Revolution?</p> <p>What was the purpose of the Declaration of Independence?</p>						<p>repeal, Stamp Act, boycott, Boston Massacre, minutemen, militia, Loyalists, Patriots, Continental army, traitor, Declaration of Independence Patrick Henry,</p>		

				<p>Samuel Adams, Crispus Attucks, Abigail Adams, John Hancock, Thomas Gage, Paul Revere, William Dawes, John Parker, Ethan Allen, Benedict Arnold, Thomas Jefferson, Henry Knox, William Howe, Thomas Paine</p>			<p>mercenary, surveyor, Treaty of Alliance, Treaty of Paris, Second Treaty of Fort Stanwix Martha Washington, Mary Ludwig Hays, Margaret Corbin, Ester DeBerdt Reed, Nathan Hale, John Burgoyne, Thaddeus Kosciuszko, Benedict Arnold, Marquis</p>	<p>Chapter 10: The American Revolution</p> <p>The Continental Army Turning Points Independence is Won</p> <p>How did the Continental army differ from the British army? What was the turning point of the American Revolution? What ended the Revolutionary War?</p>	<p>Chapter 10 Review</p> <p>4 days</p>
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						<p>de Lafayette, Friedrich von Steuben, George Rogers Clark, John Paul Jones, Francis Marion, Nathanael Greene, Charles Cornwallis, James Armistead, Joseph Brant</p>	<p>Articles of Confederation, Shay's Rebellion, Northwest Ordinance, territories, statehood, Virginia Plan, legislative branch, executive branch, judicial branch, Supreme Court, New Jersey Plan, Great Compromise, amendment, Preamble, democracy, republic, federal system, checks and balances.</p>				<p>What effect did the Articles of Confederation have on the United States? How was the Constitution of the United States created? What kind of government did the United States Constitution create? How was the Constitution adopted by the states?</p>	<p>The Articles of Confederation The Constitutional Convention The Constitution Ratifying the Constitution</p>		<p>Chapter 11: The Constitution of the United States</p>			<p>Chapter 11 Review Unit 4 Test</p>		<p>5 days</p>
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<p>veto, ratify, Federalist, Antifederalist, Bill of Rights, secretary, Cabinet, political party Daniel Shays, Richard Allen, Alexander Hamilton, Gouverneur Morris, James Madison, Roger Sherman, George Mason, George Washington</p>								<p>Unit 5: A New Nation</p>	<p>Chapter 12: The Young United States</p>
	<p>Chapter 12 Review</p>			<p>pioneer, Louisiana Purchase, neutral, War Hawks, War of 1812, Battle of New Orleans, Era of Good Feelings, Monroe Doctrine Daniel Boone, John Findley, Benjamin Banneker, Pierre L'Enfant,</p>		<p>What challenges did new settlers face as they moved west? What did Thomas Jefferson accomplish as President? What did President Madison do to protect the young United States?</p>	<p>Beyond the Appalachians The War of 1812 The Louisiana Purchase</p>		<p>4 days</p>

								<p>Thomas Jefferson, Napoleon Bonaparte, Meriwether Lewis, William Clark, Sacagawea, York, James Madison, Tecumseh, Henry Clay, Oliver H. Perry, Andrew Jackson, Dolley Madison, Francis Scott Key, James Monroe, Absalom Jones</p>	<p>Chapter 13: The Nation Grows</p>	<p>The Industrial Revolution The Presidency of Andrew Jackson Moving West Texas and the War with Mexico</p>	<p>How did the Industrial Revolution change life in the United States? How did the United States change under President Andrew Jackson? Why did people migrate west in the 1800s?</p>	<p>Industrial Revolution, cotton gin, interchangeable parts, reaper, steam engine, canal, Bank of the United States, Indian Removal Act, Trail of Tears, wagon train, Mountain Men, Gold Rush, forty-niners, Treaty of</p>	<p>Chapter 13 Review Unit 5 Test</p>	<p>5 days</p>
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become a state?

Guadalupe
Hidalgo,
manifest
destiny
Samuel Slater,
Eli Whitney,
Francis C.
Lowell, Cyrus
McCormick,
John Deere,
Robert Fulton,
DeWitt Clinton,
Peter Cooper,
John Quincy
Adams, Andrew
Jackson,
Sequoyah, John
Ross, Osceola,
Marcus
Whitman,
Narcissa
Whitman,
Brigham Young,
Jim Bridger,
James
Beckwourth,
Stephen F.
Austin, Antonio
Lopez de Santa
Anna, David
Crockett, Jim
Bowie, William
Travis, Suzanna
Dickenson, Sam
Houston,
Lorenzo de
Zavala, James
K. Polk, Zachary
Taylor

<p>Unit 6: Slavery and Emancipation</p>	<p>Chapter 14: Slavery Divides the Nation</p>	<p>Slavery Divides the Country The Abolition Movement The Election of 1860</p>	<p>What major differences divided the North and the South in the 1850s? Who fought for abolition and women's rights in the early 1800s? What issues divided the nation in 1860?</p>	<p>prejudice, abolitionist, Underground Railroad, Seneca Falls Convention, Missouri Compromise, Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act, Dred Scott Decision, secede, Confederacy, states' rights Nat Turner, Frederick Douglass, Elizabeth Jennings, William Lloyd Garrison, Harriet B. Stowe, Angelina Grimke, Sara Grimke, Levi Coffin, Harriet Tubman, Lucretia Mott, Elizabeth Cady Stanton, Sojourner Truth,</p>	<p>Chapter 14 Review</p>	<p>4 days</p>
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<p>Henry Clay, Abraham Lincoln, John Brown, Jefferson Davis</p>	<p>Civil War, Anaconda Plan, blockade, total war, civilian, Emancipation Proclamation, Gettysburg Address, draft, Thirteenth Amendment, Reconstruction, black codes, Fourteenth Amendment, Freedmen's Bureau, sharecropping, impeach, Fifteenth Amendment, Jim Crow laws, segregation</p>	<p>How did the Civil War begin? How did the Union finally begin to win the war? How did the Civil War end? What happened in the South after the Civil War?</p>	<p>The War Begins Emancipation Proclamation Surrender at Appomattox Reconstruction</p>	<p>Chapter 15: The Civil War and Reconstruction</p>	<p>Chapter 15 Review Unit 6 Test</p>	<p>5 days</p>

<p>Unit 7: The Nation Changes</p>	<p>Chapter 16: The Changing West</p>	<p>The Transcontinental Railroad</p> <p>The Cattle Kingdom</p> <p>Homesteading on the Plains</p> <p>The Plains Wars</p>	<p>How did the Transcontinental Railroad help our country grow?</p> <p>How did railroads change the cattle industry?</p> <p>How did the settlers of the Great Plains use their environment?</p> <p>What caused the Plains Wars?</p>	<p>Grant, George</p> <p>Meade, George</p> <p>Pickett, William</p> <p>Tecumseh</p> <p>Sherman, Andrew</p> <p>Johnson, Hiram</p> <p>R. Revels</p>	<p>transcontinental railroad, Pacific Railroad Act, cattle drive, railroad, stockyards, cowtowns, Homestead Act, homesteader, sodbusters, saddles, exodusters, property rights, reservation, Custer's Last Stand</p> <p>Grenville</p> <p>Dodge, Charles</p> <p>Crocker, Nat</p> <p>Love, Joseph</p> <p>McCoy, James</p> <p>Oliver, Joseph</p> <p>Gildden, Henry</p> <p>Adams, Crazy</p> <p>Horse, George</p> <p>Custer, Sitting Bull, Chief</p>	<p>Chapter 16 Review</p> <p>5 days</p>
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<p>Unit 8: The Modern Era</p>	<p>Chapter 18: Good Times and Hard Times</p>	<p>World War I Good Times The Great Depression World War II The Cold War</p>	<p>What effect did World War I have on the United States? Why are the 1920s known as the "Roaring Twenties"? How did the Great Depression affect the United States? How did the United States enter and win World War II? How did the Cold War affect life in the United States?</p>	<p>William McKinley, George Dewey, Theodore Roosevelt, Upton Sinclair, Ida Tarbell, William Gorgas, Orville Wright, Wilbur Wright, Henry Ford, John Muir</p>	<p>World War I, Allied Powers, Central Powers, Treaty of Versailles, League of Nations, Great Migration, discrimination, NAACP, Roaring Twenties, jazz, suffrage, media, Nineteenth Amendment, League of Women Voters, Stock Exchange, Great Depression, Dust Bowl, New Deal, unemployment,</p>	<p>Chapter 18 Review</p>	<p>6 days</p>
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hydroelectricity,
dictator, Axis,
Allies, World
War II,
communism,
internment
camp,
concentration
camp,
Holocaust, Iron
Curtain, United
Nations, Cold
War, Marshall
Plan, Korean
War, arms race,
satellite, Cuban
Missile Crisis
Woodrow
Wilson, Booker
T. Washington,
W.E.B. Du Bois,
Ida Wells-
Barnett, Duke
Ellington, F.
Scott Fitzgerald,
Dorothy Parker,
Langston
Hughes,
Charles
Lindbergh,
Amelia Earhart,
Susan B.
Anthony,
Herbert Hoover,
Franklin Delano
Roosevelt,
Eleanor
Roosevelt,
Benito

				<p>Mussolini, Adolf Hitler, Josef Stalin, Dwight D. Eisenhower, Harry S. Truman, Joseph McCarthy, Dwight D. Eisenhower, John F. Kennedy, Fidel Castro, Nikita Khrushchev</p>			<p>What was the result of the Civil Rights Movement? What two wars did the United States fight during the 1960s and 1970s? What major events affected the United States at the end of the 1900s? What challenges does the United States face today?</p>	<p>The Civil Rights Movement The Great Society End of the Cold War The Space Race</p>	<p>Chapter 19: A Changing World</p>	
	<p>Chapter 19 Review Unit 8 Test</p>			<p>activists, integrate, Civil Rights Act, Voting Rights Act, migrant farm worker, La Causa, Vietnam War, Americans with Disabilities Act, Persian Gulf War, terrorism, gene, DNA Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., John F. Kennedy, Lyndon Baines Johnson, Malcolm X,</p>						<p>5 days</p>

<p><i>Cesar Chavez,</i> <i>Dolores Huerta,</i> <i>Richard Nixon,</i> <i>Gerald Ford,</i> <i>Shirley</i> <i>Chisholm,</i> <i>Sandra</i> <i>O'Connor,</i> <i>Jimmy Carter,</i> <i>Ronald Regan,</i> <i>Mikhail</i> <i>Gorbachev,</i> <i>George Bush,</i> <i>Colin Powell, Bill</i> <i>Clinton, Albert</i> <i>Gore, Jr.,</i> <i>George W.</i> <i>Bush, Neil</i> <i>Armstrong</i></p>			<p><i>Unit 9: Our</i> <i>Neighbors in</i> <i>the Western</i> <i>Hemisphere</i></p> <p><i>Part 1: Canada</i> <i>Part 2: Mexico</i> <i>Part 3: Central</i> <i>America and</i> <i>the Caribbean</i> <i>Part 4: South</i> <i>America</i></p>	<p><i>How are the</i> <i>land, history,</i> <i>and culture of</i> <i>Canada special?</i></p> <p><i>Who are the</i> <i>people of</i> <i>Mexico?</i></p> <p><i>Who are the</i> <i>people of</i> <i>Central America</i> <i>and the</i> <i>Caribbean?</i></p> <p><i>How are the land</i> <i>and culture of</i> <i>South America</i> <i>special?</i></p>	<p><i>bilingual,</i> <i>province, North</i> <i>American Free</i> <i>Trade</i> <i>Agreement, rain</i> <i>forest, mestizo,</i> <i>hurricane,</i> <i>commonwealth,</i> <i>favela, inflation</i></p> <p><i>Jacques</i> <i>Cartier, Samuel</i> <i>de Champlain,</i> <i>Miguel Hidalgo,</i> <i>Benito Juarez,</i> <i>Toussaint</i> <i>L'Ouverture,</i> <i>Rinsharta</i></p>	<p><i>Unit 9 Review</i></p>	<p><i>4 days</i></p>
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H.20. SCIENCE KINDERGARTEN



Young Scholars of McKeesport Charter School

Kindergarten Science YSMCS

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Module	Investigation	OCDEL Standards	Common Core Standards	Vocabulary	Content	Interdisciplinary Connections		
Trees	Investigation 1: Fall Trees	3.1a: Living and Non-Living Organisms	3.1.K.A1: Identify the similarities and differences of living and non-living things.	Branch	Trees have identifiable structures	Language: Science Journals		
		3.1c: Evolution	3.1.K.A3: Observe, compare, and describe stages of life cycles for plants and/or animals.	Broadleaf	Trees are a resource.	Make a tree-observation class book.		
		4.8: Human and Environment	3.1.K.A5: Observe and describe structures and behaviors of a variety of common animals.	Conifer	Trees are growing, living organisms.	Math: Hang up the tree circumference strings.		
		15.1: Constructing Knowledge	3.1.K.A9: <ul style="list-style-type: none"> Distinguish between scientific fact and opinion. 	Leaf	Trees have basic needs, including water, light,	Make circumference		
		15.2:	<ul style="list-style-type: none"> Ask questions about 	Root				
						Trunk		
						Twig		
						Bark		
						Circumference		

<p>Organizing and Understanding Knowledge</p> <p>15.4: Learning Through Experience</p>	<p>objects, organisms, and events.</p> <ul style="list-style-type: none"> Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific 	<p>Height</p> <p>Living</p> <p>Shape</p> <p>Silhouette</p> <p>Adopt</p> <p>Pattern</p> <p>Rubbing</p> <p>Scar</p>	<p>and nutrients from soil.</p> <p>Trees are identifiable by their shape.</p> <p>Individual trees can be described by their properties, including size, shape, and texture.</p>	<p>strings.</p> <p>Art:</p> <p>Make more puzzles.</p> <p>Science:</p> <p>Plan a discovery center.</p> <p>Collect prunings.</p> <p>Pass the scrapbook on.</p>
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<p>knowledge.</p> <ul style="list-style-type: none"> Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 				
<p>3.1.K.C2: Describe changes animals and plants undergo throughout the seasons.</p>				
<p>3.1.K.C3:</p> <p><u>CONSTANCY AND CHANGE</u></p> <p>Describe changes that occur as a result of climate.</p>				
			<p>3.1.K.A1: Identify the similarities and differences of living and non-living things.</p>	
	<p>Leaves have</p>	<p>Branch</p>		<p>Trees</p>

Leaves	and Non-Living Organisms	3.1.K.A3: Observe, compare, and describe stages of life cycles for plants and/or animals.	Different	identifiable structures.	Science Journals
	3.1c: Evolution	3.1.K.A5: Observe and describe structures and behaviors of a variety of common animals.	Edge	Leaves grow on the tips and sides of small branches.	Make invitations for back to school night.
	4.8: Human and Environment	3.1.K.A9:	Leaf	Many kinds of trees lose their leaves in the fall.	Math: Make a leaf shape bar graph.
	15.1: Constructing Knowledge	<ul style="list-style-type: none"> Distinguish between scientific fact and opinion. 	Point	Leaves from the same trees have the same shape.	Art: Make leaf rubbings.
	15.2: Organizing and Understanding Knowledge	<ul style="list-style-type: none"> Ask questions about objects, organisms, and events. 	Shape	Leaf shapes can be compared to geometric shapes.	Try spatter painting.
	15.4: Learning Through Experience	<ul style="list-style-type: none"> Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. 	Size	Leaves have many properties that can be compared.	Science: Use a two handed feely box.
		<ul style="list-style-type: none"> Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. 	Tip	Leaves can be compared to geometric shapes.	Add to the scrapbook.
		<ul style="list-style-type: none"> Use simple equipment (tools and other technologies) to gather 	Egg	Leaves have many properties that can be compared.	
			Heart	Leaves can be compared to geometric shapes.	
			Line	Leaves have many properties that can be compared.	
			Oval	Leaves have many properties that can be compared.	
			Paddle	Leaves have many properties that can be compared.	
			Round	Leaves have many properties that can be compared.	
			Spear	Leaves have many properties that can be compared.	
			Triangle	Leaves have many properties that can be compared.	
			Wedge	Leaves have many properties that can be compared.	
			Bigger	Leaves have many properties that can be compared.	
			Fatter	Leaves have many properties that can be compared.	
			Lobed	Leaves have many properties that can be compared.	

<p><i>data and understand that this allows scientists to collect more information than relying only on their senses to gather information.</i></p> <ul style="list-style-type: none"> <i>Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.</i> <i>Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</i> <p>3.1.K.C2: Describe changes animals and plants undergo throughout the seasons.</p>	<p>Same</p> <p>Serrated</p> <p>Skinnier</p> <p>Smaller</p> <p>Outline</p> <p>Silhouette</p> <p>Matching</p> <p>Missing</p>	<p><i>be identified by their shapes, tips and colors.</i></p>
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			<p>3.1.K.C3: <u>CONSTANCY AND CHANGE</u> Describe changes that occur as a result of climate.</p>	
<p>Trees</p>	<p>Investigation 3: Trees Through the Seasons</p>	<p>3.1a: Living and Non-Living Organisms 3.1c: Evolution 4.8: Human and Environment 15.1: Constructing Knowledge 15.2: Organizing and Understanding</p>	<p>3.1.K.A1: Identify the similarities and differences of living and non-living things. 3.1.K.A3: Observe, compare, and describe stages of life cycles for plants and/or animals. 3.1.K.A5: Observe and describe structures and behaviors of a variety of common animals. 3.1.K.A9: <ul style="list-style-type: none"> Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all </p>	<p>Leaves Other Seed Twig Food Fruit Nut Seed Shell Adopted Cone</p> <p>Trees are resources. Trees are growing, living organisms. Fruits and nuts provide protection and food for the seeds. Trees change through the seasons. Some trees lose their</p> <p>Language: Science Journals Art: Make a tree bulletin board. Science: Make a food from trees center. Watch for seed showers. Watch for life in trees. Compare cones.</p>

<p>Knowledge</p> <p>15.4: Learning Through Experience</p>	<p>scientific investigations involve asking and answering questions and comparing the answer with what is already known.</p> <ul style="list-style-type: none"> Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and 	<p>Fall</p> <p>Evergreen</p> <p>Lose</p> <p>Needle</p> <p>Scale</p> <p>Bark</p> <p>Branch</p> <p>Bud</p> <p>Growth Ring</p> <p>Leaf Scar</p> <p>Trunk</p>	<p>leaves in winter, while others do not.</p> <p>Evergreen trees can be identified by the properties of their leaves.</p> <p>Twigs have structures such as leaf scars and buds.</p> <p>Growth rings in twigs and trunks show how much a tree has grown in a year.</p>
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<p><i>explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</i></p> <p>3.1.K.C2: Describe changes animals and plants undergo throughout the seasons.</p> <p>3.1.K.C3:</p> <p><u>CONSTANCY AND CHANGE</u></p> <p><i>Describe changes that occur as a result of climate.</i></p>	<p><i>explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</i></p>	<p><i>explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</i></p>	<p><i>explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</i></p>
<p>Wood and Paper</p>	<p>Investigation 1: Getting to Know Wood</p>	<p>3.2a: Physical Sciences: Chemistry</p> <p>15.1:</p>	<p>3.2.K.B3: Describe how temperature can affect the body.</p> <p>3.2.K.B6: <u>ENERGY</u></p>

<p>Constructing Knowledge</p> <p>15.2: Organizing and Understanding Knowledge</p>	<p><i>Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</i></p> <p>3.2.K.B7:</p> <ul style="list-style-type: none"> <i>Distinguish between scientific fact and opinion.</i> <i>Ask questions about objects, organisms, and events.</i> <i>Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known.</i> <i>Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.</i> <i>Use simple equipment (tools and other technologies) to gather</i> 	<p>particleboard</p> <p>pine</p> <p>plywood</p> <p>redwood</p> <p>rough</p> <p>smooth</p> <p>texture</p> <p>wood</p> <p>absorb</p> <p>float</p> <p>sink</p> <p>soak</p> <p>spread</p> <p>different</p> <p>same</p> <p>test</p> <p>weight</p> <p>fewer</p> <p>graph</p>	<p>Wood is a resource that comes from different kinds of trees.</p> <p>Some woods are processed and transformed by people.</p> <p>Wood is used for many everyday things.</p> <p>Wood floats in water.</p> <p>Wood absorbs water.</p> <p>Some kinds of wood sink more easily than others.</p>	<p><i>Begin a wood chart.</i></p> <p>Math:</p> <p><i>Weigh paper clips.</i></p> <p><i>List wooden items from home.</i></p> <p>Social Studies:</p> <p><i>Take a field trip to lumberyard or a construction site.</i></p> <p>Science:</p> <p><i>Peer inside a branch.</i></p> <p><i>Start a wood study center.</i></p> <p><i>Play Memory.</i></p> <p><i>Do another sinking-wood investigation.</i></p>
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more

data and understand that this allows scientists to collect more information than relying only on their senses to gather information.

- *Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.*

- *Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.*

3.2.K.B3: Describe how temperature can affect the body.

3.2a: Physical

Investigation 2:

Wood and

change

Wood has

Language:

Paper	Changing Wood	Sciences: Chemistry	3.2.K.B6: <u>ENERGY</u> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	sand sandpaper sawdust shape woodworker mixture screen shavings waterlogged cornstarch glue matrix mix particleboard break laminated plywood stripe strong	many observable properties. Sanding can change the shape of wood. Sawdust and wood shavings are tiny pieces of wood. Wood that is waterlogged sinks. Some objects occur in nature. Others are made by people. Gluing thin sheets of wood together produces much stronger	Add to science journals. Art: Make pictures from sawdust, shavings, and twigs. Draw with charcoal. Science Extension: Add to the wood study center.
	15.1: Constructing Knowledge	15.2: Organizing and Understanding Knowledge	3.2.K.B7: <ul style="list-style-type: none"> Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. 			
		15.4: Learning Through Experience				

- *Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.*
- *Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.*
- *Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.*

wood.

Wood and Paper	Investigation 3: Getting to Know Paper	3.2a: Physical Sciences: Chemistry 15.1: Constructing Knowledge 15.2: Organizing and Understanding Knowledge 15.4: Learning Through Experience	3.2.K.B3: Describe how temperature can affect the body. 3.2.K.B6: <u>ENERGY</u> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow. 3.2.K.B7: <ul style="list-style-type: none"> Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that 	chipboard construction corrugated corrugated cardboard facial tissue kraft newsprint paper towel tagboard waxed absorb bumpy rough slick smooth soak tear texture	Paper has many observable properties. Many objects are made from paper. People make paper from wood. Wood is a resource that comes from trees. The properties of some kinds of paper make them useful for writing or drawing. The properties of different papers determine	Language: Use science journals. Make a paper chart. Science: Explore other kinds of paper. Bring in rice paper. Art: Construct a paper Humpty-Dumpty. Paint on paper. Examine paper illustration techniques. Make collage masks. Teach students simple origami.
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<p><i>different questions require different kinds of investigations.</i></p> <ul style="list-style-type: none"> <i>Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.</i> <i>Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.</i> <i>Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other</i> 	<p><i>bend</i></p> <p><i>corner</i></p> <p><i>crease</i></p> <p><i>flat</i></p> <p><i>fold</i></p> <p><i>half</i></p> <p><i>strong</i></p> <p><i>thick</i></p> <p><i>thin</i></p> <p><i>bead</i></p> <p><i>change</i></p> <p><i>drop</i></p> <p><i>dropper</i></p> <p><i>float</i></p> <p><i>submerge</i></p> <p><i>wet</i></p>	<p><i>their use.</i></p> <p><i>Some kinds of paper absorb water while others do not.</i></p> <p><i>Paper changes when soaked in water. Some papers break down into small fibers.</i></p>
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Wood and Paper	Investigation 4: Changing Paper	3.2a: Physical Sciences: Chemistry 15.1: Constructing Knowledge 15.2: Organizing and Understanding Knowledge 15.4: Learning Through Experience	scientists.	absorb blot fiber flip pattern pulp recycle roll screen across around dry flour layer mold over papier mache	<p>3.2.K.B3: Describe how temperature can affect the body.</p> <p>3.2.K.B6: <u>ENERGY</u></p> <p>Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</p> <p>3.2.K.B7:</p> <ul style="list-style-type: none"> Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. 	<p>Recycling extends the use of trees.</p> <p>New paper can be made from old paper.</p> <p>The properties of recycled paper can be compared to those of new paper.</p> <p>Objects can be made from paper.</p> <p>Paper can be soaked in wheat paste to make it soft and moldable when wet, and</p>	<p>Language: Use science journal.</p> <p>Art: Decorate the papier mache bowls. Try variations of papermaking. Color the recycled paper. Make something with the dried paper. Make chipboard.</p>
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- *Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.*

stiff

stiff and strong when dry.

- *Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.*

strip

tear

wheat paste

- *Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.*

- *Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and*

Wood and Paper	Investigation 5: Constructions	3.2a: Physical Sciences: Chemistry 15.1: Constructing Knowledge 15.2: Organizing and Understanding Knowledge 15.4: Learning Through Experience	3.2.K.B3: Describe how temperature can affect the body. 3.2.K.B6: <u>ENERGY</u> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow. 3.2.K.B7: <ul style="list-style-type: none"> Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and 	apart bottom box edge outline overlap seam shape side top trace alternate base horizontal under-over	Knowledge of the properties of paper can be used to make useful or artistic constructions. Paper containers we use everyday began as flat pieces of paper. Paper can be woven by using an under-over alternating pattern. Some objects are found in	Language: Use science journals. Make a class book. Math: Seriata a set of boxes. Pair boxes. Make new boxes. Science Extensions: Maintain a workbench. Take paper tubes apart.
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<p><i>comparing the answer with what is already known.</i></p> <ul style="list-style-type: none"> <i>Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.</i> <i>Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.</i> <i>Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.</i> <i>Communicate procedures and explanations giving priority to evidence and understanding that scientists make their</i> 	<p>pattern slit strip vertical weave artistic construction design sculpture</p>	<p>nature; others are made by people. Wood can be held together with glue.</p>	<p>Continue the paper-construction center. Make a bulletin-board wood collage. Art: Finish the sculptures. Social Studies: Visit a post office. Set up a classroom post office.</p>
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<p>Fabric</p>	<p>Investigation 1: Fabric All Around</p>	<p>15.1: Constructing Knowledge</p> <p>15.2: Organizing and Understanding Knowledge</p> <p>15.4: Learning Through Experience</p>	<p><i>results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</i></p>																																										
<table border="1"> <tr> <td data-bbox="493 1793 656 1967">Cloth</td> <td data-bbox="493 1549 656 1793">Fabrics have observable properties.</td> <td data-bbox="493 1335 656 1549">Language Connections: Communicate through science journals.</td> </tr> <tr> <td data-bbox="656 1793 737 1967">Fabric</td> <td data-bbox="656 1549 737 1793">Fabrics can be comparable and sorted by their properties.</td> <td data-bbox="656 1335 737 1549">Make word and fabric cards.</td> </tr> <tr> <td data-bbox="737 1793 818 1967">Nubby</td> <td data-bbox="737 1549 818 1793">Fabrics are made from different materials.</td> <td data-bbox="737 1335 818 1549">Math Extensions: Count seams.</td> </tr> <tr> <td data-bbox="818 1793 899 1967">Rough</td> <td data-bbox="818 1549 899 1793">Fabric is used for many things in our everyday lives.</td> <td></td> </tr> <tr> <td data-bbox="899 1793 980 1967">Scratchy</td> <td></td> <td></td> </tr> <tr> <td data-bbox="980 1793 1062 1967">Shiny</td> <td></td> <td></td> </tr> <tr> <td data-bbox="1062 1793 1143 1967">Slippery</td> <td></td> <td></td> </tr> <tr> <td data-bbox="1143 1793 1224 1967">Smooth</td> <td></td> <td></td> </tr> <tr> <td data-bbox="1224 1793 1305 1967">Soft</td> <td></td> <td></td> </tr> <tr> <td data-bbox="1305 1793 1386 1967">Burlap</td> <td></td> <td></td> </tr> <tr> <td data-bbox="1386 1793 1468 1967">Corduroy</td> <td></td> <td></td> </tr> <tr> <td data-bbox="1468 1793 1549 1967">Denim</td> <td></td> <td></td> </tr> <tr> <td data-bbox="1549 1793 1624 1967">Fleece</td> <td></td> <td></td> </tr> </table>							Cloth	Fabrics have observable properties.	Language Connections: Communicate through science journals.	Fabric	Fabrics can be comparable and sorted by their properties.	Make word and fabric cards.	Nubby	Fabrics are made from different materials.	Math Extensions: Count seams.	Rough	Fabric is used for many things in our everyday lives.		Scratchy			Shiny			Slippery			Smooth			Soft			Burlap			Corduroy			Denim			Fleece		
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Knit
Ripstop
Nylon
Satin
Seesucker
Sparkle
Organza
Terry Cloth
Collage
Color
Pattern
Plaid
Print
Shape
Stripe
Thick
Thin
Thread
Warp

Many fabrics are made by weaving threads together.
Scientists communicate problems, designs and solutions.
Sewing is the process that weaves thread through more than one piece of fabric to join them.

	<p>Language Extensions: Record investigations in</p>
	<p>Some fabrics absorb water and others repel it.</p>
<p>Woof Woven Alternate Cardboard Fringe Open Weave Over Tight Weave Under Weaving Yarn Needle Overcast Stitch Sew</p>	<p>Absorb Bead Bulb</p>
	<p>15.1: Constructing Knowledge 15.2:</p>
	<p>Investigation 2: Fabric Interactions</p>
<p>Fabric</p>	

<p>Organizing and Understanding Knowledge</p> <p>15.4: Learning Through Experience</p>	<p>Dropper</p> <p>Least</p> <p>Most</p> <p>Soak</p> <p>Spread</p> <p>Waterproof</p> <p>Clean</p> <p>Detergent</p> <p>Dirty</p> <p>Laundry</p> <p>Muslin</p> <p>Scrub</p> <p>Brush</p> <p>Soap</p> <p>Stain</p> <p>Blue</p> <p>Dye</p> <p>Green</p> <p>Orange</p>	<p><i>Fabrics can be compared by their properties.</i></p> <p><i>Some fabric stains can be cleaned by washing.</i></p> <p><i>Cleaning fabric with soap and a scrub brush is better than using water only.</i></p> <p><i>Scientists communicate solutions and problems.</i></p> <p><i>Fabric can be permanently dyed a wide variety of colors.</i></p> <p><i>Different properties of</i></p>	<p><i>science journals.</i></p> <p><i>Make a quilt.</i></p> <p><i>Make a class book.</i></p> <p>Math Extensions:</p> <p><i>Make colorful caps.</i></p> <p><i>Make small pattern quilts.</i></p> <p>Art Extensions:</p> <p><i>Simulate yarn-dye and piece-dye techniques.</i></p> <p><i>Make a tooth-fairy pillow.</i></p> <p><i>Tie-dye T-shirts.</i></p> <p><i>Mix colors.</i></p> <p><i>Try a modified batik.</i></p> <p>Science Extension:</p> <p><i>Take a field trip.</i></p>
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		<p><i>fabrics make them useful for different purposes.</i></p>					
	<p><i>Permanent</i></p>						
	<p><i>Purple</i></p>						
	<p><i>Red</i></p>						
	<p><i>Yellow</i></p>						
	<p><i>Absorbent</i></p>						
	<p><i>Property</i></p>						
	<p><i>See Through</i></p>						
	<p><i>Sturdy</i></p>						
	<p><i>Use</i></p>						

Last updated: 4/11/2013



H.21. SCIENCE 1ST GRADE



1st Science YSMCS

Module	Investigation	Part	Eligible Content	Common Core Standards/OCCDE	Essential Question(s)	Vocabulary	Science Content
Air and Weather	Investigation 1: Exploring Air Investigation 2: Observing Weather Investigation 3: Wind Explorations Investigation 4: Looking for Change	Exploring air: Part 1: Air is there Part 2: Air under water Part 3: Parachutes Part 4: Pushing on air Part 5: Air and weather fountain Part 6: Balloon rockets Exploring weather: Part 1: Weather calendars Part 2: Measuring templates	3.1.1.C3: CONSTANCY AND CHANGE Describe changes that occur as a result of habitat. 3.1.1.C4: <ul style="list-style-type: none"> Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking questions and answering the questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different 	3.1 Unifying themes C. Illustrate patterns that regularly occur and reoccur in nature Identify observable patterns that occur in nature E. Recognize change in natural and physical systems Examine and explain change through recording observations Describe the change to objects caused by heat, cold or light Use knowledge of natural patterns to make predictions	Exploring air: How does air interact with objects? How can I keep a paper towel dry underwater? How does air affect how a parachute floats to the ground? What happens when I push air into a smaller space? How can I use air to push water around a system? How can I use composed air to propel a balloon rocket? Observing	Exploring air: air, air resistance, barrel, bubble, compress, distance, fountain, gas, inflate, invisible, matter, move, paper towel, parachute, plunger, pressure, propel, rocket, submerge, syringe, system, travel, tubing, vial, water Observing weather: cirrus, clouds, cold, cool, cumulus, degrees Celsius, degrees Fahrenheit, freezing, hot, meteorologist, monitor, overcast, partly cloudy, rain gauge, rainy, snowy, stratus, sunny, symbol, temperature, thermometer, tool, warm, weather, weather instrument Wind explorations: anemometer, bubble, calm, direction, east, flying line, gentle, breeze, kite, moderate breeze, north, pinwheel, south, strong breeze, tail, west, wind, wind vane Looking for Change: graph, change, column, Moon,	Exploring Air: <ul style="list-style-type: none"> Air is matter. Air takes up space. Air interacts with objects. Air resistance affects how things move. Air is all around objects. Air can be compressed. The pressure from compressed air can move things. Air is a gas. Observing weather: <ul style="list-style-type: none"> Weather is the condition of the atmosphere (air) and changes over time. Temperature, precipitation, and cloud types are components of the weather that can be described. Meteorologists are scientists who study weather. There are different kinds of clouds. Rain is water that comes from clouds Wind explorations: <ul style="list-style-type: none"> Wind is moving air. Wind speed and wind direction are components of weather that can be described using anemometers and wind vanes. Wind scales are tools used to describe the speed of the wind. Looking for change: <ul style="list-style-type: none"> Weather conditions change over time. Weather observations can be organized, compared, and predicted. The Sun heats the Earth during the day.

precipitation, row, season, star, Sun, total

weather:
How can we keep a record of daily weather conditions?
How does a thermometer work to measure the temperature?
Are all clouds the same?
What kinds of weather do different clouds bring?
How can we measure the amount of rain that falls?
Wind exploration:
How can bubbles be used to find out about wind speed and direction?
How do people describe the strength of the wind?
How can we use pinwheels to observe the direction of the wind?
How can we use weather

questions require different kinds of investigations.
• Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.
• Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.
• Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the

Part 3: Watching Clouds
Part 4: Measuring Rain
Wind explorations:
Part 1: Bubbles in the wind
Part 2: Wind speed
Part 3: Pinwheels
Part 4: Wind Vanes
Part 5: Kites
Looking for change:
Part 1: Weather graphs
Part 2: Comparing the seasons
Part 3: The night sky

- Each season has a typical weather pattern that can be observed, compared, and predicted.
- The bright appearance of the Moon changes shape in a pattern that can be observed, compared, and predicted.
- The Sun and Moon appear to move slowly across the sky.

<p>work of other scientists.</p> <p>3.2.1.B3: Observe and record daily temperatures. Draw conclusions from daily temperature records as related to heating and cooling.</p>	<p>instruments to improve kite flying?</p> <p>Looking for change:</p> <p>How can we organize weather data collected for a month to look for change?</p> <p>How can we organize weather data taken over different seasons to look for change?</p> <p>What is the night sky and how can we monitor and record our observations to look for change?</p>	<p>work of other scientists.</p> <p>3.2.1.B3: Observe and record daily temperatures. Draw conclusions from daily temperature records as related to heating and cooling.</p>	<p>instruments to improve kite flying?</p> <p>Looking for change:</p> <p>How can we organize weather data collected for a month to look for change?</p> <p>How can we organize weather data taken over different seasons to look for change?</p> <p>What is the night sky and how can we monitor and record our observations to look for change?</p>
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<p>work of other scientists.</p> <p>3.2.1.B3: Observe and record daily temperatures. Draw conclusions from daily temperature records as related to heating and cooling.</p>	<p>instruments to improve kite flying?</p> <p>Looking for change:</p> <p>How can we organize weather data collected for a month to look for change?</p> <p>How can we organize weather data taken over different seasons to look for change?</p> <p>What is the night sky and how can we monitor and record our observations to look for change?</p>	<p>work of other scientists.</p> <p>3.2.1.B3: Observe and record daily temperatures. Draw conclusions from daily temperature records as related to heating and cooling.</p>	<p>instruments to improve kite flying?</p> <p>Looking for change:</p> <p>How can we organize weather data collected for a month to look for change?</p> <p>How can we organize weather data taken over different seasons to look for change?</p> <p>What is the night sky and how can we monitor and record our observations to look for change?</p>

Grass and grain seeds:

Part 1:
Lawns

Part 2:
Mowing the lawn

Part 3:
Wheat

Stems:

Part 1:
Rooting stem and cuttings

Part 2: New plants from cuttings

Part 3:
Spuds

Bulbs and roots:

Part 1: Bulbs

Part 2:
Planting roots

• Ask questions about objects, organisms, and events.

• Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known.

• Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.

• Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.

• Use data/evidence to construct explanations and understand that scientists develop explanations

their parents

- Identify physical characteristics that appear in both parents and offspring
- Identify changes

S.1.4.3

A. Know that plants, animals and humans are dependent on air and water

- Know that all living things need air and water to survive
- Describe potentially dangerous pest controls used in the home
- Identify actions that can prevent or reduce waste pollution

B. Identify how human actions affect environmental health

- Identify litter and its effect on the environment

C. Understand that the elements of natural systems are interdependent

- Identify some of the organisms that live together in an ecosystem

What do brassica plants need to live and grow?

What changes happen to brassica plants as they grow?

What do plants need?

Grass and grain:

What grows in a lawn?

Do all plants grow back after cutting them back?

How does a seed grow?

Stems:

How do we make a new plant from an old one?

How do we keep our cuttings alive?

Why do potatoes have eyes?

Bulbs and roots:

What are

Structure, wheat

Stems:

alive, bud, cutting, fertilizer, grow, leaf, node, plant, potatoe eye, root, soil, sprout, stem

Bulbs and roots:

bud, bulb, carrot, garlic, onion, radish, root, sprout, vermiculite

Grass and grain:

What grows in a lawn?

Do all plants grow back after cutting them back?

How does a seed grow?

Stems:

How do we make a new plant from an old one?

How do we keep our cuttings alive?

Why do potatoes have eyes?

Bulbs and roots:

What are

continue to grow after they are mowed.

- Wheat and other cereals that we eat come from seeds called grains.
- Plants have different structures that function in growth and survival.

Stems:

- New plants can grow from stems of mature plants.
- Plants need water and light to grow.
- Leaves, twigs, and roots develop on stems at the nodes.
- Potatoes are underground stems.

Bulbs and roots:

- Bulbs are alive.
- Bulbs need water to start growing.
- Parts of roots will grow into new plants. Other parts will not.

<p>based on their evidence and compare them with their current scientific knowledge.</p> <ul style="list-style-type: none"> Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. <p>3.1.1.B1: Grow plants from seed and describe how they grow and change. Compare to adult plants.</p>	<p>What other plant parts can grow new plants?</p>	<p>What are the sequence of events to grow a plant?</p> <p>What do Brassica plants need to grow?</p> <p>What changes happen to Brassica plants as they grow?</p>	<p>Standard 3.4 Physical Science, Chemistry, and Physics</p> <p>C. Observe and describe different types of force and motion</p> <ul style="list-style-type: none"> Recognize forces that attract and repel other objects and demonstrate them Describe various types of motions 	<p>3.2.B Physics</p> <p>3.2.1.B1: Demonstrate various types of motion. Observe and describe how pushes and pulls change the motion of objects.</p> <p>3.2.1.B7:</p> <ul style="list-style-type: none"> Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand 	<p>Balance:</p> <p>Part 1: Trick Crayfish</p> <p>Part 2: Triangle Arch</p> <p>Part 3: Pencil Trick</p> <p>Part 4: Mobiles</p>	<p>Investigation 1: Balance</p> <p>Investigation 2: Spinners</p> <p>Investigation 3: Rollers</p>	<p>Balance and Motion</p>
<p>PR/Award # U282B160010</p>							
<p>Page e1220</p>							

Balance:

- Objects can be balanced in many ways.
- A stable position is one that is steady; the object is not falling over.
- Counterweights can help balance an object.
- A mobile is a system of balanced beams and objects.

Spinners:

- Objects and systems that turn on a central axis exhibit rotational motion.
- The amount and position of mass affect how an object rotates.
- There are different ways to initiate rotational motion.
- The motion of an object can be changed by pushing or pulling.

Investigation 1: Balance	
Arch	Object
Balance	Position
Balance point	Stable
Clothespin	System
Counterbalance	Triangle
Counterweight	Unstable
Crayfish	Weight
Mobile	Wire

that all scientific investigations involve asking questions and comparing the answer with what is already known.

- Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.
- Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.
- Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.

What grows in a lawn?	Investigation 2: Spinners
Do all plants grow back after cutting them back?	<p><u>Air resistance</u> <u>Swirl</u></p> <p><u>Axis</u> <u>Top</u></p> <p><u>Disk</u> <u>Twirl</u></p> <p><u>Knot</u> <u>Twirler</u></p> <p><u>Motion</u> <u>Twist</u></p> <p><u>Rotate</u> <u>Whirl</u></p> <p><u>Shaft</u> <u>Wing</u></p> <p><u>Spin</u> <u>Zoomer</u></p>
How does a seed grow?	
How can we make a new plant from an old one?	
How do we keep our suitings alive?	Investigation 3: Rollers
Why do potatoes have eyes?	<p><u>Axle</u> <u>Wheel</u></p> <p><u>Loop</u></p> <p><u>Ramp</u></p> <p><u>Roll</u></p> <p><u>Runway</u></p> <p><u>Slope</u></p> <p><u>Sphere</u></p> <p><u>Spiral</u></p>
What other plants grow new plants?	
	Science Stories Terms

Rollers:

- Wheels and spheres roll down a slope.
- Axes support wheels.
- Wheel-and-axle systems with wheels of different sizes roll toward the smaller wheel.
- The amount and location of an added weight can change the way a system rolls.

- Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.

<u>Axis</u>	<u>Roll</u>
<u>Balanced</u>	<u>Spin</u>
<u>Counterbalance</u>	<u>Stable position</u>
<u>Counterweight</u>	<u>Vibration</u>
<u>Force</u>	<u>Volume</u>
<u>Gravity</u>	
<u>Motion</u>	
<u>Pitch</u>	



H.22. SCIENCE 2ND GRADE



2nd Science YSMCS

Module	Investigation	Part	Eligible Content	Common Core Standards/OCDEL	Essential Question(s)	Vocabulary	Science Content	Assessment(s)	Duration	Interdisciplinary Connections	
Solids and Liquids	Investigation 1: Solids	Investigation 1 - Solids:	3.1.2.A.9:		Solids: How can solids be described? In what ways are some solids the same? How can the properties of solids be used?	<u>Solids:</u> bend, build, color, construct, corner, curve, cylinder, engineer, flat, flexible, has, group, hard, liquid, observe, opaque, pointed,	<u>Solids:</u> • Solids are one state of matter. • Solid materials have properties that separate them from other states of matter.	Preassessment Anecdotal Notes Student Sheet Teacher Observation	23 days	Math Extensions: -Sort by geometric shapes. -Build towers from clues. -Introduce Venn Diagrams. -Graph water amounts in containers. -Buy solids and liquids. -Graph a trail-mix snack. -Estimate number of beans in a handful. -Measure and balance small solids. -Ice melt-down. -Soft-drink problem.	
	Investigation 2: Liquids	Part 1: Introduce Solids Part 2: Sort Solid Objects Part 3: Construct with Solids	<ul style="list-style-type: none"> Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions 		Liquids: How do liquids differ from each other? How do liquids flow when a bottle is tipped upside down? How does the same amount of liquid look in various shapes	property, rigid, rough, shape, smooth, soft, solid, sort, straight, texture, tower, transparent	• We use our senses to observe the properties of solids. • Solids can be sorted by their properties. • Solid materials have distinct uses based on their				
	Investigation 3: Bits and Pieces	Part 1: Liquids in Bottles Part 2: Properties of Liquids Part 3: Liquid Level									
	Investigation 4: Solids and Liquids with Water										

Investigation 3 - Bits and Pieces: Part 1: Solids in Containers Part 2: Separating Soup Mix Part 3: Solids in Bottles Part 4: Separating Bead with a Screen	require different kinds of investigations. <ul style="list-style-type: none">Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced,	of containers? In what ways are all liquids the same? Bits and Pieces: Are these materials solids or liquids? How can mixtures of solid particles be separated? How do particles of solids move in bottles? How do you know which screens to use for separating a mixture of solids?	foams, level, liquid, pour, property, shake, surface, tornado, translucent, transparent, viscous <u>Bits and Pieces:</u> cornmeal, different, full, funnel, grain, large, lima bean, medium, mixture, mung bean, particle, pile, pinto bean, pour, powder, rice, same, scoop, screen, separate, sieve, sift, size, small <u>Solids and Liquids with Water:</u> bigger, change, crystal, dark, disappear, dissolve, evaporate, evaporation, float, layer, mixture, oil, sink, swollen	properties. <ul style="list-style-type: none">Engineers are scientists who use their knowledge of materials to design useful objects and structures. <u>Liquids:</u> <ul style="list-style-type: none">Liquids are one state of matter.Liquids have many properties.Liquids pour and flow.Liquids take the shape of their container.The surface of liquid is level with respect to the ground.Solids and liquids have distinct properties that separate them as two states of matter. <u>Bits and Pieces:</u> <ul style="list-style-type: none">Solid materials come in all sizes and shapes.	Art Extensions: -Make solid collages. -Make a picture collage of liquids. -Make bottle art. Language Extensions: -Write about being a chemist. -Make sorting labels. -Draw and label constructions. -Compare solids and liquids. -Create sound and touch poetry.
Investigation 4 - Solids and Liquids with Water Part 1: Solids and Water Part 2: Liquids and Water Part 3 Toothpaste Investigation					

and review
and ask
questions
about the
work of other
scientists.

3.3.2.A4: Explore and describe that water exists in solid (ice) and liquid (water) form. Explain and illustrate evaporation and condensation.
3.2.2.A4: Experiment and explain what happens when two or more substances are combined (e.g. mixing, dissolving, and separated (e.g. filtering, evaporation)).
3.2.2.A5:

CONSTANCY AND CHANGE

Recognize that everything is made of matter.

solids be
separated?

What happens
when water is
mixed with
different
liquids?

Is toothpaste a
solid, a liquid, a
mixture, or
some other
form of matter?

- Particles of solid

materials can pour like liquids, but each particle maintains its shape.

- Solid materials can support denser materials on their surface.

- Mixtures of solid particles can be separated with a screen.

- Senses of sight, hearing, and touch can be used to observe the properties of materials.

- The behavior of small solids has similarities to and differences from that of liquids.

Solids and Liquids with

Water:

- Some solids change when mixed with water; others do

not.

- Some solids dissolve in water; evaporation leaves the solid behind.
- Water can be separated from a mixture through evaporation.
- Some liquids mix with water.
- Some liquids form a layer above or below water.
- Some materials have properties of both solids and liquids.
- Scientists test materials in many ways in order to compare them to what is known.



H.23. SCIENCE 3RD GRADE



3rd Science YSMCS

Module	Investigation	Part	Eligible Content	Common Core Standards/OCDEL	Essential Question(s)	Vocabulary	Science Content	Assessment(s)	Duration	Interdisciplinary Connections
Earth Materials	Mock Rocks	Part 1: Investigating Mock Rocks			Part 1: What are some of the properties we can use to describe individual rocks?	<p>Part 1</p> <ul style="list-style-type: none"> The scientific study of Earth's history and structure is called geology. 	<p>Part 1: Investigating Mock Rocks</p> <ul style="list-style-type: none"> Rocks have many properties, including shape, size, color, and texture. 	<p>Part 1: Teacher Observation</p> <p>Measurement skills are assessed. Students should know which tool to use, the correct technique, and how to record a number and a unit.</p>	<p>Part 1: 1 Day</p>	<p>Language Extension</p> <ul style="list-style-type: none"> Write rules for finding rocks for the class rock collection. <p>Math Extensions</p> <ul style="list-style-type: none"> Problem of the Week. Find ranges of measurement. Weigh rocks before and after taking them apart. <p>Science Extensions</p> <ul style="list-style-type: none"> Explore cookie rocks. Make a class rock collection. Describe properties of rocks. Invite a geologist to class.
		Part 2: Taking Rocks Apart			Part 2: How can we determine the ingredients of a rock? How can we separate the ingredients of a rock?	<ul style="list-style-type: none"> A geologist is a person who studies the Earth and the materials of which it is made. A property is something you can observe, such as size, color, shape, or texture. 	<ul style="list-style-type: none"> Geologists use rock properties to help identify different rocks. Some dimensions of rocks can be measured and compared. 	<p>Part 2: Response Sheet</p> <p>Students interpret a statement made by another student comparing a chocolate chip cookie to a rock.</p>	<p>Part 2: 1 Day</p> <p>Part 3: 2 Days (20 minutes each day)</p>	
		Part 3: Observing Crystals			Part 3: What are the ingredients in mock rocks? What evidence do you have to support your conclusions?	<ul style="list-style-type: none"> Circumference is the distance around a circular object. Diameter is the distance across a circular object. Depth is how thick an object is from top to bottom. 	<p>Part 2: Taking Rocks Apart</p> <ul style="list-style-type: none"> Rocks are made of ingredients called minerals; minerals are made of only one ingredient. Some ingredients can be identified by breaking 	<p>Part 3: Teacher Observation</p> <p>Informal notes.</p>	<p>Part 3: Teacher Observation</p>	

rocks apart.

- Water can be used to separate ingredients: some break into smaller pieces, and some dissolve.

Part 3: Observing Crystals

- Rocks are made of minerals.
- Evaporation is a way to separate liquid and solid ingredients.
- Mineral crystals have identifiable shapes.

- A meter tape measures linear dimensions.
- A balance measures mass.
- You weigh a mock rock using a balance to determine its mass.

Part 2

- A rock is an earth material made up of different ingredients called minerals.
- A mineral is an ingredient of rocks that cannot be broken down any further.
- When some substances mix with water, they break down into such small pieces that they seem to disappear into the water. We say the substance has dissolved in the water.

Part 3

- A crystal is the solid form of a material that can be identified by its shape or pattern.
- When water is

Earth Materials	Scratch Test	Part 1: Observing Minerals Part 2: Testing for Hardness	Part 1: What properties can we use to identify minerals? Part 2: What properties can we use to identify minerals? How can your fingernail, a penny, and a paper clip help determine hardness?	left open to the air, it evaporates into the air. Part 1: There is no new vocabulary. Review the words already in the word bank and ask students for additional word suggestions. Part 2: Add new words to the class word bank. <ul style="list-style-type: none">quartzgypsumcalcitefluorite	Part 1: Observing Minerals <ul style="list-style-type: none">A mineral is a basic earth material that cannot be physically broken down any further.Minerals are the ingredients that make up rocks.It is usually necessary to know several properties of a mineral in order to identify it. Part 2: Testing for Hardness <ul style="list-style-type: none">Hardness, a mineral property, is the resistance of a mineral to being scratched.Minerals can be seriated by hardness.When comparing the hardness of any two objects, the harder one will scratch the softer one.	Part 1: Student Sheet Students study a set of mineral pictures and sort them first by one property, then by two properties at a time. Part 2: Response Sheet Students respond to another student who describes rubbing two rocks together to determine their relative hardness.	Part 1: 1 Day Part 2: 1 Day	Language Extension <ul style="list-style-type: none">Find out more about Mohs' hardness scale. Check the library for resources. Math Extensions <ul style="list-style-type: none">Problem of the Week.Make a class bar graph to show birthdays in each month, based on birthstones.Seriate a set of earth materials based on a chosen property. Science Extension <ul style="list-style-type: none">Get a rock tumbler and use it to polish rocks and minerals.	Language Extensions
Earth	Calcite Quest	Part 1:	Part 1: How can	Part 1: Detecting Calcite	Part 1: Teacher	Part 1: 1 Day	Language Extensions		

<p>Materials</p> <p>Detecting Calcite</p> <p>Part 2: Looking for More Evidence</p>	<p>we tell if one of the ingredients in a rock is the mineral calcite?</p> <p>Part 2: Is there another test we can do to know for sure which rocks contain calcite?</p> <p>Part 2</p>	<p>Rocks used in this investigation are basalt, limestone, and sandstone.</p> <p>Vinegar is an acid that can be used to test for calcite.</p> <p>Signs or facts on which a conclusion can be based are called evidence.</p>	<p>Rocks are made of minerals.</p> <p>Calcite is one of the most common minerals on Earth.</p> <p>Putting acid on a rock is a tool geologists use to identify calcite.</p> <p>Part 2: Look for More Evidence</p> <p>Sometimes more than one test is needed to provide conclusive evidence.</p> <p>Evaporation is a technique used to separate liquid from solid parts of a mixture or solution.</p> <p>Crystal patterns can help us identify certain minerals.</p> <p>Limestone and marble are two rocks that contain calcite.</p>	<p>Observation</p> <p>Assess students' ability to make detailed observation notes.</p> <p>Part 2: Response Sheet</p> <p>Students respond to other students' conclusions about whether a rock contains calcite.</p>	<p>Part 2: 2 Days (Two 20 minute sessions)</p>	<p>Students write legends about how earth materials came to be.</p> <p>Research rocks and minerals in the library.</p> <p>List idioms and metaphors about rocks.</p> <p>Math Extensions</p> <ul style="list-style-type: none"> Problem of the Week. Work in groups to solve logic problems on rock lineup clue cards. <p>Science Extensions</p> <ul style="list-style-type: none"> Identify mechanical weather in rocks. Detect calcite in rocks, using vinegar as the test acid. Find out how limestone and its product are used in farming. Research uses of Portland cement.
<p>Earth Materials</p> <p>Take It For Granite</p> <p>Part 1: Identifying Minerals in Granite</p> <p>Part 2:</p>	<p>Part 1: What are the mineral ingredients in granite?</p> <p>Part 2:</p>	<p>Part 1</p> <ul style="list-style-type: none"> granite feldspar hornblende 	<p>Part 1: Identifying Minerals in Granite</p> <ul style="list-style-type: none"> Rocks are made of ingredients 	<p>Part 1: Teacher Observation, Student Sheet</p> <p>Students use their knowledge about rocks</p>	<p>Part 1: 1 Day</p> <p>Part 2: 2-4 Days (4-6 Sessions)</p>	<p>Language Extensions</p> <ul style="list-style-type: none"> Students match rock and mineral words to descriptors.

<p>Choosing Your Own Investigation</p>	<p>Students ask their own questions and plan investigations or research to answer them.</p>	<p>Part 2 There is no new vocabulary for this portion. Review previous word additions.</p> <ul style="list-style-type: none"> • mica 	<p>Part 2</p> <ul style="list-style-type: none"> • Rocks and minerals have identifiable characteristics. • The minerals that amke up a rock can be identified by observing certain characteristics. <p>Part 2</p> <ul style="list-style-type: none"> • Application of earth materials concepts regarding rocks and minerals. 	<p>and minerals to look for minerals in granite.</p> <p>Part 2: Performance Assessment</p> <p>Students can be assessed on the process they use to conduct investigations and to research information for the presentation and on development of their presentation skills.</p>	<ul style="list-style-type: none"> • Student research the use of stones as tools in early times. <p>Math Extension</p> <ul style="list-style-type: none"> • Problem of the Week. <p>Art Extensions</p> <ul style="list-style-type: none"> • Student research the use of earth materials for decorative purposes. • Student spractice the Japanese art of rock arranging, called bon-seki.
<p>Physics of Sound</p> <p>Dropping In</p> <p>Part 1: Drop Challenge</p> <p>Part 2: Drop Codes</p> <p>Part 3: Sound and Vibrations</p>	<p>Part 1: What are the properties of sounds that make them identifiable?</p> <p>Part 2: Can you use the discrimination of sounds to make a code for sending messages?</p> <p>Part 3: How are sounds made?</p>	<p>Part 1</p> <ul style="list-style-type: none"> • Identifying sounds as different from one another is sound discrimination. • An object's look, feel, sound, taste, and smells are its properties. <p>Part 2</p> <ul style="list-style-type: none"> • Signals used to represent letters or numbers are codes. <p>Part 3</p> <ul style="list-style-type: none"> • A shaking, back-and-forth movement is a vibration. 	<p>Part 1: Drop Challenge</p> <ul style="list-style-type: none"> • Sounds have identifiable characteristics. • Objects can be identified by the sound they make when dropped. <p>Part 2: Drop Codes</p> <ul style="list-style-type: none"> • The identifiable properties of sounds can be used to make a code. • Sounds can convey information. <p>Part 3: Sound and Vibrations</p> <ul style="list-style-type: none"> • Sound is caused by vibration. 	<p>Part 1: Teacher Observation</p> <p>Check for careful observation sound discrimination.</p> <p>Part 2: Response Sheet</p> <p>Students respond to a disagreement between two students who are developing a new code.</p> <p>Part 3: Teacher Observation</p> <p>Check to see if students understand that sound is caused by vibrations.</p>	<p>Language Extensions</p> <ul style="list-style-type: none"> • Drop multiple letter objects. • Send mystery letters. • Create whole-word codes. • Drop in other languages. • Write sound stories with feeling. • Explore onomatopoeia. <p>Math Extensions</p> <ul style="list-style-type: none"> • Problem of the Week. • Create a number drop.

<p>Science Extensions</p> <ul style="list-style-type: none"> • Create a sound matching game. • Start a learning center. • Play Where's That Sound? 			<p>VIBRATIONS:</p> <ul style="list-style-type: none"> • A sound source is an object that is vibrating. • A sound receiver detects sound vibrations. • The intensity of the vibration determines the volume. 	<p>VIBRATIONS:</p> <ul style="list-style-type: none"> • Anything that vibrates in a way that makes a sound, like a voice, is a sound source. • Something that detects, responds to, or hears a sound is a sound receiver. • Volume is how loud a sound is. 					<p>Physics of Sound</p>
<p>Language Extensions</p> <ul style="list-style-type: none"> • Research animal sounds. • Investigate the Adam's apple. <p>Math Extensions</p> <ul style="list-style-type: none"> • Problem of the Week. • Notable string-beam music. <p>Music Extensions</p> <ul style="list-style-type: none"> • Sing! • Show and tell about musical instruments. • Discuss noise and music. <p>Science Extensions</p> <ul style="list-style-type: none"> • Make a duck flute. 	<p>Part 1: 1 Day</p> <p>Part 2: 1 Day (2 Class Periods)</p> <p>Part 3: 1 Day</p>	<p>Part 1: Teacher Observation</p> <p>Information observation.</p> <p>Part 2: Student Sheets</p> <p>Students demonstrate their understanding of the role length plays in the modification of pitch.</p> <ul style="list-style-type: none"> • The Waterphone • The Xylophone • The Kalimba • The String Beam <p>Part 3: Response Sheet</p> <p>Students respond to another student's thoughts about pitch and how pitch can be changed.</p>	<p>Part 1: Vibration and Pitch</p> <ul style="list-style-type: none"> • Sound originates from vibrating sources. • Pitch is how high or low a sound is. • Differences in pitch are caused by differences in the rate at which objects vibrate. <p>Part 2: Length and Pitch</p> <ul style="list-style-type: none"> • Long objects vibrate slowly and have a low pitch. • Short objects vibrate quickly and have a high pitch. <p>Part 3: Tension and Pitch</p>	<p>Part 1</p> <ul style="list-style-type: none"> • Pitch describes how high or low a sound is. • A fast vibration is called a high frequency. <p>Part 2</p> <ul style="list-style-type: none"> • A kalimba is an African thumb instrument. • A musical instrument made from a set of bars or tubes of different lengths is called a xylophone. <p>Part 3</p> <ul style="list-style-type: none"> • Tension is a force applied 	<p>Part 1: How are high and low sounds made?</p> <p>Part 2: How does length affect the rate of vibration, and therefore the pitch?</p> <p>Part 3: How does tension affect the rate of vibration, and therefore the pitch?</p>		<p>Part 1: Vibration and Pitch</p> <p>Part 2: Length and Pitch</p> <p>Part 3: Tension and Pitch</p>	<p>Good Vibrations</p>	<p>PR/Award # U282B160010</p> <p>Page e1237</p>

<ul style="list-style-type: none"> Record sound effects. Explore rubber band guitars. 			<ul style="list-style-type: none"> With more tension, vibrations are faster and the pitch is higher. With less tension, vibrations are slower and the pitch is lower. 	<p>to an object trying to pull it apart.</p>			<p>Physics of Sound</p>
<p>Language Extensions</p> <ul style="list-style-type: none"> Research whale and dolphin communication. Research bat navigation. Compare animal ears. Imagine life in an airless world. <p>Math Extension</p> <ul style="list-style-type: none"> Problem of the Week. <p>Art Extension</p> <ul style="list-style-type: none"> Hold a fabulous ear contest. <p>Science Extensions</p> <ul style="list-style-type: none"> Observe the speed of sound through air. Make a garden-hose listening tube. Investigate string telephones. 	<p>Part 1: 1 Day</p> <p>Part 2: 1 Day</p>	<p>Part 1: Response Sheet</p> <p>Students debate whether sounds can be heard in space.</p> <p>Part 2: Teacher Observation</p> <p>Check students ability to describe how sound travels from source to a receiver through several different mediums.</p>	<p>Part 1: Sounds Through Air and Water</p> <ul style="list-style-type: none"> Sound vibrations need a medium to travel. Sound travels through water. Sound travels through air. Sound that is directed travels better through air. Our outer ears are design to receive, focus, and amplify sounds. <p>Part 2: Sounds Through Solids</p> <ul style="list-style-type: none"> Sound travels through solids. 	<p>Part 1</p> <p>A doctor uses a stethoscope to amplify sounds produced inside the body.</p> <p>Megaphones can collect and focus sound energy to amplify it at the source or receiver.</p> <p>The outer ear is the flap of flesh and cartilage that directs sound vibrations to the inner ear, where nerves transmit messages to the brain.</p> <p>Part 2</p> <p>No new vocabulary.</p> <p>Review current words and ask for student additions.</p>	<p>Part 1: Can sounds travel through liquids? Can sounds travel through air? How is sound different when heard through air or water?</p> <p>Part 2: Can sound travel through solids? How is sound different when hear through solids?</p>	<p>Part 1: Sounds Through Air and Water</p> <p>Part 2: Sounds Through Solids</p>	

<ul style="list-style-type: none"> • Compare sound mufflers. • Make an air cannon. 					<p>Part 1: Sound Challenges</p> <ul style="list-style-type: none"> • Several variables affect pitch, including size (length) and tension of the source material. • Sound can be directed through air, water, or solids to the sound receivers. • The medium that sound passes through affects its volume and the distance at which it can be heard. <p>Part 2: Choosing Your Own Investigation</p> <ul style="list-style-type: none"> • Apply content introduced in previous parts. 	<p>Part 1: Student Sheets</p> <p>Review the sound-challenge sheets to see if the students can use information about sound to find and express solutions to the challenges.</p> <p>The FOSS-ulele Challenge, The Kalimba Challenge, The Long-Gong Challenge, The Miniguitar Challenge, The String-Beam Challenge, The Turning-Fork Challenge, The Waterphone and Xylophone Challenge, The Whisper Challenge</p> <p>Part 2: Performance Assessment</p> <p>Students can be assessed on the process they use to conduct investigations and to research information for the presentation and on the development of their presentation skills.</p>	<p>Part 1: 1 Day (2 Class Periods)</p> <p>Part 2: 2-4 Days (4-6 Class Periods)</p>	<p>Language Extensions</p> <ul style="list-style-type: none"> • Research hearing aids. • Describe the group experience. <p>Math Extensions</p> <ul style="list-style-type: none"> • Problem of the Week. • Measure sound's path. <p>Social Studies Extension</p> <ul style="list-style-type: none"> • Imagine life without telephones or stereos. <p>Science Extensions</p> <ul style="list-style-type: none"> • Discuss disability awareness. • Investigate sound-making toys. • Make animal quackers.
<p>Physics of Sound</p>	<p>Sound Challenges</p>	<p>Part 1: Sound Challenges</p> <p>Part 2: Choosing Your Own Investigation</p>	<p>Part 1: How can pitch, volume, and the distance a sound can travel be modified or enhanced?</p> <p>Part 2: Students ask their own questions (or select from the pool of class questions) about how sound is generated, transmitted, or modified.</p>	<p>Part 1</p> <p>This part introduces no new vocabulary. Review the words already in the word bank and ask students for other suggestions.</p> <p>Part 2</p> <p>This part introduces no new vocabulary. Review the words already in the word bank and ask students for other suggestions.</p>	<p>Part 1: Sound Challenges</p> <ul style="list-style-type: none"> • Several variables affect pitch, including size (length) and tension of the source material. • Sound can be directed through air, water, or solids to the sound receivers. • The medium that sound passes through affects its volume and the distance at which it can be heard. <p>Part 2: Choosing Your Own Investigation</p> <ul style="list-style-type: none"> • Apply content introduced in previous parts. 	<p>Part 1: Student Sheets</p> <p>Review the sound-challenge sheets to see if the students can use information about sound to find and express solutions to the challenges.</p> <p>The FOSS-ulele Challenge, The Kalimba Challenge, The Long-Gong Challenge, The Miniguitar Challenge, The String-Beam Challenge, The Turning-Fork Challenge, The Waterphone and Xylophone Challenge, The Whisper Challenge</p> <p>Part 2: Performance Assessment</p> <p>Students can be assessed on the process they use to conduct investigations and to research information for the presentation and on the development of their presentation skills.</p>	<p>Part 1: 1 Day (2 Class Periods)</p> <p>Part 2: 2-4 Days (4-6 Class Periods)</p>	<p>Language Extensions</p> <ul style="list-style-type: none"> • Research hearing aids. • Describe the group experience. <p>Math Extensions</p> <ul style="list-style-type: none"> • Problem of the Week. • Measure sound's path. <p>Social Studies Extension</p> <ul style="list-style-type: none"> • Imagine life without telephones or stereos. <p>Science Extensions</p> <ul style="list-style-type: none"> • Discuss disability awareness. • Investigate sound-making toys. • Make animal quackers.



H.24. SCIENCE 4TH GRADE



4th Science YSMCS

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Module	Investigation	Part	Eligible Content	Common Core Standards/OCDEL	Essential Question(s)	Vocabulary	Science Content	Assessment(s)	Duration	Interdisciplinary Connections
Water	Investigation 1: Water Observations	Parts 1-3: Part 1- Looking at Water Part 2- Surface Tension Part 3- Water on a Slope				Absorb Bead Dome Flow Property Slope Surface tension Water	<ul style="list-style-type: none"> Water has several observable properties, including transparency, shapelessness, and movement or flow. Water beads up on some materials and is absorbed by other materials. Surface tension is the skinlike surface of water that pulls it together into the smallest possible volume. Water flows downhill. 	Lab Worksheet Response Sheets Quiz		Language Extensions <ul style="list-style-type: none"> What are raincoats? Discuss water uses. Math Extensions <ul style="list-style-type: none"> Problem of the week. Weigh water. Measure water drops. Music and Science Extensions <ul style="list-style-type: none"> Listen to water music. Study movement of water through earth. Run water through a maze. Capture raindrops.

<p>Water</p>	<p>Investigation 2: Hot Water, Cold Water</p>	<p>Parts 1-3: Part 1-Build a Thermometer Part 2- Sinking and Floating Water Part 3- Water As Ice</p>	<p>Contract Denser Expand Float Less dense Sink</p>	<ul style="list-style-type: none"> Water expands when heat is added. Water contracts when heat is taken away. Cold water is denser than warm water. Water is densest at 4°C. Ice is less dense than liquid water. A solid has a definite volume and shape; a liquid has only definite volume. 	<p>Language Extension</p> <ul style="list-style-type: none"> Describe icy worlds. <p>Math Extension</p> <ul style="list-style-type: none"> Problem of the week. <p>Social Studies and Science Extensions</p> <ul style="list-style-type: none"> Calibrate a thermometer. Research ice in warm and cold climates. Freeze salt water. Compare density of salt and plain water.
<p>Water</p>	<p>Investigation 3: Water Vapor</p>	<p>Parts 1-4: Part 1 - Evaporation Part 2 - Evaporation Locations Part 3 - Surface Area Part 4 - Condensation</p>	<p>Condense Evaporate Sediment Surface area Thermometer Water cycle Water vapor</p>	<ul style="list-style-type: none"> Evaporation is the process by which liquid water changes into water vapor, a gas. Temperature affects the rate of evaporation. The surface area of a liquid affects the rate of evaporation. Condensation occurs when water vapor touches a cool surface and changes into liquid. Evaporation and condensation contribute to 	<p>Language Extension</p> <ul style="list-style-type: none"> Research recycling water. <p>Math Extensions</p> <ul style="list-style-type: none"> Problem of the week. Measure and graph surface area. <p>Social Studies and Science Extensions</p> <ul style="list-style-type: none"> Research water storage and delivery systems. Investigate how humidity affects evaporation.

Water	Investigation 4: Waterworks	Parts 1-4 Part 1 - Water in Earth Materials Part 2 - Waterwheels Part 3 - Water Quality Part 4 - Choosing Your Own Investigation	Blade Dissolve Drain Earth materials Shaft Soak Water quality	the movement of water through the water cycle. • Some earth materials absorb more water than other earth materials do. • Water flows more easily through some earth materials than through others. • Flowing water can be used to do work. • Water contains different materials that affect its quality. • Evaporation can be used to detect materials dissolved in water.	" Also, end of the module test.	Language Extensions • Investigate local water. • Write raindrop stories. Math Extensions • Problem of the week. • Graph water use. Science Extensions • Get the salt out. • Test aquarium water.
Human Body	Investigation 1: Bones	Parts 1-3: Part 1 - Counting Bones Part 2 - Mr. Bones Puzzle Part 3 - Owl Pellets	Bones Cartilage Joint Skeleton Skull Torso	• There are about 206 bones in the human skeleton. • A skeleton is a system of bones. • Bones have several functions: support, protection, and	Lab Worksheet Response Sheets Quiz	Language Extensions • Make a bone-facts class book. • Play bone-name games. • Read about other skeletons. • Sing about bones. Math Extension • Problem of the week. Science Extensions

<p>• Make a bone museum.</p> <p>• Look at X rays.</p> <p>Art Extension</p> <p>• Create action figures.</p>			<p>Locomotion.</p> <ul style="list-style-type: none"> • The skeletons of humans and other mammals have many similarities. • Bones have different shapes depending on where they are and what their purpose is. • The number and kinds of bones in an organism are inherited characteristics 					<p>Parts 1-4:</p> <p>Part 1 - Looking at Thumb Joints</p> <p>Part 2 - Doing Joint Tasks</p> <p>Part 3 - Naming Joints</p> <p>Part 4 - Comparing Bones</p>	<p>Investigation 2:</p> <p>Joints</p>	<p>Human Body</p>
<p>Language Extensions</p> <ul style="list-style-type: none"> • Research joint disease. • Increase disability awareness. • Write about a girl with arms in casts. • Research artificial joints and limbs. • Collect photos of bodies in motion. <p>Math Extension</p> <ul style="list-style-type: none"> • Problem of the week. <p>Physical Education Extension</p> <ul style="list-style-type: none"> • Play Twister with a focus on joints. <p>Science Extensions</p> <ul style="list-style-type: none"> • Immobilize knees and elbows. • Compare dolls and other movable toys. • Compare animal movement and j 	<p>4 Classes</p>	<p>"</p>	<ul style="list-style-type: none"> • The place where two bones come together is called a joint. • Articulated hands with opposable thumbs are essential for performing intricate tasks. • The human skeleton has three basic types of joints: hinge, ball-and-socket, and gliding joints. • Hinge, ball-and-socket, and gliding joints allow the body to move in many different 	<p>Articulated</p> <p>Ball-and-socket joint</p> <p>Compensate</p> <p>Gliding joint</p> <p>Hinge joint</p> <p>Immobilize</p> <p>Opposable thumb</p>						

Human Body	Investigation 3: Muscles	Parts 1-3 Part 1 - Making a Leg Model Part 2 - Making a Thumb Model Part 3 - Making an Arm Model		Contract Ligament Tendon Tissue Muscle	ways. • Muscles contract when they work. • Muscles attach across joints to move bones. • Muscles attach to bones with tissue called tendon. • Ligaments attach bone to bone. Some ligaments serve as guides through which tendons run.	"	3 Classes	Language Extensions • Discuss jumping muscles. • Identify muscle bridges. • Describe aches and pains. • Research muscles in space. Physical Education Extensions • Research injuries. • Research cramps. Math Extension • Problem of the week. Science Extensions • Look closely at a chicken wing. • Add extensor muscles to the models. • Keep an exercise journal.
Human Body	Investigation 4: Coordination	Parts 1-4: Part 1 - Stimulus / Response Part 2 - Response and Practice Part 3 - Timing Your Responses Part 4 - Choose Your Own Investigation		Coordination Response Response time Stimulus	• Coordination is when parts work together to complete a task. • A stimulus is something that triggers a response. A stimulus is often information received through the senses. • A response time is the length of time it takes for a person to	" Also, end of the module test.	4 Classes	Language Extensions • Write a stimulus/response story. • Write captions for pictures. Math Extensions • Problem of the week. • Compare graphs. Science/Physical Education Extensions • Investigate other stimuli. • Practice jumping rope. • Practice coordination

<p>respond to a stimulus. Practice increases muscle strength and reinforces neural pathways.</p>			<p>respond to a stimulus. Practice increases muscle strength and reinforces neural pathways.</p>							<p>respond to a stimulus. Practice increases muscle strength and reinforces neural pathways.</p>
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Last updated: 8/22/2012



H.25. SCIENCE 5TH GRADE



5th Science YSMCS

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Module	Investigation	Part	Eligible Content	Common Core Standards/OCDEL	Essential Question(s)	Vocabulary	Science Content	Assessment(s)	Duration	Interdisciplinary Connections
Environments	Investigation 1: Terrestrial Environments	Part 1: Setting Up Terrariums Part 2: Recording Changes		4.1.7.C - Explain the effects of water on the life of organisms in a watershed. Module's Science Stories Standards: 3.3.7.A - Describe the similarities and differences that characterize diverse living things. 3.3.7.C - Know that every organism has a set of genetic	What environmental factors affect the growth of seeds? How does the environment in the terrarium change over time?	environment, environmental factor, terrarium, organism, germinates	Environment is everything that surrounds and influences an organism. An environmental factor is one part of an environment. It can be living or nonliving. A relationship exists between a number of environmental factors (such as how much water plants get) and how well organisms	Teacher Observation - Assess students' mapmaking and use of symbols. Response Sheet - Students list the living and nonliving factors in a terrarium and describe how the nonliving factors might influence the living factors.	3 weeks	Language Extension - Environmental- news bulletin board. Math Extensions - Problem of the week, measure the terrarium plants Science Extensions - Plant a school garden, make terrariums that model other parts of the world.

4.2.7.A – Know that raw materials come from natural resources.

4.3.7.A – Identify environmental health issues.

4.3.7.B – Describe how human actions affect the health of the environment.

4.3.7.C – Explain biological diversity.

4.4.7.A – Explain society's standard of living in relation to agriculture.

4.4.7.C – Explain agricultural systems' use of natural and human resources.

4.4.7.D – Explain the

Improvement of agricultural production through technology.

4.5.7.A – Explain benefits and harmful effects of pests.

4.6.7.A – Explain the flows of energy and matter from organism to organism within an ecosystem.

4.6.7.B – Explain the concept of cycles.

4.6.7.C – Explain how ecosystems change over time.

4.7.7.A – Describe diversity of plants and animals in ecosystems.

4.7.7.B – Explain how

<p>species of living organisms adapt to their environment.</p> <p>4.7.7.C – Explain natural or human actions in relation to the loss of species.</p> <p>4.8.7.C – Explain how human activities may affect local, regional, and national environments.</p>							<p>Investigation 2: Bugs and Beetles</p> <p>Part 1: Making Animal Runways</p> <p>Part 2: Responding to Moisture</p> <p>Part 3: Responding to Light</p> <p>Part 4: Designing an Animal Investigation</p>
	<p>variable, environmental factor, isopod, beetle, preferred environment</p> <p>What type of environment do isopods and beetles prefer? How much moisture do isopods and beetles prefer? How do isopods and beetles respond to different amounts of light?</p>	<p>Designing an investigation involves controlling the variables so that the effect of one factor can be observed. Every organism has a set of preferred environmental conditions.</p> <p>Teacher Observation - Informal notes.</p> <p>Response Sheet - Students compare two methods of studying ant behavior - observations in the wild and observations in the laboratory.</p> <p>Teacher Observation - Informal notes</p>	<p>5 days</p>	<p>Language Extension - Write a booklet about the natural history of isopods or beetles</p> <p>Math Extension - Problem of the week</p> <p>Science Extensions - sample terrestrial environments, make a terrarium of local organisms, investigate beetle metamorphosis</p>			

	<p>isopods prefer moist environments; beetles prefer dry environments.</p> <p>Isopods and beetles prefer dark environments.</p>	<p>Performance Assessment - Students design and conduct an investigation to determine the environmental preferences of isopods and beetles.</p>		<p>Every organism has a range of tolerance for each factor in its environment.</p> <p>Organisms have specific requirements for successful growth, development, and reproduction.</p> <p>Optimum conditions are those most favorable to an organism.</p>	<p>Teacher</p> <p>Observation - Informal notes</p> <p>Response Sheet - Students study data on the growth of two rose bushes and relate the growth to the environmental conditions.</p> <p>Teacher</p> <p>Observation - Students record observations and identify range of tolerance and optimum conditions.</p>	<p>4 Days</p>	<p>Language Extensions - make lists of words that express degrees of wetness, research deserts</p> <p>Math Extensions - Problem of the week; find plant averages including height, root length, number of seeds germinated, and numbers of leaves per plant; make a bar graph of one recorded characteristic of the plants in each of the water conditions.</p> <p>Science Extension - Investigate water gauges.</p>
<p>Investigation 3: Water Tolerance</p>	<p>Part 1: Setting Up the Experiment</p> <p>Part 2: Observing Plants at 5 and 8 Days</p> <p>Part 3: Observing Plants at 11 or More Days</p>	<p>3.2.7.B – Apply process knowledge to make and interpret observations.</p> <p>4.1.7.C – Explain the effects of water on the life of organisms in a watershed.</p> <p>4.6.7.A – Explain the flows of energy and matter from organism to organism within an ecosystem.</p>	<p>What are the optimal water conditions for each of four plants: corn, wheat, barley, and peas?</p> <p>What changes in the plants have taken place over time?</p> <p>What changes in the plants have taken place over time?</p>	<p>controlled experiment, range of tolerance, optimum</p>	<p>Every organism has a range of tolerance for each factor in its environment.</p> <p>Organisms have specific requirements for successful growth, development, and reproduction.</p> <p>Optimum conditions are those most favorable to an organism.</p>	<p>4 Days</p>	<p>Language Extensions - make lists of words that express degrees of wetness, research deserts</p> <p>Math Extensions - Problem of the week; find plant averages including height, root length, number of seeds germinated, and numbers of leaves per plant; make a bar graph of one recorded characteristic of the plants in each of the water conditions.</p> <p>Science Extension - Investigate water gauges.</p>

	Investigation 4: Aquatic Environments	Part 1: Goldfish Aquariums Part 2: Acid in Water Part 3: New Organisms	3.3.7.A – Describe the similarities and differences that characterize diverse living things. 3.3.7.D – Explain basic concepts of natural selection. 4.1.7.C – Explain the effects of water on the life of organisms in a watershed. 4.3.7.A – Identify environmental health issues.	What are two environmental/ factors to consider when setting up a goldfish aquarium? Do living organisms affect the quality of aquatic environments? What other organisms might live in the same environment as goldfish?	aquarium, indicator, carbon dioxide	Aquatic environments include living and nonliving factors. Water and temperature are two nonliving environmental factors to consider when setting up a goldfish aquarium. Carbon dioxide produced by aquatic organisms changes the acidity of the water. An aquatic environment can contain many different organisms. Organisms of different kinds living together form a community.	Teacher Observation - Assess whether students can identify living and nonliving factors. Response Sheet - Students evaluate another student's ideas about water acidity and express their ideas in writing. Teacher Observation - Informal notes	5 Days	Language Extensions - describe aquatic environments, research acid lakes Math Extensions - Problem of the week, monitor growth of organisms Science Extensions - design and build a class aquarium, observe movement of snails and design a method for recording their travels, monitor growth of duckweed, test acid content of water brought in from local aquatic environments, add other fish to the aquariums
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<p><i>The chain of feeding relationships between a series of organisms is called a food chain.</i></p>	<p><i>brine shrimp, salinity, optimum, viable</i></p>	<p><i>How can we find out if salinity has an effect on brine shrimp hatching? What is the range of salinity in which brine shrimp eggs can hatch? What is the optimum environment for hatching brine shrimp eggs? Will brine shrimp eggs hatch when moved from salt environments outside their range of tolerance into environments within their range of</i></p>	<p><i>3.2.7.C – Identify and use the elements of scientific inquiry to solve problems. 3.5.7.E – Distinguish salt from fresh water. 4.1.7.C – Explain the effects of water on the life of organisms in a watershed. 4.6.7.A – Explain the flows of energy and matter from organism to organism within an ecosystem.</i></p>	<p><i>Part 1: Setting Up the Experiment Part 2: Determining Range of Tolerance Part 3: Determining Viability</i></p>	<p><i>Investigation 5: Brine Shrimp Hatching</i></p>	<p><i>Teacher</i> <i>Observation - Informal notes</i> <i>Performance Assessment - Students design and conduct a brine shrimp experiment and record their procedure and conclusions in their</i> <i>Aquatic Environments Journal.</i> <i>Response Sheet - Students analyze a experiment with brine shrimp hatching and propose ways to improve the procedure.</i> <i>Brine shrimp are crustaceans that live in marine or salt-pond environments. An environmental factor is one part of an environment. It can be living or nonliving. Organisms have ranges of tolerance for environmental factors. Within a range of tolerance, there are optimum conditions that produce</i></p>	<p><i>6 days</i></p>	<p><i>Language Extension - debate whether water should be taken from the streams that feed a lake where brine shrimp live. Math Extensions - problem of the week, count brine shrimp larvae</i> <i>Science Extensions - grow brine shrimp as long as possible in one of the 6-liter basins, refine the hatching experiment, investigate how brine shrimp respond to the environmental factor of light, investigate how other chemicals, such as detergent</i></p>
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<p>maximum growth.</p> <p>Brine shrimp eggs can hatch in a range of salt concentrations, but more hatch in environments with optimum salt concentration.</p> <p>By altering the environment to optimum salt concentration, brine shrimp eggs that were once dormant can hatch.</p>	<p>or vinegar, affect brine shrimp hatching, observe adult brine shrimp</p>
<p>range of tolerance?</p>	<p>maximum growth.</p> <p>Brine shrimp eggs can hatch in a range of salt concentrations, but more hatch in environments with optimum salt concentration.</p> <p>By altering the environment to optimum salt concentration, brine shrimp eggs that were once dormant can hatch.</p>
<p>3.3.7.D – Explain basic concepts of natural selection.</p> <p>4.6.7.A – Explain the flows of energy and matter from organism to organism within an</p>	<p>irrigate, drought, salt-tolerant, salt-sensitive</p>
<p>Part 1 : Setting Up the Experiment</p> <p>Part 2: Observing Plants</p> <p>Part 3: Choosing Your Own Investigation</p>	<p>Organisms have ranges of tolerance for environmental factors.</p> <p>In a controlled experiment, one variable is manipulated while all others are held constant.</p>
<p>Investigation 6: Salt of the Earth</p>	<p>Teacher Observation - Informal notes</p> <p>Response Sheet - Students ponder the report of two scientists that the number of insects declines as they travel up a tributary of the Amazon River. Students</p>
<p>Language Extensions - Research how salt on roads affects plants, research drought areas</p> <p>Math Extensions - Problem of the week, find class averages for experimental outcomes, make a</p>	<p>10 days</p>

ecosystem.	Plants have different tolerances for salt. Apply environmental concepts.	generate explanations for the observation. Performance Assessment - Students plan and complete an investigation to determine how environmental factors affect organisms, or conduct research on an environmental issue of interest to them.	graph comparing plant growth in different conditions of salinity Science Extensions - Investigate salt-tolerant barley and other crops that are very salt tolerant, investigate the effects of acid rain on plants, investigate what happens to plants when gray water is used as a water source, visit a nursery or botanical garden and have students inquire about cold-and-heat-tolerant or sun-and-shade-tolerant plants
	A mixture combines two or more materials that retain their own properties. A solution forms when a material	Teacher Observation - Informal Notes Response Sheet - Students explain their understanding of the concepts of mixture and	5 Days
	mixture, property, solution, dissolving, evaporation, crystal		Language Extension - Invent a gorp recipe. Math Extension - Problem of the week. Science Extensions - Find out if it
	How can a mixture be separated? How can a solution be separated? What is the shape and		
	Part 1: Making and Separating Mixtures Part 2: Separating a Salt Solution Part 3:		
	Investigation 1: Separating Mixtures		
Mixtures and Solutions			

	<p>Observing Crystals</p> <p>Part 4: Separating a Dry Mixture</p>	<p>pattern of a salt crystal?</p> <p>How can you separate a dry mixture of gravel, powder, and salt?</p>	<p>dissolves in a liquid (solvent) and cannot be retrieved with a filter.</p> <p>Evaporation can separate a liquid from a solid in a solution.</p> <p>The solid material separated by evaporation from a solution forms distinctive patterns.</p>	<p>solution.</p> <p>Teacher</p> <p>Observation - Check procedures that students plan to separate a mixture.</p> <p>Student Sheet - Check results of students' procedures.</p>	<p>dissolves, research diatomaceous earth, research sodium chloride</p>
<p>Investigation 2: Reaching Saturation</p>	<p>Part 1: Salt Saturation</p> <p>Part 2: Citric-Acid Saturation</p> <p>Part 3: The Saturation Puzzle</p> <p>Part 4: Comparing the Crystals</p>	<p>Is there a limit to the amount of salt that can dissolve in 50 mL of water?</p> <p>How can you determine the amount of citric acid needed to saturate 50 mL of water?</p> <p>Can an unknown</p>	<p>A solution is saturated when as much solid materials as possible have dissolved in the liquid.</p> <p>Simple solutions are composed of two components: a liquid solvent and a solid</p>	<p>Teacher</p> <p>Observation - Informal Notes</p> <p>Response Sheet - Students discuss a saturated solution and how to get more of the solute to dissolve.</p> <p>Teacher</p> <p>Observation - Check procedures used by students to</p>	<p>5 Days</p> <p>Language</p> <p>Extensions - define saturation, make it crystal clear, find citric acid, research citrus foods</p> <p>Math Extensions - problem of the week, graph the saturation relationship</p> <p>Science Extensions - make saturated</p>

<p>chemical be identified by its solubility? Can materials be identified by their crystals?</p>	<p>solute dissolved in the solvent. Solubility is the property that substances have of dissolving in solvents. Solubility is different for different materials and can change with temperature and different solvents. Citric-acid and Epsom-salts crystals have specific shapes and patterns.</p>	<p>determine saturation. Student Sheet - Check conclusions drawn from procedures and data collected.</p>	<p>solutions with other chemicals, change the temperature, find out if time affects saturation, compare crystals of several chemicals, dissolve two materials in one solution, grow really big crystals</p>
<p>What happens to the soft-drink solution when you increase the amount of powder in a given amount of water? How can you</p>	<p>Concentration expresses a relationship between the amount of dissolved material and the volume of solvent.</p>	<p>Teacher Observation - Informal notes Response Sheet - Students advise another student about which solution is most concentrated.</p>	<p>Language Extensions - list descriptive words, play a game of Concentration Math Extensions - Problem of the week, calculate drink cost</p>
<p>Part 1 : Soft-Drink Recipes Part 2 : Salt Concentration Part 3 : Mystery Solutions</p>	<p>concentration, dilute, volume</p>	<p>4 Days</p>	
<p>Investigation 3 - Concentration</p>			

	<p>determine which of two salt solutions is more concentrated? How can you tell whether three solutions have different concentrations?</p>	<p>The more material dissolved in a liquid, the more concentrated the solution. A concentrated solution can be made more dilute by adding solvent to the solution. When equal volumes of two solutions made from the same ingredients are compared, the heavier one is the more concentrated solution.</p>	<p>Teacher Observation - Check for weighing equal amounts of solubility Student Sheet - Check for organized data and correct conclusions.</p>	<p>Science Extensions - Make concentration rainbows, compare the crystals, investigate drinks, investigate dilution, make unknown concentrations</p>
<p>Investigation 4: Fizz Quiz</p>	<p>Part 1: Chemical Reactions Part 2: Reaction Products Part 3: Reaction in a Zip Bag Part 4:</p>	<p>When a change results from mixing two or more materials, that change is a chemical reaction. A reaction results in new materials.</p>	<p>Teacher Observations - Informal notes Response Sheet - Students critique another student's description of a reaction. Performance Assessment</p>	<p>Language Extensions - describe the reaction, list descriptive words, apply the reaction Math Extension - Problem of the Week Week Science Extensions</p>

<p>Choosing Your Own Investigation</p>	<p>Can the products of a chemical reaction be separated for further study? How can you find out if liquid that came through the filter is a solution? What might happen if you conduct a gas-producing reaction in a closed bag?</p>	<p>Formation of a gas occurs in some reactions. Formation of a precipitate occurs in some chemical reactions. Some products of a reaction are soluble and can be observed only after evaporating the solution. Not all chemicals react when they are mixed.</p>	<p>- compare the crystals, compare the reactions, investigate limiting chemicals, investigate baking powder and baking soda.</p>
<p>Landforms</p>	<p>Investigation 1: Schoolyard Models</p>	<p>model, boundary, structure, map, cartographer, grid, symbol, key</p>	<p>5 Days</p>
<p>Part 1: Schoolyard Models Part 2: View from Above Part 3: Mapmaking</p>	<p>How is a model used to represent something in the real world? How is a model like the real thing and how is it different? How is a map like a model?</p>	<p>A model can represent landforms and human structures. Maps can be generated from models. A map can represent landforms and</p>	<p>Language Extensions: discuss models, describe routes, describe fire-escape routes Math Extensions: Problem of the week, make proportional drawings Social Studies</p>

<p>Extensions: read other maps</p> <p>Science Extensions: create a permanent model, find school-site plans, plan the perfect school</p>			<p>human structures.</p> <p>A cartographer is a person who constructs maps.</p> <p>Maps can be transferred from one scale to another.</p> <p>Maps have certain advantages over models, for example, they are much more portable.</p>		<p>How is a map different from a model?</p> <p>How can you change the size of a map without changing the information given?</p>				
<p>Language Extensions: describe the stream-table landforms, discuss landform expressions</p> <p>Math Extension: Problem of the week</p> <p>Social Studies Extension: Where did the Grand Canyon filler go?, research big rivers</p> <p>Science Extensions:</p>	<p>4 Days</p>	<p>Teacher Observations: Informal notes</p> <p>Response Sheet: Students help solve a mystery about the appearance of an alluvial fan.</p>	<p>A landform is a shape of the land.</p> <p>Erosion involves two processes: Weathering (the wearing away of earth materials by water, wind, or ice) and transport (the movement of earth materials to new</p>	<p>drainage basin, erosion, landform, canyon, delta, plateau, deposition, sediments, basin, channel, meander</p>	<p>What happens when water flows over earth materials?</p> <p>What happens to the earth materials eroded by water?</p> <p>How does the size of a particle affect deposition?</p> <p>How is the flow of a stream</p>		<p>Investigation 2: Stream Tables</p> <p>Part 1: Erosion</p> <p>Part 2: Deposition</p>		

<p>go on a 15-minute field trip, Research the water system in your community</p>			<p>locations by water, wind or ice).</p> <p>Deposition is the process by which eroded earth materials settle out in another place.</p> <p>The flow of water in a stream is affected by barriers in its path caused by erosion and deposition.</p>	<p>affected by erosion and deposition?</p>					<p>Investigation 3: Go With the Flow</p> <p>Part 1: Slope Part 2: Flood Part 3: Designing an Investigation</p>	<p>Steeper slopes result in faster-flowing water, which has more energy and can carry larger loads of material, increasing the amount of erosion and deposition.</p> <p>During a flood, the stream's velocity increases</p>	<p>Student Sheet - Stream Table Map</p> <p>Response Sheet - Students give advice about setting up a controlled investigation.</p> <p>Teacher Observation - Check students' ability to formulate a reasonable question and present procedures</p>	<p>6 Days</p>	<p>Language Extensions: write a stream haiku, prepare a report for a scientific conference</p> <p>Social Studies Extension: Find out about famous dams</p> <p>Math Extensions: Problem of the week, How much is a million?</p> <p>Science Extensions: Take stream-table</p>
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	<p>All topographic maps use contour lines to show the shape and elevation of the land.</p> <p>Most topographic maps use the same types of symbols to represent landforms and other human-made and natural features.</p>			
<p>Investigation 5: Bird's-Eye View</p> <p>Part 1 : Mt. Shasta Topographic Map</p> <p>Part 2 : Mt. Shasta Aerial Photos</p> <p>Part 3: Death Valley and Grand Canyon Maps</p> <p>Part 4: Choosing Your Own</p>	<p>ridge, glacier, valley, interpret, aerial photograph, scale, surveyor, bar scale, representative fraction, rapids, intermittent lake</p>	<p>How do you read a topographic map?</p> <p>What do the symbols, colors, and textures on a topographic map mean?</p> <p>What are the similarities and differences between a</p>	<p>A topographic map uses contour lines to show the shape and elevation of the land.</p> <p>Many symbols are used on topographic maps to provide important information.</p> <p>Photographs</p>	<p>Teacher</p> <p>Observation - Informal notes</p> <p>Response Sheet - Bird's Eye View</p> <p>Student Sheets - Grand Canyon Questions and Death Valley Questions</p> <p>Performance Assessment</p>
				<p>11 Days</p>
				<p>Language</p> <p>Extensions: design a national-park tour package, describe more mystery locations, write about climbing Mt. Shasta</p> <p>Social Studies</p> <p>Extensions: Study topographic maps from other countries, use an atlas, list different maps and their uses</p>

<p><i>Investigation</i></p>	<p><i>topographic map and an aerial photo of the same area?</i></p> <p><i>Can you make a map from an aerial photograph?</i></p>	<p><i>and topographic maps are two ways to represent a real place.</i></p> <p><i>Photographs and topographic maps provide information about the area they represent.</i></p> <p><i>Maps can be drawn from aerial photographs.</i></p> <p><i>A photograph does not give enough information to make a complete topographic map.</i></p>	<p><i>Math Extension: problem of the week</i></p> <p><i>Science Extensions: study a U.S. landforms</i></p> <p><i>orthophoto, create aerial photographs, interpret a local topographic map, draw a local landform map, find the slope</i></p>
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Last updated: 4/16/2013



**H.26. SPANISH CONTENT BASED CURRICULUM 1ST & 2ND
GRADE**



Unit Plan Inventory	Unit Title: Todo sobre yo Author(s):	Language/Level: Grades 1-2 School:
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Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) Students will understand how to describe themselves in Spanish

Essential Question(s): Who am I? Who is Juan, my imaginary friend?

Targeted Standards: Communication, Culture, Connection, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:

SWBAT introduce themselves using llamarse, count 0-30, compare and contrast themselves with others, recite the alphabet, state the first letter of their name, describe themselves physically using ser and tener, describe their family, identify pets/favorite animal, identify favorite sport/hobby, sing songs (head, shoulders, knees, toes, yo me llamo, family, buenos dias, Macarena, alphabet, numbers) identify their birth day, name days and months, name and write the date, understand a description of an imaginary friend from Mexico

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Interpretive Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language Functions	Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities, Performances (Formative Assessments)
	Grammatical Structures	Vocabulary				
Greeting Introducing Describing themselves	Ser with origin Tener	My name is Calendar	Products, practices, and	Math -graphing -counting		(Use separate page for this section) Beginning - greetings - introductions - alphabet song - graphing names

Expressing age Identifying birthday Labeling body parts Counting Reciting alphabet Comparing Expressing likes and dislikes Identifying family members Describing eye color Singing songs Comprehending stories about 3 bears, family, school, and Juan Reading All about me story to parents/family members	Llamarse Gustar Agreement Question formation	Pets Boy/girl/teacher Alphabet Family Numbers 0—30 Mas/menos Alto/bajo Body parts Colors Sports/hobbies Modes of transportation	perspectives of Juan, the imaginary friend (family, how I get to school, pets, etc).	-patterns - comparisons Science -classifying - body parts Lang Arts -reading 3 stories (predicting, comprehending) -writing (creating own book) PE -TPR -macarena -sports -nino/nina duck duck goose game Music -songs	- boy/girl/teacher -nino/nina maestro duck/duck game - graph boys/girls - colors/eye color graph -body parts -calendar/birthdays/days Middle -family -pets -sports/hobbies -Juan's story is woven throughout -how far you live/map -transportation to school End -share books with each other -share books with family -picture description task -info gap activity -guess who game -reread Juans book in its entirety
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				Art -self-portrait -illustrating book				
				Social Studies -culture comparison -geography- locating how far from school				
Comparisons:								
Communities:								

Learning Activities , Performances (Formative Assessments)	
Beginning	
Middle	
End	

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

Materials needed for this lesson

Unit Title: La rana se viste Author(s):	Language/Level: 1st and 2nd Grade School:
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Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT identify clothing, describe what they are wearing, comprehend and retell Rana se viste story, relate weather and clothing

Essential Question(s): What are we wearing today? What do we wear in different seasons? What happens to Ranita in the story?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:

SWBAT predict, comprehend, retell, sequence story of Ranita Se Viste, sequence how we get dressed, discuss relationship between weather/seasons and clothing, discuss body parts/clothing relationship, graph what we are wearing, record a clothing journal, design and describe t-shirt, design and describe pattern on socks/scarf, identify body parts, identify clothing, give and respond to commands, command partner to dress Ranita, conduct a fashion show with t-shirts, make class book for Ranita during different seasons, identify clothing typical of Mexico, discuss weather/seasons and Mexican clothing

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Interpretive Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities, Performances (Formative Assessments)
Language Functions	Grammatical Structures				
<ul style="list-style-type: none"> Comprehend story Predict story events Sequence story Retell story in different contexts Create own 	<ul style="list-style-type: none"> Subj/adj agreement Preterite for story retelling Commands Ponerse/vestirse/llevar 	<ul style="list-style-type: none"> Body parts Clothing Seasons Weather Colors Numbers Story related vocabulary 	<ul style="list-style-type: none"> Math Counting Graphing Color patterns/shapes Science Classifying clothing Weather journal 		<p>Beginning Clothing introduction I have/who has Review body parts and associate with clothing Body parts song/macarena Commands/simon says Prediction/prereading activities Read story</p>

<ul style="list-style-type: none"> • story • Ask and describe what someone is wearing • Identify clothing and body parts • Ask and tell the weather • Counting • Comparing seasons, weather, graph • Narrate fashion show 			<ul style="list-style-type: none"> • Weather/clorhing relationship • Body parts/clothing relationships • Music • Weather song • Head, shoulders, knees, toes • Macarena • Art • Design paper scarf/socks with pattern • Design t-shirt with shapes • Illustrate class book telling stories from diff seasons • Role play of story • Froggy Paper dolls for story • Social Studies • Traditional.modern clothing of Mexico • Seasons/weather in Mexico • Geography • Equator/seasons • PE • Fashion show • TPR clothing • Story/classroom commands • Simon says • Lang Arts • Predicting, comprehending, sequencing, retelling story • Creating own 		<p>Role play Froggy paper dolls Info gap Retell story with paper dolls Seasons (review) Retell story in different seasons Groups make storybook changing event/season</p> <p>Middle Weather song review Weather/season graph Weather/season journal Seasons in Mexico Equator = hotter Clothing traditional/modern Mexico</p> <p>End Individual books Review patterns/discuss diff patterns Design socks/scarf on paper Tshirt design and fashion show</p>
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Comparisons:									
Communities:									

Learning Activities , Performances (Formative Assessments)

Beginning

Middle

End

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____
Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

- Opening/Activity 1
- Activity 2
- Activity 3
- Activity 4
- Closing/Activity 5

Materials needed for this lesson

	Language/Level: 1st and 2nd School:
Unit Title: Los tres osos	
Author(s):	

Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT comprehend and retell various versions of the story of 3 little pigs and describe various homes in US/Mexico

Essential Question(s): What happens in the story of the 3 little pigs? What do homes look like in the US/Mexico?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:
 SWBAT predict, comprehend, retell, summarize, sequence 3 versions of 3 little pigs, identify emotions, describe characters' emotions, identify house materials, describe homes according to materials, rooms, and type, express location of furniture in rooms, compare Mexican and US homes in city and country, identify some Mexican foods, graph likes and dislikes of Mexican foods, build own sturdy house of materials, evaluate materials for "sturdiness," vote if the wolf is guilty, conduct a role play of story, create their own story

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities, Performances (Formative Assessments)
Language Functions	Grammatical Structures				
<ul style="list-style-type: none"> Identify types of homes, rooms, and furniture Describe what homes are made of Express likes/dislikes 	<ul style="list-style-type: none"> Ser culpable Ser "de?" Vivir Estar (location) Estar (emotion) 	<ul style="list-style-type: none"> Materials of houses Rooms of house Types of house Story related vocab Emotions 	Math <ul style="list-style-type: none"> Graphing likes and dislikes of mex food Weigh materials for house Graph results guilty/not guilty 		Beginning Three little pigs story activities Review weather Emotions of characters and students Materials of homes Role play Mini book of story Blow and Go Measure and graph results

<ul style="list-style-type: none"> of foods Determine if wolf is guilty Predict, comprehend, summarize, sequence, retell stories Create own story Determine what materials are best Express emotion 	<ul style="list-style-type: none"> Review family, numbers, and animals Food review 	<ul style="list-style-type: none"> city/country Mexican/US homes Juan and family lives 	<ul style="list-style-type: none"> Numbers Measure how far blow objects Science Blow and go experiment with materials and/or other objects Sink/float Review weather Emotions Music Song? Art Design and label wolf's house Make newspaper illustrations Make own story with animal or Mex food Bulletin board Social Studies Mexican foods Mexican homes in city/country Compare homes /furniture US/Mex. Where Juan lives What homes are made of PE Role play TPR Lang Arts Predict, comprehend, summarize, sequence, retell stories Write own 		<p>Weigh materials for homes and graph Juan and his family's homes in Mex (homes in city/country) Compare homes in US/Mex</p> <p>Middle The true story of the 3 little pigs story activities Role play Sink and Float Newspaper activity and bulletin board Vote on guilty/not guilty wolf Design wolf's house and label</p> <p>End 3 little tamales Role play Different Mex foods Graph likes and dislikes Tasting Mex foods? Different Mex restaurants in Pitt.</p>
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				stories • Info gap (where is Juan) • Illustrate parts of story for class book • Create a mini book • Label wolf's house			
Comparisons:							
Communities:							

Learning Activities , Performances (Formative Assessments)

Beginning

Middle

End

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____
Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

- Opening/Activity 1
- Activity 2
- Activity 3
- Activity 4
- Closing/Activity 5

Materials needed for this lesson

	Unit Title: La Oruga muy hambrienta Author(s):	Language/Level: Grades 1st and 2nd School:
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Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT understand the main events of the story, the life cycle of the caterpillar, and monarch migration to Mexico

Essential Question(s): What is the life cycle of the caterpillar? What happens to the very hungry caterpillar? Where do monarchs migrate?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:
SWBAT understand the story of the hungry caterpillar, sequence events of the story, retell the story, categorize the fruits according to the days of the week, change and retell story, create a class and individual book, play a game in pairs with foods, categorize healthy and unhealthy foods, identify the life cycle of the caterpillar using TPR, understand the monarch migration to Mexico, review colors, weighing and graphing fruits, sink and float fruits, pair story retelling, learn where certain foods are from (Ketsup Pittsburgh/Chocolate Mexico), chant chocolate rhyme

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment		
Interpersonal Task and Rubric	Interpretive Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language Functions	Language/Communication		Subject Content (Connections)	Essential Materials	Learning Activities, Performances (Formative Assessments)
	Grammatical Structures	Vocabulary			
Predicting, Comprehending, sequencing, categorizing events, retelling,	Retelling in past tense Comer Sing/plural	Food Colors Days of the week Numbers Healthy/un	Science - Unhealthy/healthy foods - Life cycle - Monarch		(Use separate page for this section) Beginning Life cycle TPR Sink float Fruits Picture walk Read story (give props) Read story and categorize days of week

changing events of story	subject adj. agreement	healthy	Monarch migration	migration	Zip lock bags Mini book
Identifying cycle of caterpillar	Present tense sub/verb agreement	Life cycle stages Breakfast foods	Meals that Juan eats/the students eat	- Sensory activities smelling and feeling - Sink/float	Middle Pasta life cycle Review foods from story Healthy/unhealthy foods More foods Healthy/Unhealthy Where foods are from
Identifying foods	Gustar	Lunch foods		Math	End Breakfast/lunch/dinner Cultural comparison Monarch migration Color changing Make butterflies
Differentiating healthy and unhealthy foods	Ser with origin	Dinner Foods		-graphing lengths of caterpillar - Graphing amounts of food each day	Make class book
Discuss what they each for breakfast Lunch dinner				- graphing weight of foods - caterpillar population - counting foods caterpillar ate	
Expressing likes and dislikes				Social Studies - Where	

food
comes
from
(ketchup/
hocolate
- Chocolate
rhyme
- Map
foods
- Juans
food likes
- Juans
meals

Art
- Illustratin
g stories
- Make
butterflies
- Make life
cycle
with pasta

Music
- Chocolate
rhymes
- Food
song?

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____
Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

Materials needed for this lesson



**H.27. SPANISH CONTENT BASED CURRICULUM 3RD & 4TH
GRADE**



	Unit Title: El arbol generoso Author(s):	Language/Level: 3rd and 4th grade School:
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Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT comprehend and interpret El arbol generoso and identify and classify characteristics of trees

Essential Question(s): What happens in the giving tree? What are the characteristics of trees?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:
SWBAT comprehend, sequence, summarize, retell story of el arbol generoso, express emotion, describe people and personalities, identify parts of the tree and associated nature vocabulary, sing song about trees, classify tree of choice, measure tree trunks, predict and graph height and age of tree of choice, discuss how trees change within the seasons, compare trees in US/Peru, TPR parts of the tree, play hide and seek with tree, discuss why we need trees, discuss deforestation

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Interpretive Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language Functions	Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities, Performances (Formative Assessments)
	Grammatical Structures	Vocabulary				
<ul style="list-style-type: none"> Ask/express emotions Describe personality traits Describe tree according to size, height, and age Comparing 	<ul style="list-style-type: none"> Set for personal traits Estar for temporary conditions Tener Comparisons 	<ul style="list-style-type: none"> Parts of tree Story related vocab Nature words Emotions Personality traits Types of trees Review numbers Sign posts 	<ul style="list-style-type: none"> Compare trees of US/Peru Compare Air quality of different regions Art of trees (Dali) Bulletin board of giving tree 	Math <ul style="list-style-type: none"> Measuring trunks and graphing circumference Predicting age and height Comparing/equivalities Science <ul style="list-style-type: none"> Tree study 		Beginning <ul style="list-style-type: none"> Introduce title of book, guess what it is about Vocabulary (parts of trees, emotions, personality traits, use famous people or familiar people to describe emotions and personality traits) Read book with students holding vocab pictures Story sequencing TPR with pictures

							<ul style="list-style-type: none"> • Story map <p>Middle</p> <ul style="list-style-type: none"> • What comes from trees? • Why do we need trees? • Write their own story about how they use a tree • Different kinds of trees • Tree study • Graphing and comparing tree studies • Sink/float tree materials • Trees in Peru/US <p>End</p> <ul style="list-style-type: none"> • Puzzle activity with painting or pictures of trees • Introduce Dali painting and surrealism • Students create Dali style painting of tree • Art show of Dali-style tree paintings and descriptions
(first, second, then)							<ul style="list-style-type: none"> • Life cycle of tree • Different forests • Sink/float • Seasons • Collect and classify leaves • Plant tree? • Types of trees <p>Music</p> <ul style="list-style-type: none"> • Poem/song? <p>Art</p> <ul style="list-style-type: none"> • Dali • Draw label tree • Puzzle activity • Draw tree image within Dali art form • Art show <p>PE</p> <ul style="list-style-type: none"> • TPR tree parts • Hide and seek with tree <p>Social Studies</p> <ul style="list-style-type: none"> • How can you give project? (with another class or school or community?) • Deforestation • What do we need trees? • What comes from trees? • Comparison with trees in Peru/US <p>LA</p> <ul style="list-style-type: none"> • Story activities

				with book (predicting, story mapping, vocabulary instruction, retelling, sequencing) • Create own story (how would you use a tree)		
Comparisons:						
Communities:						

Beginning	Middle	End
Learning Activities , Performances (Formative Assessments)		

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____
Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

- Opening/Activity 1
- Activity 2
- Activity 3
- Activity 4
- Closing/Activity 5

Materials needed for this lesson

	Unit Title: El piramide de comida	Language/Level: 3rd and 4th grade School:
	Author(s):	

Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT identify foods from Peru/US and evaluate if they are healthy/unhealthy

Essential Question(s): What are healthy/unhealthy foods that are common in Peru/US?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:
SWBAT identify foods from Peru/US, evaluate foods healthy/unhealthy, read and evaluate recipes/menus from Peru/US/Pittsburgh restaurants, identify vocabulary for kitchen items, measurements, and meals, name food groups, categorize foods according to food pyramid, convert measurements, create a food diary, discuss and evaluate each other's food diaries, suggest healthy options, food/exercise relationship

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Interpretive Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities, Performances (Formative Assessments)
Language Functions	Grammatical Structures				

<ul style="list-style-type: none"> Identify foods, meals, food groups, utensils, kitchen vocab Narrate recipes Evaluate recipes, menus, food diaries Express likes/dislikes Discuss favorite foods Compare foods, pyramid, menus, recipes in Peru/US Describe what you ate Suggest healthy options Categorize foods in pyramid Order food 	<ul style="list-style-type: none"> Comer/beber Commands Past tense comer/beber Suggestions (subjunctive) Querer Recomender 	<ul style="list-style-type: none"> Foods Mealtimes Time Food groups Healthy/unhealthy Utensils Kitchen vocab Measurements Expressions Restaurant expressions Polite expressions (por favor, gracias) 	<ul style="list-style-type: none"> Peruvian menus/recipes Peruvian restaurants in Pittsburgh Compare food pyramids Compare food from Peru/US Compare common meals and mealtimes Discuss climate/what food grow Measurements 	<p>Math</p> <ul style="list-style-type: none"> Convert measurement Fractions Graphing calories of meals Summing and identifying total fats/carb/protein /calories Prices of food Science/PE Food groups/pyramid Healthy/Unhealthy food How food affects body Food/exercise needed to burn off Categorize foods on pyramid Keep a food diary Evaluate food diary/menu/recipe Balance meals Exercise/calories burned <p>Art</p> <ul style="list-style-type: none"> Draw pyramid Draw meal with paper plate Illustrate food diaries Create a menu Sorting food according to pyramid Illustrate recipe (family) 	<p>Beginning</p> <ul style="list-style-type: none"> Introduce foods with the pyramid Create own pyramid/categorize Healthy/unhealthy Compare Peru pyramid Introduce meals/sort food according to meals Create plate/meal Balance meals Peru meal/US meal Start food diaries (comi, bebi) Reading labels, counting calories, fats, carbs, proteins Graphing calories, etc of meals Share food diaries/make suggestions (recomender) <p>Middle</p> <ul style="list-style-type: none"> Introducing exercise/food/burning calories How food affects body Introduce Peruvian recipes Share and illustrate family favorite recipes Evaluate them (healthy/unhealthy/calories, etc) Measurements/fractions <p>End</p> <ul style="list-style-type: none"> Introduce kitchen utensils and set up restaurant Prices of food Restaurant role play (querer) Create healthy restaurant menu
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Learning Activities , Performances (Formative Assessments)

Beginning

Middle

End

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

Materials needed for this lesson

Unit Title: Mi escuela Author(s):	Language/Level: 3rd and 4th grade School:
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Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT describe their classroom, school supplies, and school SWBAT compare and contrast their school with one or more in Peru

Essential Question(s): How do I describe my classroom/school in Spanish? How does my school compare to schools in Peru?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:
SWBAT describe classroom/school, comprehend description of classroom and imaginary classroom, tell time, describe school schedule, locate classroom objects, determine if objects sink/float, identify date including year, describe weather, express likes/dislikes with verbs like gustar, express need, identify and apply classroom survival phrases, sing and enact traditional recess games, compare and contrast YSWPCS with schools in Peru, identify numbers out of sequence 1-2000, express more/less than/equalities, measure objects, graph favorite school subjects and times students wake up, enact the scientific method with sink/float activity

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Interpretive Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities , Performances (Formative Assessments)
Language Functions	Grammatical Structures				
<ul style="list-style-type: none"> Expressing likes and dislikes Expressing need Describing classroom/scho 	<ul style="list-style-type: none"> Estar for location Ser for time Necesitar Tener Verbs like gustar Adj agreement Prepositions 	<ul style="list-style-type: none"> Survival phrases/classroom commands Mas/menos que School 	<ul style="list-style-type: none"> Math Numero misterioso game Equalities Measuring and comparing 		Beginning Compare with Peruvian schools throughout start with KWL Survival phrases/classroom commands Review calendar/weather Introduce year dates Review numbers

<ul style="list-style-type: none"> • Asking and expressing time • Describing school schedules • Counting • Expressing date/time • Expressing location • Comprehending descriptions • Comprehending story • Comprehending classroom commands 	<ul style="list-style-type: none"> • Comparisons 	<ul style="list-style-type: none"> • supplies • School subjects • Classroom objects • School locations • Actions associated with school subjects • Numbers 1-2000 • Review colors • Calendar/weather review • Time expressions • Direction words 	<ul style="list-style-type: none"> • dern recess games • Compare classroom materials, schedules, recess games, lunch 	<ul style="list-style-type: none"> • objects • Counting by 2s, 5s, 10s • Buzz game • Graphing • Telling time • Science • Sink/float • Scientific method • Music • Traditional songs/games • Estar song/hat dance • Directions rap • Art • Draw classroom/TPR • Design imaginary classroom • Design own school in groups • Info gap with imaginary classroom • PE • TPR rhyme directions • TPR time • Recess games • Social Studies • Comparison with 2 schools in Peru (school schedules, subjects, classroom) 		<ul style="list-style-type: none"> • Numero/misterioso game • Buzz game, counting by 2s, 5s, School supplies • Sink/float • Measuring school supplies • Directions song • Whole group classroom TPR drawing • Measure classroom objects • Draw and label/describe imaginary classroom • Imaginary classroom info gap • Middle • Whole group school TPR drawing • Draw and label imaginary school in groups • Give directions throughout school • School subjects/telling time • Supplies for subjects • Actions for subjects • Compare with Peruvian schools • Favorite school subjects • Recess games • End • KWL chart completion • Project: Design own school/school schedule/give directions
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Learning Activities , Performances (Formative Assessments)

Beginning

Middle

End

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

Materials needed for this lesson

	Language/Level: 3rd and 4th grade School:
Unit Title: Vamos de compras por ropa	
Author(s):	

Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT describe what they are wearing and shop for clothing

Essential Question(s): How do I describe what I'm wearing in Spanish? How do I shop for clothes in a Peru?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:
SWBAT describe what they are wearing, shop for clothing, bargain for price, identify clothing and jewelry items, identify body parts associated with clothes, describe clothing according to pattern, color, and size, determine clothes for weather and seasons, convert currencies, identify currencies for Peru, identify places to shop, compare shopping in Peru and US, identifying items on sale and not on sale, express “it’s a bargain,” discuss how items fit, express likes and dislikes of clothing/jewelry, participate in a fashion show

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities , Performances (Formative Assessments)
Language Functions	Grammatical Structures				
<ul style="list-style-type: none"> Describe what wearing Identify clothing, body parts Expressing likes and dislikes Describing items on sale 	<ul style="list-style-type: none"> Ir de compras Quedarse, vestirse, llevar, quitarse Reflexive verbs Ser descriptions Direct object pronouns Agreement (subj/adj) 	<ul style="list-style-type: none"> Clothing of Peru (traditional/modern, of different regions) Places to shop in Peru/US Currency of Peru 	<ul style="list-style-type: none"> Math Currency conversion (US dollar – Peru sole) Evaluating prices Making change Graphing favorite outfits 		<ul style="list-style-type: none"> Beginning Introduce clothing/jewelry vocab Play dress up/Paper dolls/describe mystery person Determine clothing for seasons/weather Graph clothes for seasons/weather Expressing likes dislikes Graphing favorite outfits Introduce patterns, review color and

<ul style="list-style-type: none"> Describing clothing according to pattern, size, color Asking if items are on sale Claiming “what a bargain” Bargaining at the marketplace Evaluating clothing (expensive, cheap, cool, in fashion) Narrating and participating in a fashion show Describing what something is made of 	<ul style="list-style-type: none"> Gustar Preposition (‘de’) 	<ul style="list-style-type: none"> Currencies Shopping expressions (it fits, try it on, on sale, what a bargain) Materials 	<ul style="list-style-type: none"> Materials from Peru (alpaca, llama, etc) 	<p>Science</p> <ul style="list-style-type: none"> Weather/season /clothing relationships Different materials and where they come from <p>Music</p> <ul style="list-style-type: none"> Peru/US musicians and describing wearing Clothing/money song Folkloric costumes for dancing <p>Art</p> <ul style="list-style-type: none"> Fashion show Paper dolls Draw season for proper clothing Draw or design outfit <p>Social Studies</p> <ul style="list-style-type: none"> Geography of Peru/clothing Currency of Peru Bargaining in marketplace Places people shop (US/Peru) Materials for clothing Catalog shopping <p>Lang. Arts</p> <ul style="list-style-type: none"> Narrating and scripting fashion show Describe mystery person Describe outfit 	<p>ser, and introduce materials</p> <p>Discuss which materials come from Peru/where materials come from</p> <p>Llevar</p> <p>Describe musicians outfits/folkloric costumes (US/PERU)</p> <p>Middle</p> <p>Discuss places to shop (US/Peru)</p> <p>Geography review</p> <p>Discuss currencies</p> <p>Bargaining in marketplace (shopping expressions)</p> <p>Making change</p> <p>Evaluating prices</p> <p>Queadarse/vestirse/quitarse</p> <p>Direct object pronouns</p> <p>Shopping expressions (its cool, its on sale, its in fashion)</p> <p>End</p> <p>Fashion show scripting and acting</p> <p>Evaluate fashion show</p>
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Learning Activities , Performances (Formative Assessments)

Beginning

Middle

End

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?
DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

- Opening/Activity 1
- Activity 2
- Activity 3
- Activity 4
- Closing/Activity 5

Materials needed for this lesson



**H.28. SPANISH CONTENT BASED CURRICULUM 5TH & 6TH
GRADE**



	Language/Level: 5 th and 6 th grade School:
Unit Title: El bosque tropical Author(s):	

Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT identify rainforest in Puerto Rico and describe and compare attributes, animals, plants, and insects that live there

Essential Question(s): Where is the rainforest in Puerto Rico? What is it like? What lives there?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:
SWBAT identify rainforest in Puerto Rico and describe and compare attributes, animals, plants, and insects that live there, read a story about the rainforest (sequence, summarize, retell), compare rain amounts in Pittsburgh/Yunque, describe weather, express likes/dislikes of animals/plants/insects, promote environment for earth day

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Interpretive Task and Rubric
	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities , Performances (Formative Assessments)
Language Functions	Grammatical Structures				
<ul style="list-style-type: none"> express likes/dislikes Describe animals/plants/insects/rainforest Express location compare animals/plants/ 	<ul style="list-style-type: none"> lover subject pronouns vivir (present tense IR verbs) crecer Comparisons Sobrevivir Comer (present tense er verbs) Gustar 	<ul style="list-style-type: none"> animals plants insects levels of rainforest colors numbers weather body parts (animals) 	<ul style="list-style-type: none"> Math compare and graph rain totals compare and graph size of rainforest compare and graph height of trees Science 		<p>Beginning Guides/brochures of el yunque Vocabulary of the levels and animals Illustrate parts of the rainforest Categorize the animals according to level Insects Categorize insects according to levels Story (predict, comprehend, summarize, sequence, retell)</p>

<p>insects/weather</p>		<ul style="list-style-type: none"> regions Countries 	<p>the world</p> <ul style="list-style-type: none"> Identify plants/animals/insects of rainforest Perspectives of rainforest (environmental issues) El coquí 	<ul style="list-style-type: none"> plants/animals/insects that live in rainforest levels of rainforest deforestation Earth day/environment Recycling Clean air Camouflage for survival tactic categorize where animals live Endangered species El coquí Music animal and insect sounds (guess the animal/insect) rainforest sounds (guess what it is) el coqui song Art Rainforest art? illustrate parts on a rainforest image design a poster of a plant/animal/insect Bulletin board on earth day make signs for clean air/recycling guess the animal activity Social Studies 		<p>Body parts of animals</p> <p>Animal/insect mystery activity (pairs)</p> <p>El coqui (song and animal)</p> <p>Camouflage and survival tactics</p> <p>Endangered species</p> <p>Review weather, start to compare weather in Yunque/Pittsburgh compare and graph rain totals</p> <p>Other rainforest/compare size/locate them</p> <p>Middle</p> <p>Sounds of the rainforest (animals, weather)</p> <p>Plants/trees</p> <p>Compare tree heights (whats the tallest/shortest)</p> <p>Deforestation</p> <p>Environment/clean air</p> <p>Recycling</p> <p>Rainforest art??</p> <p>End</p> <p>Research and make poster on animal/insect/tree</p> <p>Bulletin board for earth day (environmental issues)</p> <p>Make signs for clean air/save the rainforest/recycling/environmental issues</p>
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- Identify rainforest in PR (el yunque)
- Total and Compare rain ants (Yunque/Pittsburgh)
- Locate rainforests in the world
- Identify plants/animals/insects of rainforest
- Perspectives of rainforest (environmental issues)
- El coquí
- Lang Arts
- Interpret documents on the rainforest (guides/brochures)
- guess the animal activity research and create poster on animal/plant/insect
- read rainforest story (predict, comprehend, sequence, summarize, retell)
- share poster
- create bulletin board
- maybe create brochure/sign for environment (clean air, recycle, save

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Learning Activities , Performances (Formative Assessments)

Beginning

Middle

End

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____
Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?
DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

- Opening/Activity 1
- Activity 2
- Activity 3
- Activity 4
- Closing/Activity 5

Materials needed for this lesson

	Language/Level: 5th and 6th grade School:
Unit Title: Deportes Author(s):	

Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT identify and describe sports in the US and Spanish Speaking Countries

Essential Question(s): What sports are played in Spanish speaking countries?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:
SWBAT identify and describe sports in the US and Spanish Speaking Countries, describe a sport of choice according to actions, equipment, uniform, history, and where played, teach each other about sports of choice, compare sports played/sports teams watched in PR and US, identify body parts used in sports, describe sports that students play/watch, name and compare favorite sports and sport teams and players, name famous Hispanic players (esp from Pittsburgh teams), listen to an announcement of a soccer game, record points of a sports team, compare calories burned/hour for each sport, create bulletin board on famous Hispanic players (maybe who play(ed) in Pittsburgh)

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities, Performances (Formative Assessments)
Language Functions	Vocabulary				
<ul style="list-style-type: none"> Describe sport according to actions, equipment, uniform, history, and where played Express likes/dislikes 	<ul style="list-style-type: none"> Jugar Gustar/encantar Commands Doler Llevar 	<ul style="list-style-type: none"> Compare sports played and sport teams watched in Pittsburgh and PR Discuss popular sports in Spanish speaking 	Math <ul style="list-style-type: none"> Graph likes/dislikes Graph stats from PR/US on favorite sports/sport teams Numbers 		Beginning Introduce sports and actions TPR actions/simon says Assign team to record throughout unit (total points) Human bingo (likes/dislikes/plays/does not play) Discuss/graph sports popular in US/PR Discuss sports popular in diff Spanish

<ul style="list-style-type: none"> • Give directions • Make suggestions • Express what hurts 		<ul style="list-style-type: none"> • world • Identify Hispanic players and locate where they are from • Compare what fans wear in US/PR 	<ul style="list-style-type: none"> • Measure how far you can kick/toss • Record and total points of a Hispanic soccer/baseball team • Graph calories burned <p>Science</p> <ul style="list-style-type: none"> • Calories burned/hour for each sport • Body parts needed for sports • Experimenting movement affects how you play <p>Social Studies</p> <ul style="list-style-type: none"> • Compare sports played and sport teams watched in Pittsburgh and PR • Discuss popular sports in Spanish speaking world • Identify Hispanic players and locate where they are from • Compare what fans wear in US/PR <p>Music</p> <ul style="list-style-type: none"> • Chants/songs/sl ogans • Design own chant/slogan for team 		<p>Speaking countries compared to US</p> <p>Review body parts</p> <p>Teach clothing</p> <p>Practice with clothing (paper dolls, dress the fan, dress the player)</p> <p>Introduce/model teaching a sport (uniform, body parts, slogan, song, fans, equipment, where played)</p> <p>Research and teach each other about other sports</p> <p>Middle</p> <p>Design own uniform for a team and team slogan</p> <p>Measure how far you can kick/toss</p> <p>Calories burned /hour for sports (discuss, record, graph)</p> <p>Review body parts needed and discuss and experiment with movement and how it affects how you play different sports</p> <p>End</p> <p>Identify Hispanic players and locate where they are from</p> <p>Bulletin Board of Hispanic players/sports</p>
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				<p>Art</p> <ul style="list-style-type: none"> • Design uniform of sports researched • Paper dolls (dress the player/dress the fan) <p>Lang Arts</p> <ul style="list-style-type: none"> • Read about sports • Teach each other vocabulary and info about sport of choice <ul style="list-style-type: none"> • Design bulletin board • Human bingo (find someone who likes/plays) • Info gap (dress the fan) <p>PE</p> <ul style="list-style-type: none"> • Sports • Enacting actions of sports (TPR) 		
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Comparisons:

Communities:

Learning Activities , Performances (Formative Assessments)

Beginning

Middle

End

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

Materials needed for this lesson

	Unit Title: Mi Comunidad Author(s):	Language/Level: 5th and 6th Grade School:
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Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT describe the Pittsburgh community according to population, monuments, important places, significant people and sport teams and compare to San Juan, PR

Essential Question(s): What is in my community? How does my community compare to San Juan, PR?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:
 SWBAT describe their community according to population, places, people, sport teams, art and music, plants, animals, monuments, give and ask for directions, describe and compare their community with San Juan, PR, describe professions, compare professions with those popular in San Juan, create a brochure about San Juan, and comprehend and create a monument description comparing places in Pittsburgh and San Juan, create an itinerary for visiting Pittsburgh

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Interpretive Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities, Performances (Formative Assessments)
Language Functions	Grammatical Structures				
<ul style="list-style-type: none"> • Describe communities of Pittsburgh and San Juan • Giving and asking directions • Describing professions • Describing and 	<ul style="list-style-type: none"> • Commands • Subject pronouns • Simple future • Ir • Verb infinitive endings (er/ir/ar) 	<ul style="list-style-type: none"> • Compare Pittsburgh with San Juan, PR according to sport teams, geography, places, monuments, population, plants, animals, 	Math <ul style="list-style-type: none"> • Compare and graph statistics and characteristics Science <ul style="list-style-type: none"> • Plants and animals indigenous to Pittsburgh and San Juan, PR 		

<ul style="list-style-type: none"> comparing monument Creating a brochure and itinerary 		<ul style="list-style-type: none"> professions Signs/city vocabulary Animals Plants Sports Music genres 	<p>weather</p>	<ul style="list-style-type: none"> Weather in Pittsburgh/PR Seasons in PR Social Studies Geography and land forms Bodies of water Comparison with San Juan How land forms affect lifestyle Compare people/places Careers, what do I want to be Careers, what professions are in my community How do professions function in community Where do they speak Spanish in my community? What resources are in Spanish in my community? Provide resource in Spanish for community (label school/community/provide brochure) Music Popular music and different genres in Pittsburgh/PR Directions song 		
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				<ul style="list-style-type: none"> • Art • Brochure • Monument description/comparison • Design own community • Paintings (puzzle activity) PE • Sports popular in Pittsburgh/PR • Sports players Lang Arts • Read and create brochure • Monument reading, and creating a description and comparison • Role playing jobs • Role playing transportation situations • Reading maps and other documents from Pittsburgh/PR in Spanish 		
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Comparisons:

Communities:

Learning Activities , Performances (Formative Assessments)

Beginning

Middle

End

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

Materials needed for this lesson

	Language/Level: 5th and 5th Grade School:
Unit Title: Música	
Author(s):	

Scenario/Unit Overview:

Stage 1 What students should know and be able to do

Enduring Understanding(s) SWBAT identify and describe music, songs, artists, and instruments popular in Spanish speaking world

Essential Question(s): What music, songs, artists, and instruments are popular in the Spanish speaking world?

Targeted Standards: Communication, Culture, Connections, Comparisons, Communities

Outcomes/Objectives/Progress Indicators:
 SWBAT identify and describe music, songs, artists, and instruments popular in Spanish Speaking world, conduct simulated interview with student impersonating musical artist, ask and tell each other favorite music, songs, instruments, and artists, present on an artist of choice, conduct simulation of Latin American Music Awards, describe musical artist according to personality, age, nationality, and physical characteristics, identify where musical instruments come from, discuss pitch, experiment with science of sound and vibrations, compare rhythms, categorize instruments according to type, distinguish and participate in different dances (e.g. Salsa, Merengue, Flamenco)

Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment

Interpersonal Task and Rubric	Presentational Task and Rubric

Stage 3 Preparing students to demonstrate what they know and can do

Language/Communication		Culture(s)	Subject Content (Connections)	Essential Materials	Learning Activities, Performances (Formative Assessments)
Language Functions	Vocabulary				
<ul style="list-style-type: none"> Describe orally and in writing artist according to personality, nationality, age, and physical characteristics Ask and tell favorite music, 	<ul style="list-style-type: none"> Instruments Music types Dance types Types of instruments (string/brass/percussion/wind) Body parts 	<ul style="list-style-type: none"> Music/artists/instruments popular in Spanish speaking world Locating where music/artists are 	Math <ul style="list-style-type: none"> Counting Graph favorites Numbers Rhythms? (3 count/4 count) Science <ul style="list-style-type: none"> Pitch with water Ear/vocal 		Beginning Introduce types of music, and instruments Categorize instruments and familiar songs/artists within types Poster of instruments Likes dislikes (human bingo, find someone who...) Graph favorites

<ul style="list-style-type: none"> • songs, artists, instruments • Listen and categorize music • Participate in Latin American Music Award simulation • Impersonate a musical artist • Ask about attributes of musical artist 	<p>formation</p>	<ul style="list-style-type: none"> • Personality traits • Nationalities • Clothing • Physical characteristics • Musical terms (high/low pitch, voice, tempo fast/slow, instrument, dance, song, sing, etc) 	<p>played/originated</p> <ul style="list-style-type: none"> • Comparing music from Spanish speaking world to music popular in US 	<p>chords</p> <ul style="list-style-type: none"> • Vibrations • Where instruments come from and how they are made • Speed of sound <p>Social Studies</p> <ul style="list-style-type: none"> • Music/artists/instruments popular in Spanish speaking world • Locating where music/artists are played/originated • Comparing music from Spanish speaking world to music popular in US <p>PE</p> <ul style="list-style-type: none"> • Dances • TPR with body parts <p>Art</p> <ul style="list-style-type: none"> • Project on musical artist (ppt./poster/illustrated song) • Design their own album cover with Spanish name or phrase • Poster on instruments (categorize LA instruments) <p>Lang Arts</p> <ul style="list-style-type: none"> • Listen to music and categorize it according to 	<p>Artists/types (use them to introduce personality traits and physical characteristics and age, and nationality)</p> <p>Readings about the artist</p> <p>Info gap – guess the artist</p> <p>Simulated interviews – act as a artist</p> <p>Middle</p> <p>Design album cover</p> <p>Pitch with water</p> <p>Ear/vocal chords</p> <p>Vibrations</p> <p>Where instruments come from/made of</p> <p>Speed of sound</p> <p>Body parts</p> <p>Dances</p> <p>End</p> <p>Listen to music and categorize type</p> <p>Visit and assembly of dance/artists/etc</p> <p>Choice board presentations</p> <p>Simulation of L.A Music Awards</p>
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				<ul style="list-style-type: none"> • instruments, type, artist • Choice board presentation on artist of choice • Simulated interview of an artist • Simulated Latin American Music Awards • Human Bingo (find someone who likes...) • Read about artists • Info gap, describe artist and guess who? 		
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Comparisons:

Communities:

Learning Activities , Performances (Formative Assessments)

Beginning

Middle

End

Lesson Plan Format from Greg Duncan

Unit _____ Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

Materials needed for this lesson



APPENDIX I: COMMUNITY ADVISORY BOARD





- **M. Melih Demirkan, Ph.D., P.E.**
 - [REDACTED]
- **Amber Thornton**
 - [REDACTED]
- **Darla Russell-Akkoyun**
 - [REDACTED]
- **Heather Persetic**
 - [REDACTED]
- **Glenn Bray**
 - [REDACTED]
- **Lakietha Howard**
 - [REDACTED]



COMMONWEALTH OF PENNSYLVANIA CHARTER
to operate a public school known as the
Young Scholars of McKeesport Charter School

Pursuant to the authority granted to me as Chair of the State Charter School Appeal Board under section 1717-A(i)(9) of the Public School Code of 1949, as amended, and because of the failure of the Board of School Directors of the McKeesport Area School District to grant the charter within ten (10) days of receiving notice of the State Charter School Appeal Board's March 6, 2015 decision in CAB #2013-14, the Board of Trustees of the Young Scholars of McKeesport Charter School is hereby granted a Charter by operation of law to operate a public charter school to be located within the McKeesport Area School District for the period commencing on or after July 1, 2015 and ending on June 30, 2020. The grant of this charter was approved by vote of the State Charter School Appeal Board on February 18, 2015, and by way of the Board's findings, conclusions and decision issued on March 6, 2015, was deemed approved by the aforementioned inaction of the Board of School Directors.

It is specifically understood and agreed between the signatories hereto that:

1) the Board of Trustees shall operate the charter school in accordance with the provisions of the Charter School Law, 24 P.S. §§17-1701-A *et seq.*, and any applicable amendments thereto enacted during the term of this charter and any regulations or standards applicable to charter schools;

2) the granting of this charter is specifically contingent upon operation of the charter school in conformity with the terms of the application submitted by the Board of Trustees to the Board of School Directors on November 15, 2012 and approved by the State Charter School Appeal Board. Said application is attached hereto as Appendix A and is incorporated herein by reference as if fully set forth;

3) this Charter and the Appendix hereto constitute a legally binding agreement between the Board of School Directors of the McKeesport Area School District and the Board of Trustees of the Young Scholars of McKeesport Charter School for the term set forth above, and the terms of said agreement cannot be changed absent a written amendment to this charter;

4) this charter may be renewed for additional periods of five (5) years duration, and upon any such renewal, a new charter shall be executed between the Board of School Directors and the Board of Trustees; and

5) this charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ day of _____, 2015:


Pedro A. Rivera, Chair
State Charter School Appeal Board

For the Board of Trustees of the Young Scholars of McKeesport Charter School:


School Administrator

School administrator with a commitment to student growth and academic excellence with over 9 years of experience. Oversight of 564 students and over 70 staff members. Exemplary leader focused on providing students with a rigorous and challenging education, along with the tools and skills required to promote learning. Ability to meet high stakes testing standards and ensure student growth.

- An administrator with extensive experience of:
 - Design and create a new elementary/middle school.
 - Professional Learning Communities
 - Effective Communication and Leadership Skills
 - Statistical, Quantitative, and Qualitative Analysis
 - Instructional design and Development
 - Educational Technology

Experience

Chief Executive Officer (CEO)

Young Scholars of McKeesport Charter School.

2015 - Present

Responsible for daily operation of K-4 public charter school.

- Supervising all aspect of the school.
- Hiring, Implementing new programs, day to day operation.

Elementary School Coordinator

Paterson Charter School for Science and Technology.

2009- 2015

Responsible for all facet of administering a public charter school with 564 students and over 70 personnel.

- Founding school leader/coordinator for the K-5 elementary school.
- Held, organized teacher and parent/student orientations.
- Plan and conduct teacher-training programs.
- Measure the level of student achievement of Common Core and State Standards and state benchmarks in order to identify student needs.
- Develop and present data reports.
- Took part in development, evaluation and improvement of curriculum, instruction and assessment program and services.



- Improved student progress through revamping the schedule and emphasizing more teacher accountability.
- Develop and modified budget preparation and fiscal management aligned to educational programs and report to the Lead Person.

Instructional System Specialist

Pioneer Academy of Science South Jersey.

2006- 2009

- Responsible for the daily supervision of the school, its students, facilitators, professional and support staff, volunteers, and personnel from outside agencies.
- Evaluate the effectiveness of each member of the staff in accordance with the establishment plan and shall forward written reports to the School Board.
- Responsible for the provision of supervision of students and student activities
- Maintain communications with parents or guardians regarding the total school program, student achievement, placement and behavior.
- Inform parents of the school activities through newsletters, information nights, parent/teacher conferences, etc.
- Develop and foster a sense of pride and respect for school property so that the facility is an attractive place.
- Organized Most Gold Medal winning Science Olympiad Team in South Jersey Regional Olympiads two years in a row.
- Started and Implemented Risk Watch Program with Cherry Hill Fire Departments.

Notable Achievements

- Successfully started two schools, private and public charter.
- Successfully secured a building went through all process to make it ready for instruction.
- Organized parent/student orientations and opened school with full enrollment with 180 students.
- Successfully managed the expansion of the Charter school to 564 students with grades K-6 with the NJ State guidelines.
- Improve NJASK LA scores average of 25% and Math scores 20% in grades 3-6.
- Decreased the number of out of school suspension by heightened student and parent accountability.
- Implemented remediation, intervention and honor program and courses.
- Monitor the work of HIB coordinator and notify parents of investigations and their conclusions.
- Create/organize/attend following committees;
 - I&RS Committee
 - PD Committee
 - Teacher Evaluation Committee
 - School Safety Committee
 - School Emergency Response committee



Education

Strayer University, Alexandria, Virginia **2006**

Master of Education

Technology in Education- Minor

- Cumulative G.P.A of 3.7
- Completed a two year program in 1.5 years

Virginia International University **2003**

Computer Science Certification Program.

Microsoft Access, Word, Excel, C+ etc.

Istanbul University **2001**

BA in Journalism

Skills

- Evaluate school/community needs and develop appropriate and effective interventions.
- Fluent in Microsoft Office
- Smart Board/ Smart table/ I pad and Mac
- Familiar / Implemented following educational program.
 - Star Math/Reading
 - Accelerated Math/Reader
 - Study Island
 - Write to Learn
 - Measuring Up Live
 - Exam View
 - A to Z Learning

Professional Development

- Institutional member of ASCD
- Organized/ presented PD for teaching staff
- New Jersey Charter School Association Conference. 2010-11-12-13-15
- National Charter School Convention
 - 2010 Chicago IL
 - 2013 Washington DC



References

Mr. A. Riza Gurcanli, Lead Person, Paterson Charter School for Science and Technology [REDACTED]

Mr. Leonard Kopacz, Retired Principal, [REDACTED]

M.MELIH DEMIRKAN



Education

Ph.D., **University of Maryland at College Park** (March 2008)

Department of Civil & Environmental Engineering

M.S., **Bogazici University** (August 2002)

B.S., **Yildiz Technical University** (July 1999)

Work Experience

Project Director, (March 2008 – present)

Paul C. Rizzo Associates Inc., Pittsburgh PA.

Worked as lead geotechnical engineer on Nuclear Power Plant (NPP) projects. Responsibilities included performing conceptual and final design of NPP foundations using Roller Compacted Concrete (RCC) on low density zone rock subsurface conditions for sites in southeastern U.S. Participated geotechnical analysis and design of Safety and Non-safety related NPP structures including nuclear island settlement analysis, earth retaining walls, and deep foundations. Prepared geotechnical and geology sections of Final Safety Analysis Report for combined operation licensing applications for national and international NPP projects.

Teaching Assistant / Lecturer, (August 2003- March 2008)

Department of Civil and Environmental Eng., University of Maryland-College Park.

Taught senior level ENCE 444 “*Laboratory Characterization of Geomaterials*” class. The class syllabus included review of major soil tests and their interpretation for engineering purposes. Engineering classification tests (Atterberg limits and grain size distribution), permeability, in-situ and lab density-moisture test, soil strength (CBR, unconfined compression, direct shear test and triaxial) and compressibility characteristics. Graded assignments for undergraduate level ENCE 340 and graduate level ENCE 647.

Graduate Research Assistant (August 2003- March 2008)

Department of Civil and Environmental Eng., University of Maryland-College Park.

Performed assessments on environmental fate of organic pollutants and investigated potential impacts on groundwater and subsurface. Investigated effectiveness of integrated remediation methods for petroleum hydrocarbons removal from soil and groundwater. Designed integrated passive barrier technology comprised of biodegradation and sorption processes. Conducted biokinetic measurements on contaminant degradation using isolated microorganism. Developed the sorption characterization of the high carbon content fly ash. Performed batch

adsorption tests, column leaching tests and column sorption-desorption tests. Involved in investigating beneficial reuse of recycled materials such as foundry sand, scrap tire chips and high carbon content fly ash in engineering applications. Determined geotechnical and environmental suitability of foundry sand and fly ash in highway embankments and tire chips in landfill liners.

Geotechnical Engineer / Consultant, (June 2002 –July 2003)

ELC Consultants, Istanbul Turkey

Responsibilities included dynamic modeling of pile foundations BP Baku seaport in Azerbaijan. Conducted 2-D finite element modeling of pile groups and subsurface interaction under earthquake motion.

Performed geotechnical testing and prepared geotechnical reports for construction projects.

Graduate Research / Teaching Assistant, (September 2001 – July 2003)

Department of Civil Engineering, Bogazici University, Istanbul, Turkey

Research areas included numerical modeling and seismic response of geosynthetic reinforced soil walls. Investigated the effects of each wall component on the MSE wall response under actual time history. Performed evaluation of seismic shaking table tests on MSE wall with marginal backfill.

Graded assignments, exams and reports in one of the junior level courses, Examining problem solving sections in undergraduate courses ; *CE 332 Soil Mechanics*, *CE 431 Foundation Engineering*, *CE 334 Soil Mechanics Laboratory*, *CE331 Earth Science* Supervised undergrad student during research projects.

Awards and Honors

Maryland Water Resources Research Center Graduate Research Fellowship, 2005, 2007

University of Maryland J. K. Goldhaber travel award, 2007

University of Maryland Graduate School Fellowship, 2003-2005

Municipality of Istanbul Ph.D. Fellowship Turkey, 2002-2004

Undergraduate Scholarship Yildiz Technical University, Turkey, 1997-1999

Services and Memberships

- Member of American Society of Civil Engineers (ASCE) Geo-Institute
- Reviewer for the ASCE Practice Periodical of Hazardous, Toxic and Radioactive Waste Management – Special Addition on Innovative Barrier Systems for Waste Containment
- Reviewer for the TRB conference 2005

- Reviewer for the ASCE Geo-Institute GSP (Geo-Frontiers Conference)
- Reviewer for the North American Geosynthetics Society (NAGS)
- Reviewer for 16th International Conference on Soil Mechanics and Geotechnical Engineering (ICSMGE)

Peer Reviewed Journal Publications

Demirkan, M.M., Seagren, E.A., and Aydilek, A.H. (2007). "Reuse of Fly Ash Amended Contaminated Soils in Highway Embankments", Journal of the Transportation Research Board, No. 1975, pp. 104-111.

Guler E., Hamderi M and **Demirkan M.M.** (2007). "Numerical Analysis of Reinforced Retaining Structures with Cohesive and Granular Backfills", Geosynthetics International Vol. 14, No. 6, pp 330-345.

Aydilek, A. H., Madden, E.T., and **Demirkan, M.M.** (2006). "Field Evaluation of a Leachate Collection System Constructed with Scrap Tires", Journal of Geotechnical and Geoenvironmental Engineering, Vol. 132, No. 8, ASCE, pp. 990-1000.

Guney, Y. Aydilek, A.H., and **Demirkan, M.M.** (2006). "Geo-environmental Behavior of Foundry Sand Amended Mixtures for Highway Subbases", Waste Management, Vol. 26, pp. 932-945.

Demirkan, M.M., Seagren, E.A., and Aydilek, A.H. "Adsorption of Naphthalene and *o*-Xylene by High Carbon Content Fly ash" Journal of Environmental Engineering, ASCE (Submitted in 2009).

Demirkan, M.M., Seagren, E.A., and Aydilek, A.H., Morar D. "High Carbon Content Fly ash as a Reactive Medium in Permeable Reactive Barriers: Batch and Column Sorption Desorption Experiments" Journal of Geotechnical and Geoenvironmental Engineering, ASCE (Submitted in 2009).

Morar, D., Aydilek, A.H., Seagren, E.A., and **Demirkan, M.M.** "Metal Leaching from Fly Ash-Sand Reactive Barriers" Journal of Environmental Engineering, ASCE (Submitted in 2009).

Demirkan, M.M., Seagren, E.A., and Aydilek, A.H. "Fly Ash as a Biosorptive Barrier Medium for Remediation of Two Petroleum Hydrocarbons" Journal of Geotechnical and Geoenvironmental Engineering, ASCE (in preparation to be submitted in 2010).

Guler E., **Demirkan M.M.** and Hamderi M, "Numerical Analysis of Reinforced Soil Retaining Walls with Cohesive and Granular Backfills Under Cyclic Loads", Geosynthetics International (in preparation to be submitted in 2009).

Proceedings

Demirkan, M.M., Morar, D., Aydilek A.H., Seagren, E.A, and Petzrick, P. (2008). “Remediation of NAPL-Contaminated Groundwater Using High Carbon Content Fly Ash”, *Proceedings of Geoenvironment 2008*.

Demirkan, M.M., Aydilek A.H., and Seagren, E.A. (2007). “Leaching Behavior of Petroleum Contaminated Soils Stabilized with High Carbon Content Fly Ash”, Proceedings of GeoDenver2007: New Peaks in Geotechnics, 14 p. (CD Rom).

Demirkan, M.M., Seagren, E.A., and Aydilek, A.H. (2006). “Reuse of Fly Ash Amended Petroleum Contaminated Soils in Highway Embankments”, Proceedings of the 85th Annual Meeting of the Transportation Research Board, Washington, D.C., January 2006, 28 p. (CD-Rom).

Güler E. , **Demirkan M. M.**, “A Numerical Analysis of the Geosynthetic Reinforced Soil Walls With Cohesive Backfill Under Seismic Loads”, International Conference ICNSMGE-ZM 2003- New Developments In Soil Mechanics and Geotechnical Engineering, Lefkosa, TRNC, 2003.

Güler E., **Demirkan M.M.**, “The Behavior of Geosyntheticly Reinforced Soil Retaining Walls Under Dynamic Loads”, Ninth Turkish Congress on Soil Mechanics and Foundation Engineering, 21-22 October 2002, University of Anadolu, Eskisehir, Turkey.

Sierra L. Smith

OBJECTIVE

To obtain an elementary and/or special education teaching position with an opportunity to sponsor extracurricular activities in tennis or student council.

TEACHING CERTIFICATION

Pennsylvania Certification in Special Education (August 2011)

Pennsylvania Certification in Elementary Education (June 2010)

EDUCATION

Seton Hill University, Greensburg, PA *Aug 2010- May 2011*

Special Education Certification G.P.A. 4.0

B.A. Psychology with Elementary Education Certification G.P.A. 3.4 *Jan 2007 – May 2010*

EDUCATIONAL FIELD EXPERIENCE

Paraprofessional *Bentworth School District August 2012—Present*

- Follow accommodations set forth in the IEP
- Performs clerical, classroom maintenance, and instructional duties
- Work with individual students or in small groups to assist in learning
- Assist classroom teacher with record keeping and activity creation

MHW/TSS/Summer Camp *Ligonier Valley Learning Center, Inc. May 2012—July 2012*

- Redirect inappropriate behaviors and actions
- Build student development of social skills
- Promote self regulation, regulation of emotions/anger, one on one interaction

Substitute Teacher *Bentworth, Mt. Pleasant, and Derry School Districts May 2010—Present*

- Maintain a positive classroom environment
- Implement successful classroom management
- Differentiate instruction

Emotional Support Teacher *NHS Greensburg, Pa Nov 2011—Feb 2012*

- Maintained a positive classroom environment
- Differentiated instruction
- Created and implement IEP goals and track behaviors
- Implemented medical 504 plans

Assistant Director Summer Camp *YMCA Greensburg, Pa May 2011—August 2011*

- Maintained a positive environment
- Planned and carried out fundraising
- Supervised staff
- Composed weekly newsletter

Summer Camp (for Autistic children) *New Story Indiana, Pa June 2010—August 2010*

- Maintained a positive classroom environment
- Implemented new story curriculum.
- Facilitated work support treatment goals with individual students
- Performed lunch and custodial duties

Student Teacher *Norvelt Elementary, Norvelt, Pa Jan 2010—April 2010*

Day Care, Internship *Tots N' Tykes, Youngwood, Pa May 2009 – July 2009*

YSMCS Implementation Grant Tracker

Complete;
In Progress
%
Complete,
Lagging

Owners: Admin, Leads, EDLead
Reviewers: CEO/Board

FOCUS AREA 1: Staff Development

OVERALL TASKS FOCUS AREA ONE	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Identify Lead Teachers	Admin				
Review School Schedule for PLC time	Admin				
Identify potential risks to full implementation	Admin				

Strategy 1: Provide ongoing, high-quality, job-embedded professional development through PLCs

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Review PLC process and activities	Admin	Q1			
Develop grade level/subject level PLC structures and strategies for year	Admin	Q1			
Identify support necessary to improve data-driven instruction	Admin	Q1			
Develop and release RFP for support related to data evaluation	Admin	Q1			
Evaluate responses and select support	Admin	Q1			
Introduce PLC structures/strategies to lead teachers	Admin	Q1			
PLC preservice training	Admin/Leads	Q1			
PLC embedded data training	Support	Q1-Q4			
PLC implementation	Leads/Faculty	Q1-Q4			
PLC evaluation model developed	Admin/Leads	Q2			
PLC evaluation	Leads/Faculty	Q2-Q4			

Strategy 2: Improve project-based learning for all grades

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Evaluate all PBL taking place currently	Admin/Leads	Q1			
Identify key implementation classrooms for training	Admin/Leads	Q1			
Develop long-term pd and implementation timeline	Admin	Q1			
Develop RFP based on needs	Admin	Q1			
Evaluate responses and select support	Admin	Q1			
With support, develop training/implementation/evaluation schedule	Admin/Leads	Q1			
Identify community partnerships to support PBL	Admin/Leads	Q1			
Develop and deliver parent training regarding PBL	Support	Q2			
Implement first semester schedule	Leads/Faculty	Q1-2			
Evaluate efficacy of program and modify as needed	Admin	Q2			
Implement second semester schedule	Leads/Faculty	Q3-4			
Evaluate efficacy of program and modify as needed	Admin	Q4			

Strategy 3: Implement effective differentiation for all grades

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Develop preservice on remedial curriculum support	Admin/Leads	Q1			
Evaluate all students in need of support	Leads/Faculty	Q1			
Develop preservice on advanced curriculum support	Leads/Faculty	Q1			
Deliver preservice PD on Star Reading/Math/advanced	Support/Leads	Q1			
Classroom observations on differentiation	Admin/Leads/Support	Q1-4			
Develop PD for daylong training in reflection of observation	Support	Q2			
Review individual student progress and adjust model as needed	Admin/Leads	Q2-4			

FOCUS AREA 2: Curriculum Development

OVERALL TASKS FOCUS AREA ONE	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Identify key curricular needs in new grades	Admin/Leads	Q1-3			

Identify expendibles needed

Leads/Facuty

Q1-2

Strategy 1: Implement curriculum for differentiation

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Purchase curriculum for differentiation (Star Reading/Math)	Admin	Q1			
Identify PD necessary for implementation	Admin/Leads	Q1			
Identify consultative support as necessary for implemetation	Admin	Q1			
Develop advanced curriculum as identified	Admin/Leads	Q1			
Implement differentiation and adjust as needed	Admin	Q2-4			

Strategy 2: Refine existing curriculum and expand curriculum to new grades

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Expand curriculum materials for classrooms	Admin/Leads	Q1-4			
Purchase additional curriculum materials for 6-8th grades	Admin	Q1-4			
Identify necessary staff development related to curriculum for additional grades	Admin/Leads	Q1			
Develop PD schedule around state standards and curriculum	Admin/Leads	Q1			
Develop evaluation tools for curriculum k-8	Admin	Q2			
Implement evaluation tools	Admin	Q3-4			

FOCUS AREA 3: Extended Day (ED)

OVERALL TASKS FOCUS AREA ONE	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Identify staffing needs for enhanced ED	Admin/EDLead	Q1			
Identify community partners for ED	Admin/EDLead	Q1-4			
Develop schedule and structures to ED	Admin/EDLead	Q1-2			

Strategy 1: Refine current ED integration with language curriculum

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Purchase materials and expendibles as needed	Admin	Q1-2			
Expand language offerings based on survey	Admin	Q1-2			
Hire additional staffing	Admin	Q2			
Create curriculum companion to day curriculum	Leads/Edlead	Q1-4			
Create enhancements to existing language ED program	Leads/EDLead	Q1-3			
Develop monitoring structure by day teachers	Leads/Edlead	Q1-3			
Evaluate ED language program for further refinements	Leads/Edlead	Q3-4			

Strategy 2: Refine current ED integration with core curriculum

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Integrate Star Reading/Math into ED program	Leads/EDLead	Q1-2			
Increase tutor staff through community outreach	EDLead	Q2			
Hire paid staff to monitor tutoring staff	Admin/EDLead	Q2			
Student rewards for participation	EDLead	Q2-4			

Strategy 3: Expand extra-curricular offerings

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Develop and implement extra-curricular interest survey	Admin	Q1			
Identify potential community partnerships in delivery	Admin/EDLead	Q1-4			
Hire necessary personnel to implement (volunteers?)	Admin/EDLead	Q2-3			
Purchase necessary materials to implement	Admin	Q2-4			
Develop relevant correlations to core curriculum	Leads/EDLead	Q1-3			
Student rewards for participation	EDLead	Q2-4			

Strategy 4: Expand social service offerings

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
Identify counseling support necessary for students	Admin/EDLead	Q2			
Refine/Staff ESL classes for families	EDLead	Q2-4			
Develop/Staff support necessary for families	EDLead	Q1-4			
Identify potential community partnerships in delivery	EDLead	Q1-4			
Develop multi-lingual communications regarding programming	EDLead	Q1-2			

FOCUS AREA 4: Technology improvements

OVERALL TASKS FOCUS AREA ONE	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
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Review technology plan related to new curriculum and PBL and adjust as necessary

Admin/Leads Q1

Strategy 1: Increase computer access

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
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Develop RFP for computer purchases

Admin Q1

Implement and award RFP

Admin Q1

Develop PD and training for new computer usage

Admin/Leads Q1

Install computers in classrooms

Admin Q2-4

Strategy 2: Increase smartboard access

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
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Develop RFP for smartboard purchases

Admin Q1

Implement and award RFP

Admin Q1

Develop PD and training for new smartboard usage

Admin/Leads Q1

Install smartboards in classrooms

Admin Q2-4

Strategy 3: Improve IT overall

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
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Review all IT needs related to wired and wireless connectivity

Admin Q1

Address IT needs related to administration

Admin Q2

Address IT needs related to classrooms

Admin Q2-4

Address IT needs related to Extended Day programs

Admin Q2-4

FOCUS AREA 4: Parent Engagement

OVERALL TASKS FOCUS AREA ONE	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
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Identify all ESL parents with language barriers or other barriers to participation

Admin Q1

Identify all FRL parents with educational or work barriers to participation

Admin Q1

Ensure all communications reflect home language

Admin Q1-4

Provide support for outside school services

Admin Q1-4

Strategy 1: Membership in Johns Hopkins National Network of Schools

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
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Join Network

Admin Q1

Attend initial trainings/Develop implementation plan

Admin/Leads Q1-2

Hire support for onsite training

Admin Q2

Implementation of TIPS --

Leads/Faculty Q2-4

Feedback on TIPS

Faculty Q3-4

TIPS delivery improvements

Leads/Faculty Q3-4

Develop and purchase reinforcers for parents

Admin Q2

Develop and purchase reinforcers for students

Admin Q2

Strategy 1: Home visits and personal contacts

Activity:	OWNER	DEADLINE	STATUS	PROGRESS NOTES	REVIEW FEEDBACK
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Develop contact schedule for all staff

Admin/Leads Q1

Develop monitoring protocols for all contacts

Leads Q1

Provide support and training for home visits

Admin/Leads Q2-4

Quarterly reviews of all visits contacts

Admin/Leads Q2-4

Date of this notice: 06-09-2015

Employer Identification Number:
47-4216521

Form: SS-4

Number of this notice: CP 575 A

YOUNG SCHOLARS OF MCKEESPORT
CHARTER SCHOOL
% YOUNG SCHOLARS MCKEESPORT
600 NEWPORT DR
PITTSBURGH, PA 15234

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 47-4216521. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 940	01/31/2016
Form 944	01/31/2016

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF STATE
BUREAU OF CORPORATIONS AND CHARITABLE ORGANIZATIONS
401 NORTH STREET, ROOM 206
P.O. BOX 8722
HARRISBURG, PA 17105-8722
WWW.CORPORATIONS.STATE.PA.US/CORP

Young Scholars of McKeesport Charter School

THE BUREAU OF CORPORATIONS AND CHARITABLE ORGANIZATIONS IS HAPPY TO SEND YOU YOUR FILED DOCUMENT. THE BUREAU IS HERE TO SERVE YOU AND WANTS TO THANK YOU FOR DOING BUSINESS IN PENNSYLVANIA.

IF YOU HAVE ANY QUESTIONS PERTAINING TO THE BUREAU, PLEASE VISIT OUR WEB SITE LOCATED AT WWW.CORPORATIONS.STATE.PA.US/CORP OR PLEASE CALL OUR MAIN INFORMATION TELEPHONE NUMBER (717)787-1057. FOR ADDITIONAL INFORMATION REGARDING BUSINESS AND / OR UCC FILINGS, PLEASE VISIT OUR ONLINE "SEARCHABLE DATABASE" LOCATED ON OUR WEB SITE.

ENTITY NUMBER: 4341059

Young Scholars of McKeesport Charter School
600 Newport Dr
Pittsburgh, PA 15234

**PENNSYLVANIA DEPARTMENT OF STATE
BUREAU OF CORPORATIONS AND CHARITABLE ORGANIZATIONS**

Articles of Incorporation-Nonprofit

(15 Pa.C.S.)

- Domestic Nonprofit Corporation (§ 5306)
 Nonprofit Cooperative Corporation (§ 7102B)

Name Young Scholars of McKeesport Charter School		
Address 600 Newport Dr,		
City Pittsburgh,	State PA	Zip Code 15234

Document will be returned to the name and address you enter to the left.

Commonwealth of Pennsylvania
ARTICLES OF INCORPORATION-NON-PROFIT 3 Page(s)



T1508267120

Fee: \$125

In compliance with the requirements of the applicable provisions (relating to articles of incorporation or cooperative corporations generally), the undersigned, desiring to incorporate a nonprofit/nonprofit cooperation corporation, hereby state(s) that:

1. The name of the corporation is:
Young Scholars of McKeesport Charter School

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is:

(a) Number and Street 600 Newport Dr,	City Pittsburgh,	State PA	Zip 15234	County Allegheny
(b) Name of Commercial Registered Office Provider c/o:				County

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes.
Creation of a Charter School under the Pennsylvania Charter School Law or any other lawful purpose as a non-profit corporation.

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

PA DEPT. OF STATE
MAR 23 2015

5. Check one of the following:

The corporation is organized on a non-stock basis.

Option for Nonprofit Cooperative Corporation Only: The corporation is organized on a stock share basis.

6. For Nonprofit Corporation Only:

(Strike out if inapplicable): ~~The corporation shall have no members.~~

(Strike out if inapplicable): ~~The incorporators constitute a majority of the members of the committee authorized to incorporate: _____ by the requisite vote required by the organic law of the association for the amendment of such organic law.~~

7. For Nonprofit Cooperative Corporation Only:

Complete and strike out the inapplicable term: The corporation is a cooperative corporation and the common bond of membership among its (members) (shareholders) is: _____.

8. The name(s) and address(es) of each incorporator(s) is (are) (all incorporators must sign below):

Name(s)	Address(es)
Mehmet Melih Demirkan	600 Newport Dr, Pittsburgh, PA 15234
Isa Emin Hafalir	600 Newport Dr, Pittsburgh, PA 15234
Laura Mahalingappa	600 Newport Dr, Pittsburgh, PA 15234

9. The specified effective date, if any, is:

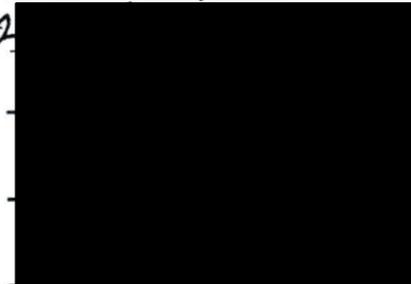
March 2, 2015

month day year hour, if any

10. Additional provisions of the articles, if any, attach an 8½ x 11 sheet.

IN TESTIMONY WHEREOF, the incorporator(s) has/have signed these Articles of Incorporation this

20 day of MARCH



Signature

COMMONWEALTH OF PENNSYLVANIA CHARTER
to operate a public school known as the
Young Scholars of McKeesport Charter School

Pursuant to the authority granted to me as Chair of the State Charter School Appeal Board under section 1717-A(i)(9) of the Public School Code of 1949, as amended, and because of the failure of the Board of School Directors of the McKeesport Area School District to grant the charter within ten (10) days of receiving notice of the State Charter School Appeal Board's March 6, 2015 decision in CAB #2013-14, the Board of Trustees of the Young Scholars of McKeesport Charter School is hereby granted a Charter by operation of law to operate a public charter school to be located within the McKeesport Area School District for the period commencing on or after July 1, 2015 and ending on June 30, 2020. The grant of this charter was approved by vote of the State Charter School Appeal Board on February 18, 2015, and by way of the Board's findings, conclusions and decision issued on March 6, 2015, was deemed approved by the aforementioned inaction of the Board of School Directors.

It is specifically understood and agreed between the signatories hereto that:

1) the Board of Trustees shall operate the charter school in accordance with the provisions of the Charter School Law, 24 P.S. §§17-1701-A *et seq.*, and any applicable amendments thereto enacted during the term of this charter and any regulations or standards applicable to charter schools;

2) the granting of this charter is specifically contingent upon operation of the charter school in conformity with the terms of the application submitted by the Board of Trustees to the Board of School Directors on November 15, 2012 and approved by the State Charter School Appeal Board. Said application is attached hereto as Appendix A and is incorporated herein by reference as if fully set forth;

3) this Charter and the Appendix hereto constitute a legally binding agreement between the Board of School Directors of the McKeesport Area School District and the Board of Trustees of the Young Scholars of McKeesport Charter School for the term set forth above, and the terms of said agreement cannot be changed absent a written amendment to this charter;

4) this charter may be renewed for additional periods of five (5) years duration, and upon any such renewal, a new charter shall be executed between the Board of School Directors and the Board of Trustees; and

5) this charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ day of _____, 2015:


Pedro A. Rivera, Chair
State Charter School Appeal Board

For the Board of Trustees of the Young Scholars of McKeesport Charter School:


Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Young Scholars of McKeesport Charter School

Three Year Budget Narrative

		Year 1	Year 2	Year 3
Personnel		\$0.00	\$0.00	\$0.00
	Total Personnel	\$0.00	\$0.00	\$0.00
Fringe benefits		\$0.00	\$0.00	\$0.00
	Total Fringe benefits	\$0.00	\$0.00	\$0.00
Travel	Project Directors Meeting in DC			
	1 person x 400 (air travel) + 2 days per diem @\$80+2day nights lodging @ \$250	\$1,060.00	\$1,060.00	\$1,060.00
	Pennsylvania Charter School Conference			
	4 Person x \$250 (600 miles @~0.45 per mile= ~\$250) +4 x 2 days per diem \$80+ 2 rooms for 2 nights Lodging @ \$100	\$3,240.00	\$3,240.00	\$3,240.00
	National Charter School Conference			
	2 person x 400 (air travel) + 5 days per diem @\$80+3 day nights lodging @ \$150	\$2,050.00	\$2,050.00	\$2,050.00
	Registration 2 @ \$400	\$800.00	\$800.00	\$800.00
	National Science Teachers Area Conference			
	2 person x 400 (air travel) + 5 days per diem @\$80+5day nights lodging @ \$100	\$2,100.00	\$2,100.00	\$2,100.00
	Registration 2 @ 160	\$320.00	\$320.00	\$320.00
	National Math Teachers Area Conference			
	2 person x 400 (air travel) + 5 days per diem @\$80+5day nights lodging @ \$100	\$2,100.00	\$2,100.00	\$2,100.00
	Registration 2 @ 160	\$320.00	\$320.00	\$320.00
	National ACTFL (American Council on the Teaching of Foreign Language) Conference <i>Alignment of the National Standards for Learning Languages with the Common Core State Standards</i>			

	4 person x 400 (air travel) + 5 days per diem @\$80+5 day nights lodging @ \$150 Registration 4 @ 160	\$4,700.00 \$640.00	\$4,700.00 \$640.00	\$4,700.00 \$640.00
	The National Association of Special Education Teachers (NASET)			
	2 person x 400 (air travel) + 5 days per diem @\$80+5day nights lodging @ \$100 Registration 2 @ 160	\$2,100.00 \$320.00	\$2,100.00 \$320.00	\$2,100.00 \$320.00
	National Council of Teachers of English <i>A professional Association of Educators in English Studies, Literacy, and Language Arts</i>			
	2 person x 400 (air travel) + 5 days per diem @\$80+5day nights lodging @ \$100 Registration 2 @ 160	\$2,100.00 \$320.00	\$2,100.00 \$320.00	\$2,100.00 \$320.00
	National Network of Partnership Schools Johns Hopkins University Conference in Baltimore Maryland (October 11-12, 2012)			
	2 person x 500 (air travel) + 3 days per diem @\$80+ 2 day nights lodging @ \$150 Registration 1 @ 300	\$940.00 \$300.00	\$940.00 \$300.00	\$940.00 \$300.00
	Total: Travel	\$23,410.00	\$23,410.00	\$23,410.00
Equipment	Furniture Year 1: 140 Student Desks @ \$300 each set	\$42,000.00		
	Year 1: 10 Teachers Desk and Chairs @ \$1000	\$10,000.00		
	Year 2: 4 more teacher desks and chairs @ \$1000		\$4,000.00	
	Year 3: 6 more teachers desk and Chairs @ \$1000 each set			\$6,000.00
	Year 2: 60 Student Desks @ \$300 each set		\$18,000.00	
	Year 3: 160 Student Desks @ \$300 each set. (There will be 360 when we reach full capacity)			\$48,000.00

	Technology Equipment			
	Year 1: 80 Chromebooks @ \$300 Each	\$24,000.00		
	Year 1: 12 Computer Laptops for Teachers and Administrators @ \$1000 each	\$12,000.00		
	Year 1: 12 Classroom Projectors @ \$1000	\$12,000.00		
	Year 2: Additional 4 Computer Laptops for teachers and Administrators @ \$1000 each		\$4,000.00	
	Year 2: 4 Classroom Projectors @ \$1000		\$4,000.00	
	Year 2: NEO 2 with Response to Intervention, 24 NEO 2 @ \$160		\$3,840.00	
	Year 2: 24 Clickers/Responder@ \$500 per dozen (these clickers will be used during Math Intervention time for students to enter their responses to a database)		\$1,200.00	
	Year 2: Computer lab, 24 computers @ \$800,		\$19,200.00	
	Software: Office, Frontpage, etc. \$8,000		\$8,000.00	
	Connectivity wireless and server \$8,000		\$8,000.00	
	Year 2: 9 SMART Boards Interactive Whiteboard w/ UF70 projector, delivery, and installation @ \$5200 each		\$46,800.00	
	Year 3: Additional 6 teachers computers, and software upgrade @ \$1000 each,			\$6,000.00
	Year 3: 6 Classroom Projectors @ \$1200			\$7,200.00
	Year 3: 9 SMART Boards Interactive Whiteboard w/ UF70 projector, delivery, and installation @ \$5200 each			\$31,200.00
	Science Lab Equipment			
	Year 1: Science Lab Basic Equipment such as Consumables, and Portable lab equipment, FOSS kits @ \$50/student	\$7,000.00		
	Year 2: Science lab basic equipment: Bunsen burners, pipits, bio kits, Portable lab equipment, FOSS kits @\$50/student		\$10,000.00	
	Year 3: Science Lab Basic Equipment such as consumables, and portable lab equipment, FOSS kits@\$50/student			\$12,000.00
	Total Equipment	\$107,000.00	\$127,040.00	\$110,400.00
Supplies	Marketing materials			

	Year 1: Brochures 1,000 @ \$3, Student&Parents Handbooks 250 @ 5, flyers 30000 @ .2, (English and Spanish)	\$8,250.00		
	Year 2: Brochures 1,000 @ \$3, Student&Parents Handbooks 300 @ 5, flyers 30000 @ .2, (English and Spanish)		\$10,250.00	
	Year 2: Brochures 1,000 @ \$3, Student&Parents Handbooks 300 @ 5, flyers 30000 @ .2, (English and Spanish)			\$10,250.00
	Total: Supplies	\$8,250.00	\$10,250.00	\$10,250.00
Contractual	Community Outreach Liaison	██████████	██████████	██████████
	External Evaluation	\$5,000.00	\$5,000.00	\$5,000.00
	In-house curriculum in-services (Curriculum Mapping and development etc.)	\$17,500.00	\$20,000.00	\$25,000.00
	Teachers Professional Development Days (1 PD day per quarter @ one expert professional development provider per day @ \$2000)	\$8,000.00	\$8,000.00	\$8,000.00
	Total: Contractual	\$40,500.00	\$53,000.00	\$54,000.00
Construction				
Other	Text Books, and RTI tool and Curriculum			
	Year 1, 2 & 3:Star Math&Reading Assessment for Benchmark testing and Individualized Learning Plans, Accelerated Math for math intervention and Accelerated Reader for guided reading and training the teacher on the system: 200 students @ \$6 each	\$12,000.00	\$12,000.00	\$12,000.00
	Year 1: 140 sets of Textbooks in 4 core subject, and Specials @\$300 per each student	\$42,000.00		
	Year 2: 40 more sets of Textbooks in 4 core subject, and Specials @\$300 per each student		\$12,000.00	
	Year 3: 80 more sets of Textbooks in 4 core subject, and Specials @\$300 per each student			\$24,000.00

	<p>Year 1: Student DATABASE with a testing and mobile modules (\$3000 one time set up fee, \$40 per student)</p> <p>Year 2, 3: Student DATABASE with a testing module (\$40 per student, plus \$1500 for mobile module)</p> <p>Total: Books and educational materials</p>	\$8,600.00	\$8,700.00	\$10,300.00
		\$62,600.00	\$24,000.00	\$36,000.00
Total Direct costs		\$241,760.00	\$237,700.00	\$234,060.00
Training Stipends	<p>Year1: Professional development stipend</p> <p>Year2: Professional development stipend</p> <p>Year 3: Professional development stipend</p>			
Total costs		\$251,360.00	\$250,500.00	\$250,060.00

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Halil		demir	

Address:

Street1:	413 Shaw Ave
Street2:	
City:	McKeesport
County:	
State:	PA: Pennsylvania
Zip Code:	15132-3036
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(412)673-7300	(412)254-8988

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

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

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Young Scholars of McKeesport Charter School

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	0.00		0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	23,410.00	23,410.00	23,410.00	0.00	0.00	70,230.00
4. Equipment	107,000.00	127,040.00	110,400.00	0.00	0.00	344,440.00
5. Supplies	8,250.00	10,250.00	10,250.00	0.00	0.00	28,750.00
6. Contractual	40,500.00	53,000.00	54,000.00	0.00	0.00	147,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	62,600.00	24,000.00	36,000.00	0.00	0.00	122,600.00
9. Total Direct Costs (lines 1-8)	241,760.00	237,700.00	234,060.00	0.00	0.00	713,520.00
10. Indirect Costs*				0.00	0.00	0.00
11. Training Stipends				0.00	0.00	
12. Total Costs (lines 9-11)	251,360.00	250,500.00	250,060.00	0.00	0.00	751,920.00

***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 Young Scholars of McKeesport Charter School	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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00				0.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)